PINELLAS COUNTY SCHOOLS

Planning for Progress

Community Feedback

Report Issued August 6, 2026

Community Meetings held July 2026

Planning for Progress - July 2026

This report presents feedback collected from Pinellas County Schools stakeholders through an online survey and community engagement events conducted as part of the Planning for Progress initiative. The report includes participation information, demographic summaries, question-level results, and qualitative themes identified from participant responses.

Survey Information

The Planning for Progress team administered the survey to Pinellas County Schools stakeholders. The survey was open from July 9 through July 24, 2026. Participation was optional and all responses were anonymous. An email reminder was sent on July 21.

Methodology

The survey included eighteen questions. The first two questions asked participants about their role(s) and geogrphic area. The remaining sixteen questions were open ended to match the questions on the posters at the in-person events on July 9 and July 15.

Community Feedback: Survey

Survey results include both complete and incomplete survey entries. If a participant exited the survey before submitting it, any responses provided before exiting were retained and included in the analysis. The table below summarizes survey participation. A survey entry was counted when a participant answered at least one demographic question. Participants who clicked the survey link but did not answer any demographic questions are reported separately. Throughout the report, each survey question includes the number of participants who responded to that question.

Community Feedback: In Person

In addition to the online survey, community members had the opportunity to provide feedback during in-person engagement events. Attendees were invited to write their responses on Post-it notes and place them on posters displaying the same questions included in the online survey. All in-person responses were transcribed and categorized by survey question for analysis. Because demographic information was not collected at these events, responses are identified only by event location (North County, Mid County, or South County). While in-person participants are not included in the survey respondent counts or demographic analyses, their responses are included in the totals reported for individual questions and in the findings presented in this report.

The question-level summaries included throughout this report were generated using ThoughtExchange analytical tools.

Community Feedback: In Person

Attendance	North	Mid	South	All
July 9, 2026	85	78	76	239
July 15, 2026	87	58	72	217
Total:	**172**	**136**	**148**	**456**

Written Feedback	North	Mid	South	All
July 9, 2026	27	91	56	174
July 15, 2026	136	42	41	219
Total:	**163**	**133**	**97**	**393**

Community Feedback: Survey

Q1. Please select the option that best describes you. (Select all that apply)

Individual Responses: **2135**

Options	Responses	
Business Partner	32	1.2%
Community Member	412	15.5%
Parent / Guardian	1278	48.0%
Staff Member	889	33.4%
Student	52	2.0%
Total:	**2663**	

Q2. To which geographic area(s) of Pinellas County, should your survey responses be applied? (Select all that apply.)

Individual Responses: **2085**

No response*: 50

Options	Survey Responses	
North county (schools north of Drew St.)	967	41.6%
Mid county (schools south of Drew St. and north of 54th Avenue N.)	711	30.6%
South county (schools south of 54th Avenue N.)	648	27.9%
Total:	**2326**	

**This was a required question. Participants who did not respond to this question did not complete the survey.*

Q3. If school closure(s) are necessary, what are your specific ideas or recommendations in this geographic area?

Survey: 1219 **In person: 17**

	Responses	
Business Partner	18	1.1%
Community Member	249	15.6%
Parent / Guardian	742	46.5%
Staff Member	540	33.8%
Student	30	1.9%
In Person (poster feedback)	17	1.1%
Total:	**1596**	

Options	Responses	
North county (schools north of Drew St.)	573	41.5%
Mid county (schools south of Drew St. and north of 54th Avenue N.)	419	30.3%
South county (schools south of 54th Avenue N.)	390	28.2%
Total:	**1382**	

Respondents could select more than one role and geographic area. As a result, the total number of selections exceeds the number who responded to this question.

Summary

Overview

The responses to the question about school closures in the geographic area reflect a range of opinions and suggestions. Respondents opposed the closure of fundamental and other popular schools and expressed concerns about educational quality and class sizes. Other comments highlighted the importance of preserving community schools. Suggestions include consolidating under-attended schools, creating K-8 campuses, and expanding magnet and fundamental programs. Some propose repurposing closed schools for community use, such as early childhood centers or technical education hubs. Concerns about transportation, maintaining specialized programs, and ensuring minimal disruption to students and families are also highlighted.

Categories

K-8 Schools

The concept of K-8 schools is frequently mentioned as a solution to school closures. Participants believe that combining elementary and middle schools into K-8 campuses can provide continuity for students and reduce the need for separate middle schools. There is a perception that K-8 schools can offer a more cohesive educational experience, allowing students to remain in familiar environments. However, concerns are raised about the potential lack of middle school-specific opportunities, such as sports and extracurricular activities. Overall, the idea is seen as a practical approach to optimizing resources while maintaining educational quality.

School Consolidation

School consolidation is a prominent theme, with many participants suggesting merging schools to optimize resources and improve educational offerings. The idea is to combine schools geographically close to each other, which can help fill empty classrooms and reduce operational costs. Participants express concerns about larger class sizes and the potential impact on educational quality. There is also a focus on ensuring that special programs and magnet offerings are preserved during consolidation. Overall, consolidation is seen as a necessary step to address underutilization while maintaining educational standards.

Q3. If school closure(s) are necessary, what are your specific ideas or recommendations in this geographic area?

Magnet and Fundamental Programs

The expansion and preservation of magnet and fundamental programs are frequently discussed as important considerations in the context of school closures. Participants emphasize the value these programs bring in terms of specialized education and student engagement. There is a strong desire to keep these programs intact, even if schools are consolidated or closed. The perception is that these programs are vital assets to the community and play a significant role in attracting families to public schools. Participants suggest relocating or expanding these programs to ensure they continue to serve students effectively.

Community Impact

Participants express concerns about the broader community impact of school closures, emphasizing the importance of keeping schools within communities. There is a perception that schools play a crucial role in maintaining strong connections between families and educational institutions. Concerns are raised about increased travel times and reduced accessibility if schools are closed or relocated. Participants highlight the need for transparency and communication with stakeholders to minimize negative impacts. Overall, the community impact is seen as a critical factor to consider when making decisions about school closures.

Alternative Uses

The idea of repurposing closed school facilities for alternative uses is mentioned as a potential solution to avoid leaving buildings vacant. Participants suggest converting these sites into community-serving facilities, such as early learning centers, career and technical education hubs, or youth development centers. There is a perception that repurposing can help strengthen surrounding neighborhoods and provide valuable services to the community. This approach is seen as a way to maintain the value of school properties and contribute positively to the community, even if schools are closed.

Key Voices

North County

- Merge or “pair” nearby elementaries (e.g., Brooker Creek + Cypress Woods; Sunset Hills + Tarpon El.).
- Convert Tarpon or East Lake campuses into K-8 configurations.
- Prioritize closing older, under-enrolled buildings.
- Maintain neighborhood attendance boundaries where possible to limit travel.

Representative Comments

“Combine Tarpon Middle and Sunset Hills as a K-8 grade school.”

“Merge smaller schools in the same area together.”

Mid County

- Combine small elementaries that sit very close together (e.g., Bauder + Oakhurst; Pinellas Park El. cluster).
- Convert certain elementaries to dedicated Pre-K/Early-Learning centers.
- Redraw bus zones to reduce 2-mile walk hardships for young students.

Representative Comments

"Continue to make K-8 schools where students can grow and thrive in the community where they begin in kindergarten and the teachers and school really get to know them throughout their journey. So consolidate schools so they have more of a K-8 experience."

“Close older schools - reevaluate fundamental and magnet schools that have become neighborhood schools due to school board rules that allow the closest students entry and sibling priority”

Q3. If school closure(s) are necessary, what are your specific ideas or recommendations in this geographic area?

South County

• Merge or repurpose small, aging elementaries (Woodlawn, Bear Creek, Mount Vernon) and redirect students to nearby campuses.
• Protect longstanding "community anchor" sites such as Gibbs HS.

Representative Comments

"Combining Gibbs and Lakewood High School making larger high school. Lakewood becoming a training facility for staff members."

"Closing Woodlawn Elementary and Bear Creek Elementary and rezoning the students to 2-4 schools in the surrounding area."

Q4. Would you support or be interested in a new fundamental elementary or middle school as a choice in this geographic area if it would require the closing or consolidation of a traditional neighborhood school?

Survey: 1395 **In person: 27**

	Responses	
Business Partner	20	1.1%
Community Member	292	16.0%
Parent / Guardian	870	47.6%
Staff Member	589	32.2%
Student	31	1.7%
In Person (poster feedback)	27	1.5%
Total:	**1829**	

Options	Responses	
North county (schools north of Drew St.)	666	42.1%
Mid county (schools south of Drew St. and north of 54th Avenue N.)	484	30.6%
South county (schools south of 54th Avenue N.)	432	27.3%
Total:	**1582**	

Respondents could select more than one role and geographic area. As a result, the total number of selections exceeds the number who responded to this question.

Summary

Overview

The responses to the question about supporting a new fundamental school in the area, even if it requires closing or consolidating a traditional neighborhood school, reveal a divided opinion. Many respondents express strong support for fundamental schools, citing their perceived benefits such as stricter discipline and higher academic performance. However, a significant number of respondents oppose the idea, emphasizing the importance of neighborhood schools for community access and stability. Concerns about the impact on existing schools, potential job losses, and the exclusivity of fundamental schools are also prevalent. Some respondents suggest alternatives like magnet or specialized programs.

Categories

Support Fundamental Schools

Many respondents expressed strong support for the establishment of new fundamental schools in the area. They believe that fundamental schools offer stricter discipline and higher academic performance, which are appealing to families seeking quality education. Some participants noted the high demand for fundamental schools, suggesting that more options would keep families within the public school system. There is a perception that fundamental schools could help compete with private and charter schools, attracting families back to public education. Overall, supporters see fundamental schools as beneficial and necessary for the community.

Q4. Would you support or be interested in a new fundamental elementary or middle school as a choice in this geographic area if it would require the closing or consolidation of a traditional neighborhood school?

Concerns About Fundamental Schools

Several respondents raised concerns about the fundamental school model, questioning its suitability for all families. They point out that fundamental schools often have strict requirements that may be difficult for some families to meet, leading to potential dismissals. Participants are worried about the lack of diversity and inclusivity in fundamental schools, suggesting that they may not be the best option for every student. There is a perception that fundamental schools could create a divide in educational equality, favoring certain groups over others. Overall, these respondents are skeptical about the fundamental model and advocate for more inclusive educational options.

Demand for School Choice

Some respondents expressed interest in having more school choice options, including fundamental schools, but with certain conditions. They emphasize the need for equitable access and community demand to drive decisions about new school openings. Participants are interested in options that provide meaningful benefits for students and families without negatively impacting existing schools. There is a perception that offering a variety of programs, such as magnet or specialized schools, could be more inclusive and beneficial. Overall, these respondents are open to new school options but stress the importance of careful planning and consideration of community needs.

Interest in Specialized Programs

Some respondents expressed interest in specialized programs, such as magnet schools or schools with a specific focus like STEM or the arts. They believe that these programs could offer more diverse and engaging educational opportunities for students. Participants suggest that specialized programs could attract families and enhance the overall educational landscape in the area. There is a perception that these programs could provide a more inclusive environment compared to fundamental schools. Overall, these respondents are interested in exploring alternative educational models that cater to a variety of student interests and needs.

Oppose School Closures

A significant number of respondents are opposed to the idea of closing traditional neighborhood schools to open new fundamental schools. They argue that neighborhood schools provide essential access and community connection, which should not be compromised. Some participants are concerned about the potential negative impact on students who rely on neighborhood schools, emphasizing the importance of strengthening existing schools instead. There is a perception that closing schools could lead to larger class sizes and job losses for teachers, which are seen as detrimental to the district. Overall, opponents prioritize maintaining and improving current neighborhood schools over creating new fundamental options.

Key Voices

North County

• Mixed views: some welcome another fundamental (especially a fundamental high school); others caution that fundamentals aren’t right for every family and fear reduced access for local students.

Representative Comments

“I personally wouldn't be interested in a Fundamental School.”

"I would be open to considering a new fundamental elementary or middle school in this geographic area if the decision is driven by demonstrated community demand improve educational outcomes, and equitable access for neighborhood families."

Q4. Would you support or be interested in a new fundamental elementary or middle school as a choice in this geographic area if it would require the closing or consolidation of a traditional neighborhood school?

Mid County

• Preference for more magnets or STEAM/arts programs over expanding fundamentals; some worry fundamental expectations don't fit all families.

Representative Comments

"New fundamental elementary option in my area. Too many driving far south for fundamental elementary options."

"No, invest in neighborhood schools."

South County

• Several parents want an additional fundamental middle school in South St. Pete; others caution that strict parent-involvement rules may exclude families facing economic barriers.

Representative Comments

"Yes, a fundamental middle school is needed in South St. Pete."

"No. In South County, many families face barriers that make it more difficult to meet the expectations required by fundamental schools. Those schools rely heavily on parent and guardian involvement, and students risk removal if those expectations are not met. A child's access to education should not depend on their family's ability to fulfill those requirements. Closing or consolidating a traditional neighborhood school in favor of a fundamental school would limit access for many students who deserve an equitable public education."

Q5. Would you support or be interested in a campus that serves both elementary and middle school students (e.g., K-8 grade configuration) as a choice in this geographic area if it would require the closing or consolidation of a traditional neighborhood school?

Survey: 1390 **In person: 24**

	Responses	
Business Partner	20	1.1%
Community Member	286	15.7%
Parent / Guardian	872	48.0%
Staff Member	585	32.2%
Student	29	1.6%
In Person (poster feedback)	24	1.3%
Total:	**1816**	

Options	Responses	
North county (schools north of Drew St.)	660	41.8%
Mid county (schools south of Drew St. and north of 54th Avenue N.)	483	30.6%
South county (schools south of 54th Avenue N.)	437	27.7%
Total:	**1580**	

Respondents could select more than one role and geographic area. As a result, the total number of selections exceeds the number who responded to this question.

Summary

Overview

The responses to the question about supporting a K-8 campus in the area, even if it requires closing or consolidating a traditional neighborhood school, reveal a mix of opinions. A significant number of respondents express support for the K-8 model, citing benefits such as continuity, convenience, and improved transitions for students. However, concerns are raised about safety, age differences, and the potential loss of community ties associated with neighborhood schools. Some respondents emphasize the importance of maintaining quality education, adequate resources, and separation between younger and older students. Overall, opinions are divided, with both support and opposition evident.

Categories

Support K-8

Many respondents expressed support for the K-8 model, citing benefits such as smoother transitions, stability, and stronger academic continuity. Some participants appreciated the convenience of having siblings in the same school and the potential for a unified school culture. There was also mention of successful existing K-8 schools, which provided positive examples for this model. A few respondents highlighted the importance of maintaining high-quality programs and ensuring that the K-8 model does not compromise educational standards. Overall, the perception of the K-8 model was positive, with many seeing it as a viable option for improving educational outcomes.

Q5. Would you support or be interested in a campus that serves both elementary and middle school students (e.g., K-8 grade configuration) as a choice in this geographic area if it would require the closing or consolidation of a traditional neighborhood school?

Concerns About Age Mix

A significant number of respondents expressed concerns about mixing younger elementary students with older middle school students. The primary worry was the potential for negative influences and safety issues, particularly for younger children. Some participants were apprehensive about the developmental differences and the appropriateness of having such a wide age range on the same campus. There were suggestions to keep age groups separate within the school to mitigate these concerns. Overall, the perception was cautious, with many emphasizing the need for careful planning to address these issues.

Conditional Support

A number of respondents indicated conditional support for the K-8 model, contingent on certain factors being addressed. These conditions included ensuring adequate resources, maintaining small class sizes, and providing strong leadership and teaching staff. Some participants wanted assurances that the K-8 model would not lead to reduced support services or increased burdens on teachers. There was also interest in seeing data on student outcomes and the impact on families before fully supporting the model. Overall, the perception was cautiously optimistic, with support dependent on meeting specific criteria.

Alternative Suggestions

Some respondents offered alternative suggestions to the K-8 model, such as expanding K-12 or 6-12 options for greater continuity. There were also ideas for creating separate wings or buildings to keep different age groups apart. A few participants suggested focusing on improving existing middle schools or exploring other configurations like K-6 or K-7. These alternatives were seen as ways to address concerns about age mixing and to provide more tailored educational experiences. Overall, the perception was that while the K-8 model has potential, other configurations might better meet the needs of students and families.

Opposition to School Closures

Several respondents were opposed to the idea of closing or consolidating traditional neighborhood schools to create a K-8 campus. The main concern was the potential loss of community and the negative impact on students who benefit from smaller, local schools. Some participants felt that the district should focus on improving existing schools rather than closing them. There was also a sentiment that closures could lead to overcrowding and a reduction in the quality of education. Overall, the perception was negative, with many preferring to maintain the current school structure.

Key Voices

North County

- Conditional support if transportation is reliable
- Desire to keep magnet/elective offerings intact
- Concern about younger vs. older student maturity gaps
- Interest when it replaces long bus rides to current middle schools

Representative Comments

"I support K-8 neighborhood schools if they allow kids' schooling to remain embedded within their neighborhood."

"Less interested in this. I find keeping elementary and middle separate is often beneficial."

Q5. Would you support or be interested in a campus that serves both elementary and middle school students (e.g., K-8 grade configuration) as a choice in this geographic area if it would require the closing or consolidation of a traditional neighborhood school?

Mid County

- Mixed opinions; some already have K-8 models
- Fear of losing programs, electives, or leadership quality
- Support if neighborhood schools are under capacity
- Calls for equity in resources between K-8 and stand-alone middles

Representative Comments

"I don't think it would be a bad idea but there would have to be boundaries and more watching or care as the middle schools are rough in this county and to mix with little ones k-5 is a big step."

“This makes me nervous but other schools have shown that it can be done. I think over time it’s a great idea for building relationships with families for years.”

South County

- Emphasis on safety and age-appropriate separation on campus
- Desire to retain neighborhood-school identity while expanding choice
- Interest in K-8 to improve transitions and keep siblings together (e.g., converting existing elementaries).
- Need for extra supports given higher poverty and mobility rates in the area.

Representative Comments

"I think it would depend on the specific school. I don't believe bigger schools with more students are the answer; however, adding a middle school path to existing schools that have low behavior problems and that are doing well while decreasing the size of existing middle schools might work. Another favorable idea is consolidating some elementary schools while at the same time making middle school 5th-6th and then creating junior high campuses for 7-8. 6th graders developmentally should not be with 8th graders. If we fix the middle school problem, more families would stay in public school."

"I don't like the idea of 8th graders in the same space as kindergarteners. "

Q6. Would you support, or be interested in, a campus that serves both middle and high school students (e.g., grades 6-8 and 9-12 on the same campus) as a choice in this geographic area if it would require the closing or consolidation of a traditional neighborhood school?

Survey: 1385 **In person: 27**

	Responses	
Business Partner	21	1.2%
Community Member	284	15.7%
Parent / Guardian	867	47.8%
Staff Member	586	32.3%
Student	28	1.5%
In Person (poster feedback)	27	1.5%
Total:	**1813**	

Options	Responses	
North county (schools north of Drew St.)	663	42.0%
Mid county (schools south of Drew St. and north of 54th Avenue N.)	482	30.5%
South county (schools south of 54th Avenue N.)	435	27.5%
Total:	**1580**	

Respondents could select more than one role and geographic area. As a result, the total number of selections exceeds the number who responded to this question.

Summary

Overview

The responses to the question about supporting a combined middle and high school campus reveal a diverse range of opinions. A significant number of respondents express opposition, citing concerns about the maturity gap, potential safety issues, and the importance of maintaining separate learning environments for different age groups. Some are open to the idea if there is clear separation between the age groups and if it offers educational benefits, such as technical programs or arts integration. A few respondents support the concept, particularly if it addresses declining enrollment or enhances educational opportunities. Overall, the responses highlight a cautious approach, with many emphasizing the need for careful planning and consideration of students' developmental needs.

Categories

Support

A smaller group of participants express outright support for the idea of a combined middle and high school campus. These responses often highlight potential benefits such as increased access to resources, programs, and extracurricular activities. Some participants believe that such a model could provide a more seamless educational experience and better prepare students for future academic and career opportunities. There is also mention of the potential for improved efficiency in the use of facilities and staffing. Overall, supporters see the potential for positive outcomes if the model is implemented effectively.

Q6. Would you support, or be interested in, a campus that serves both middle and high school students (e.g., grades 6-8 and 9-12 on the same campus) as a choice in this geographic area if it would require the closing or consolidation of a traditional neighborhood school?

Conditional Support

A significant number of participants express conditional support for a combined middle and high school campus. Many of these responses emphasize the importance of maintaining separation between the age groups, either through physical barriers or scheduling differences. There is also a focus on ensuring that the educational and developmental needs of both groups are met, with some suggesting that such a model could work if it offers expanded academic and extracurricular opportunities. Participants also highlight the need for careful planning and adequate resources to support the transition. Overall, while open to the idea, these respondents stress the need for thoughtful implementation to address potential challenges.

Uncertainty

Some participants express uncertainty about the proposal, indicating that they need more information or are unsure about the potential outcomes. These responses often reflect concerns about the logistics of combining the two age groups and the potential impact on students' social and academic experiences. There is also mention of the need for careful consideration of the specific context and needs of the community. Overall, these participants are open to the idea but require more details and assurances before forming a definitive opinion.

Alternative Suggestions

A few participants offer alternative suggestions to the proposed model, such as creating K-8 schools or maintaining separate campuses for middle and high school students. These responses often reflect a desire to preserve the unique developmental stages of each age group while still exploring ways to improve educational outcomes. Some participants suggest that alternative models could provide similar benefits without the potential drawbacks of combining middle and high school students. Overall, these suggestions indicate a willingness to consider different approaches to address the challenges facing the education system.

Opposition

The majority of responses express opposition to the idea of combining middle and high school students on the same campus. Concerns are primarily centered around the significant age and maturity differences between the two groups, which could lead to social and developmental issues. Many participants believe that middle and high school students have distinct needs that are best addressed in separate environments. There is also a strong sentiment against closing or consolidating traditional neighborhood schools, as these are seen as important community assets. Overall, the perception is that the potential risks and drawbacks outweigh any benefits of such a consolidation.

Key Voices

North County

- Widespread hesitation about mixing 6th- with 9th–12th-graders
- Some support only with strict separation of age groups
- Interest if it helps alleviate long commutes to current sites

Representative Comments

"Yes, I could support it if the population decline was causing an empty school syndrome. Because I believe the scheduling of middle and high school students would be at some overlapping time, and they would attend at different start/end times, I think it would work out. Clubs and activities should be open to students of all grade levels, when appropriate. "

“Yes, as long as no programs, electives, arts or sports are cut.”

Q6. Would you support, or be interested in, a campus that serves both middle and high school students (e.g., grades 6-8 and 9-12 on the same campus) as a choice in this geographic area if it would require the closing or consolidation of a traditional neighborhood school?

Mid County

- Split views: some see efficiency, others cite safety/maturity concerns
- Preference for 7-12 or 8-12 rather than 6-12 combinations
- Desire for robust academic and extracurricular offerings to justify change

Representative Comments

"Yes but keep populations separate as much as possible "
"It's a big jump from eighth grade to ninth grade, I'm not sure this would be the best idea unless they keep it separated in two different buildings like Madeira Beach does. The maturity level of middle schoolers compared to high schoolers (not all) is a lot."

"No. I would not support creating a combined middle and high school campus if it requires the closure or consolidation of a traditional neighborhood school. Middle and high school students have different academic, social, and developmental needs, and I believe they are best served in separate learning environments. I also believe neighborhood schools should be preserved whenever possible, and school closures should only be considered when there are no other viable alternatives."

South County

- Limited support; many parents want separate spaces for adolescents
- Some back the idea for specialized technical or magnet pathways
- Emphasis on strong administration and security if implemented

Representative Comments

"I would be willing to consider a combined middle and high school campus, provided there is evidence that it will offer a better education and ensure the complete safety of every child, given the different age groups involved."

"No. I would not support closing or consolidating a traditional neighborhood school to create a combined middle and high school campus. Middle and high school students have different academic, social, and developmental needs, and neighborhood schools are an important part of their communities. Expanding school choice should not come at the expense of reducing access to traditional public schools or disrupting established school communities."

Q7. Would you support, or be interested in, bringing a school choice option for a technical middle or high school to this geographic area?

Survey: 1361 **In person: 31**

	Responses	
Business Partner	18	1.0%
Community Member	277	15.5%
Parent / Guardian	857	48.0%
Staff Member	574	32.2%
Student	28	1.6%
In Person (poster feedback)	31	1.7%
Total:	**1785**	

Options	Responses	
North county (schools north of Drew St.)	653	42.1%
Mid county (schools south of Drew St. and north of 54th Avenue N.)	472	30.4%
South county (schools south of 54th Avenue N.)	427	27.5%
Total:	**1552**	

Respondents could select more than one role and geographic area. As a result, the total number of selections exceeds the number who responded to this question.

Summary

Overview

The responses to the question about supporting a school choice option for a technical middle or high school in the area reveal a predominantly positive sentiment. Many respondents express strong support for expanding technical education, citing benefits such as career readiness, skill development, and meeting local workforce needs. Some suggest integrating technical programs into existing schools or expanding current offerings like Richard O. Jacobson Technical High School. Concerns include potential duplication of existing programs, the impact on traditional schools, and the suitability of technical education for middle school students. A minority express opposition or uncertainty, often due to logistical or philosophical reasons.

Categories

Support for Technical Schools

A significant number of respondents expressed strong support for introducing a technical school option in the area. Many believe that technical schools provide valuable career skills and opportunities for students who may not pursue traditional college paths. Respondents highlighted the importance of hands-on learning and the potential for technical schools to meet local workforce needs. There is a perception that technical schools can offer diverse educational pathways and prepare students for immediate entry into the workforce. Overall, the sentiment is positive, with many seeing technical schools as a beneficial addition to the educational landscape.

Q7. Would you support, or be interested in, bringing a school choice option for a technical middle or high school to this geographic area?

Conditional Support

Several respondents indicated conditional support for technical schools, depending on specific factors such as the trades offered or the integration with existing programs. Some participants emphasized the importance of aligning technical school offerings with community needs and ensuring they complement, rather than replace, current educational options. There is a desire for technical schools to provide meaningful career pathways and not limit students' choices. Respondents also mentioned the need for technical schools to be accessible and part of a long-term educational strategy. Overall, these participants are open to the idea but seek more information and assurance about the implementation.

Existing Programs

A portion of respondents pointed out that technical school options already exist in the area, such as Richard O. Jacobson Technical High School. They suggested that instead of creating new schools, efforts should focus on expanding and improving these existing programs. Some participants mentioned the challenges of accessing current technical schools due to capacity limits and lottery systems. There is a perception that enhancing current offerings could better serve students without the need for additional schools. Overall, these respondents believe in optimizing and building upon the existing technical education infrastructure.

Uncertainty and Neutrality

A few respondents expressed uncertainty or neutrality regarding the introduction of technical schools. Some are unsure about the differences between proposed and existing programs, while others feel they need more information to form an opinion. There is a perception that middle school students may be too young to commit to a specific career path, leading to hesitance about technical middle schools. These participants are not opposed to the idea but require further clarification and details. Overall, their responses reflect a need for more engagement and communication about the potential benefits and structure of technical schools.

Concerns and Criticisms

Some respondents expressed concerns about the introduction of technical schools, citing issues such as existing capacity and the need to expand current programs. There is a perception that technical schools may not fit well with traditional school choice models and could detract from existing programs. A few participants mentioned that technical schools might not have a good reputation, associating them with students who struggle in traditional settings. Others questioned the necessity of new technical schools, suggesting improvements to current offerings instead. Overall, these respondents are cautious about the implementation and impact of new technical school options.

Key Voices

North County

- Many respondents say a local technical option would complement existing academic magnets.
- Desired focus areas include trades, robotics, life skills, auto/woodworking, and engineering.
- Some note transportation distance to the current tech high school in Seminole as a barrier.
- A few respondents link support to keeping other programs and sports in place.

Representative Comments

"Yes. Public schools need to bring back courses such as life skills (home economics), auto mechanics, woodworking/robotics or similar."

"I love the idea of a technical middle school or high school. Not every student is college bound. I feel PCS has missed the mark on this over the last several years."

"No my students are not interested in this option."

Q7. Would you support, or be interested in, bringing a school choice option for a technical middle or high school to this geographic area?

Mid County

- Frequent interest in career-oriented tracks: HVAC, plumbing, nursing, business, STEM.
- Commenters see potential partnerships with local employers and colleges.
- Some caution that new programs should not duplicate existing magnets.
- Accessibility (transportation, admissions) is raised as a factor to monitor.

Representative Comments

"I think that technical high schools are a great idea. I believe that mid-county should have a technical high school.

I am less enthusiastic about technical middle schools. I'm not sure middle schoolers should box themselves into a future occupation that early in life.

Instead, I think we should do more to broaden middle schoolers' options for future employment. We should have more schools with intensive help for the dyslexic. Also, we should have more credit recovery schools for middle schoolers. Children are the most happy when they get to choose a career, instead of having their grades choose for them."

"No, already have Tech High"

South County

- Many replies say a technical school could give students clear job pathways.
- Fields suggested: healthcare, trades, computer technology, construction.
- Respondents hope such an option would engage students who prefer hands-on learning.
- A few mention the need to locate the campus close to neighborhoods it would serve.

Representative Comments

"I could support it provided that:
It offers high-quality programs aligned with job and higher education opportunities.
It provides students with the chance to earn certifications, gain practical experience, or receive college credit, in addition to a solid academic education.
It is accessible to students from the entire community, with transportation and a fair admissions process where applicable.
It complements existing educational options and meets the needs of students and families.
My support would depend on the quality of the program, community demand, and the impact it would have on existing schools."

"If it's not just used to increase school grades as most are put in for that reason. If you're going to do it, poll the community regarding actual student wants and needs and what will most benefit them"

Q8. Would you support it, or be interested in it, if it meant converting an existing high school or middle school to a full magnet with no zone?

Survey: 1338 **In person: 15**

	Responses	
Business Partner	20	1.1%
Community Member	276	15.8%
Parent / Guardian	843	48.3%
Staff Member	563	32.3%
Student	27	1.5%
In Person (poster feedback)	15	0.9%
Total:	**1744**	

Options	Responses	
North county (schools north of Drew St.)	632	41.7%
Mid county (schools south of Drew St. and north of 54th Avenue N.)	465	30.7%
South county (schools south of 54th Avenue N.)	417	27.5%
Total:	**1514**	

Respondents could select more than one role and geographic area. As a result, the total number of selections exceeds the number who responded to this question.

Summary

Overview

The responses to the question about converting an existing high school or middle school to a full magnet with no zone reveal a divided opinion. A significant number of respondents express support, citing potential benefits such as expanded educational opportunities and specialized programs. However, many express concerns about the impact on neighborhood schools, transportation, and equitable access for local families. Some respondents are undecided or require more information, while others oppose the idea, emphasizing the importance of maintaining traditional zoned schools to ensure community access and prevent segregation. Overall, the responses highlight a need for careful consideration and planning.

Categories

Supportive

The majority of responses indicate support for converting existing schools into full magnet schools with no attendance zones. Many participants believe that magnet schools can offer expanded educational opportunities and attract families. Some supporters emphasize the importance of ensuring that the transition is well-planned and that it does not negatively impact local students. There is also a sentiment that magnet schools should be accessible to all students, regardless of their location, and that transportation should be considered. Overall, the supportive responses reflect a belief in the potential benefits of magnet schools in enhancing educational options.

Q8. Would you support it, or be interested in it, if it meant converting an existing high school or middle school to a full magnet with no zone?

Conditional Support

Some participants express conditional support for the idea of converting schools into full magnet schools. These responses often include specific conditions or concerns that need to be addressed for support to be given. Common conditions include ensuring that transportation is provided, minimizing the displacement of students, and maintaining access for local families. There is also interest in understanding the specific programs and benefits that the magnet schools would offer. Overall, these responses indicate a willingness to consider the proposal if certain criteria are met.

Uncertain

A portion of the responses reflect uncertainty or a lack of sufficient information to form a definitive opinion on the proposal. Participants express a need for more details about the potential impact on students, transportation, and the specific programs offered by the magnet schools. Some are open to listening to further discussions or seeing data that supports the benefits of the conversion. This category highlights the importance of clear communication and transparency in decision-making processes to address the concerns and questions of the community.

Concerns about Impact

Several responses raise concerns about the potential negative impact of converting schools into full magnet schools. These concerns include the risk of increased segregation, the displacement of students, and the loss of community identity associated with neighborhood schools. Participants worry that magnet schools may primarily benefit more advantaged families who have the resources to navigate the system. There is also apprehension about the logistical challenges, such as transportation and the equitable distribution of resources. Overall, these responses emphasize the need to carefully consider the broader implications of such a conversion.

Opposed

A significant number of responses express opposition to converting existing schools into full magnet schools with no zones. Concerns include the potential loss of neighborhood schools, reduced access for local families, and the possibility of increased segregation. Many participants feel that neighborhood schools play a crucial role in their communities and should not be eliminated. There is also apprehension about the impact on students who rely on attending their local schools. Overall, the opposed responses highlight a preference for maintaining traditional zoned schools and ensuring equitable access to education.

Key Voices

North County

- Views are mixed; some would consider it if programs match community needs.
- Concerns include loss of neighborhood access and longer commutes for zoned students.
- A few respondents link support to financial or transportation guarantees.

Representative Comments

"I would need more information on what this entails before providing support"

"No. Students can be given the choice to travel further for a magnet, but they should always have to choice to attend their local home school without excess travel "

"There could be some concerns if the conversion resulted in reduced access to neighborhood families, or created transportation barriers for students from historically undeserved community. Any transition to a full magnet model should include intentional strategic to ensure equitable enrollment opportunities, and support for students, regardless of ZIP Code."

Q8. Would you support it, or be interested in it, if it meant converting an existing high school or middle school to a full magnet with no zone?

Mid County

- Several replies question eliminating zoned seats; neighborhood identity is valued.
- Some openness if clear plans ensure equitable admissions and busing.
- A smaller number favor the idea as a way to strengthen specialized offerings.

Representative Comments

"I would be cautious about converting an existing middle or high school to a full magnet with no attendance zone. While magnet programs can provide valuable opportunities, neighborhood schools serve an important role in their communities. I would only support such a change if there is clear community demand, evidence that it would benefit students, and a thorough evaluation of the impact on families, transportation, access to services, and existing schools."

"No, students should be excited to attend their zoned school."

South County

- Many respondents do not favor removing a neighborhood school's zone.
- Equity and accessibility for local families are key concerns.
- A few support conversion if it clearly expands opportunities without displacement.

Representative Comments

"I would be open to considering the conversion of an existing middle or high school into a full magnet school with no attendance zone if there is clear evidence that it would provide meaningful opportunities for students and improve educational outcomes. A full magnet model could allow students to access specialized programs, unique learning experiences, and innovative pathways based on their interests and goals."

"No. I would not support converting an existing middle or high school into a full magnet with no attendance zone."

Q9. Would you support or be interested in new early childhood options (from 6 months to VPK) in this geographic area?

Survey: 1337 **In person: 25**

	Responses	
Business Partner	20	1.1%
Community Member	278	15.9%
Parent / Guardian	840	47.9%
Staff Member	564	32.2%
Student	26	1.5%
In Person (poster feedback)	25	1.4%
Total:	**1753**	

Options	Responses	
North county (schools north of Drew St.)	631	41.5%
Mid county (schools south of Drew St. and north of 54th Avenue N.)	466	30.6%
South county (schools south of 54th Avenue N.)	424	27.9%
Total:	**1521**	

Respondents could select more than one role and geographic area. As a result, the total number of selections exceeds the number who responded to this question.

Summary

Overview

The responses to the question about supporting new early childhood options in the area reveal a mix of opinions. A significant majority express support, emphasizing the need for affordable, high-quality childcare and early education programs that benefit children and working families. Many respondents highlight the importance of accessibility, affordability, and qualified educators. Some express concerns about existing options, declining birth rates, and potential impacts on taxes or local businesses. A minority of respondents indicate no interest or relevance to their situation, while others are unsure or indifferent. Overall, there is strong interest in expanding early childhood options.

Categories

Supportive

The majority of respondents expressed strong support for expanding early childhood options in the area. Many highlighted the importance of providing affordable and high-quality childcare and early education, which they believe would benefit both children and working families. Some respondents emphasized the need for programs that are accessible and staffed by qualified educators. There is a consensus that such initiatives would help in preparing children for kindergarten and improve long-term academic outcomes. Overall, the perception is that expanding early childhood options is a positive and necessary step for the community.

Q9. Would you support or be interested in new early childhood options (from 6 months to VPK) in this geographic area?

Conditional Support

Some respondents expressed conditional support for expanding early childhood options, contingent on certain factors being met. These conditions include ensuring affordability, accessibility, and the presence of qualified staff. A few respondents mentioned the importance of conducting demographic studies to ensure there is sufficient demand. Others suggested that the programs should be integrated with existing schools or community resources. The perception is that while the idea is generally positive, it requires careful planning and execution to be successful.

Concerns

A few respondents raised concerns about the potential expansion of early childhood options. These concerns include the financial implications for the district, such as the cost of implementation and the potential impact on existing programs and resources. Some respondents questioned the necessity of such programs given the current availability of options. Others expressed skepticism about the ability to maintain high-quality standards. The perception is that while the idea has merit, there are significant challenges and risks that need to be addressed.

Not Applicable

A portion of respondents indicated that the question of expanding early childhood options does not apply to them. This group includes individuals whose children are older or who do not have children. Some respondents expressed neutrality or indifference, suggesting that while they do not oppose the idea, it does not directly impact their lives. The perception is that while the initiative may be beneficial for others, it is not relevant to their current circumstances.

Opposed

A significant number of respondents expressed opposition to the idea of expanding early childhood options. Some believe that there are already sufficient options available in the area, while others are concerned about the potential impact on taxes or the necessity given declining birth rates. A few respondents mentioned that such programs do not apply to their personal situations, indicating a lack of perceived benefit. Overall, the perception among this group is that the expansion is either unnecessary or not relevant to their needs.

Key Voices

North County

- Numerous respondents indicate interest in additional early-learning seats.
- Some prefer moving VPK out of elementary campuses to dedicated centers.
- Affordability and staffing expertise are noted as important.

Representative Comments

"Yes, I would support any options that benefit children in their growth and education at all ages."

"This doesn't impact me directly. However, if this financially improves our district and provides options for families that require these age-levels of care, then I believe it might be a good idea."

Mid County

- Many express support, especially if programs remain affordable and close to home.
- Respondents mention shortages of quality childcare and the value of early learning.
- A few say they are unsure or personally unaffected but see community benefit.

Q9. Would you support or be interested in new early childhood options (from 6 months to VPK) in this geographic area?

Representative Comments

"I would support expanding early childhood options, including programs serving children from infancy through VPK, if there is sufficient community need and sustainable funding. High-quality early childhood programs can have a positive impact on school readiness and long-term student success. I would want to ensure these options are accessible to families and do not negatively impact existing schools or programs."

"I'm not sure I think it's a good idea for a child that young to start their educational journey before VPK."

"I think more school should have the PreK3. But no, I rather use a private childcare for 6 months to VPK. "

South County

- Interest is common; parents cite limited options for infants through VPK.
- Some suggest partnerships with organizations (e.g., YMCA, Early Steps) or use of repurposed campuses.
- Affordability and inclusion of working families are frequently mentioned.

Representative Comments

"Yes, early childhood interventions and structured programs are important for kindergarten readiness. "

"Only if we're free to low income and single Mothers or single Fathers. "

Q10. Would you support, or be interested in, early childhood options (from 6 months to VPK) located on a repurposed campus that serves only early childhood students?

Survey: 1311 **In person: 16**

	Responses	
Business Partner	18	1.1%
Community Member	270	15.8%
Parent / Guardian	826	48.3%
Staff Member	554	32.4%
Student	25	1.5%
In Person (poster feedback)	16	0.9%
Total:	**1709**	

Options	Responses	
North county (schools north of Drew St.)	617	41.7%
Mid county (schools south of Drew St. and north of 54th Avenue N.)	451	30.5%
South county (schools south of 54th Avenue N.)	410	27.7%
Total:	**1478**	

Respondents could select more than one role and geographic area. As a result, the total number of selections exceeds the number who responded to this question.

Summary

Overview

The responses to the question about supporting early childhood options on a repurposed campus reveal a mix of opinions. A significant number of respondents express support, citing benefits such as expanded access to early education, dedicated facilities, and developmental advantages for young children. Some emphasize the importance of ensuring high-quality programs and considering cost-effectiveness. However, there is also notable opposition, with concerns about the necessity, potential impact on existing schools, and preference for integrating early childhood programs within current elementary campuses. A few respondents remain neutral or unsure, indicating a need for more information.

Categories

Supportive

The majority of responses express strong support for the idea of repurposing a campus for early childhood education. Participants believe that such a campus could provide a dedicated environment tailored to the developmental needs of young children, offering specialized staff and resources. Many see this as a beneficial use of existing district resources, potentially expanding access to high-quality early learning programs. Supporters also highlight the importance of building relationships with families early on to ensure long-term academic success. Overall, the perception is positive, with many viewing it as a valuable opportunity for both children and families.

Q10. Would you support, or be interested in, early childhood options (from 6 months to VPK) located on a repurposed campus that serves only early childhood students?

Conditional Support

Some participants express conditional support, indicating that their approval depends on certain factors such as cost, demand, and accessibility. They emphasize the importance of conducting thorough cost analyses and ensuring that the repurposing effort is financially responsible. Others suggest that the campus should be integrated with existing schools to facilitate easier transitions for families with multiple children. There is also a focus on ensuring that the campus is accessible to all families, regardless of socioeconomic status. Overall, these responses reflect a cautious optimism, with participants willing to support the initiative if certain conditions are met.

Neutral / Indifferent

A smaller group of participants express neutral or indifferent views regarding the proposal. These responses often indicate a lack of personal relevance or interest, with some participants stating that they do not have children in the relevant age group. Others express uncertainty or a need for more information before forming an opinion. There is also a sense of indifference among those who feel that the proposal does not directly impact them or their community. Overall, these responses reflect a lack of strong feelings either for or against the initiative.

Alternative Suggestions

Some participants offer alternative suggestions to the proposal, indicating a preference for integrating early childhood programs within existing elementary schools. They argue that this approach could foster community and continuity for families, making transitions smoother for children. Others suggest expanding early childhood options across multiple schools to increase accessibility and equity. There is also a focus on ensuring that any repurposing effort does not negatively impact current K-12 schools. Overall, these responses reflect a desire to explore different approaches to early childhood education that prioritize community integration and resource sharing.

Opposed

A significant number of responses express opposition to the idea of repurposing a campus for early childhood education. Participants cite concerns about unnecessary costs, the potential impact on existing schools, and the belief that early childhood education should remain with private preschools. Some feel that the initiative is not needed in their area due to existing options and resources. Others are worried about the potential disruption to neighborhood schools and the allocation of district funds. Overall, the perception among these participants is negative, with many viewing the proposal as unnecessary or potentially harmful.

Key Voices

North County

- Many respondents say additional early-learning seats would be useful.
- Some prefer VPK moved out of elementary schools into a dedicated site.
- Affordability and qualified staff are noted as important factors.

Representative Comments

“Yes. I will support anything that keeps parents and families in public schools.”

"Yes (or just add them onto an elementary school that is running at low capacity)"

Mid County

- Interest exists, though several answers are brief (“Yes,” “Possibly,” “Maybe”).
- Support often linked to convenience for working families and transportation access.
- A few respondents remain undecided, saying it “would depend on demand and cost.”

Q10. Would you support, or be interested in, early childhood options (from 6 months to VPK) located on a repurposed campus that serves only early childhood students?

Representative Comments

"Yes. Repurposing an existing campus to serve only early childhood students could be a great opportunity to expand access to high-quality early learning while making good use of existing district resources. A dedicated early childhood campus could provide developmentally appropriate spaces, specialized staff, and strong family engagement opportunities from the earliest years. Building relationships with families before kindergarten allows Pinellas County Schools to support students earlier and create a stronger foundation for future academic success."

"I would need additional details on how this affects Pinellas County schools, staff, students, and families."

South County

- Frequent support; parents mention limited infant-through-VPK spaces.
- Some suggest partnerships with YMCA, Early Steps, or other nonprofits.
- Affordability for low-income families is a recurring theme.

Representative Comments

"Yes, I would support early childhood options located on a repurposed campus if a thorough cost analysis demonstrates that this is the most responsible use of district resources. However, the district should prioritize ensuring that current K–12 schools, particularly those in aging facilities, have safe and functional learning environments before investing significant funds into repurposing campuses for new programs. Any repurposing effort should consider long-term costs, facility needs, and the overall impact on all students."

"I don't want my child's neighborhood schools closed. I can see maybe adding early childhood education to an elementary school in a separate building from the elementary school kids, like how Sexton Elementary has a separate building. Maybe VPK could be in the main elementary building but everything else would be in the smaller building."

Q11. If school/district buildings are vacated, what ideas do you have for repurposing them in this geographic area?

Survey: 1163 **In person: 32**

	Responses	
Business Partner	17	1.1%
Community Member	244	15.8%
Parent / Guardian	719	46.7%
Staff Member	508	33.0%
Student	20	1.3%
In Person (poster feedback)	32	2.1%
Total:	**1540**	

Options	Responses	
North county (schools north of Drew St.)	546	41.0%
Mid county (schools south of Drew St. and north of 54th Avenue N.)	405	30.4%
South county (schools south of 54th Avenue N.)	382	28.7%
Total:	**1333**	

Respondents could select more than one role and geographic area. As a result, the total number of selections exceeds the number who responded to this question.

Summary

Overview

The responses to the question about repurposing vacated school or district buildings in the area suggest a variety of potential uses. Many respondents advocate for transforming these spaces into community centers, affordable housing, or facilities for educational and vocational training. Others propose leasing or selling the properties to generate revenue, with a preference for community-focused uses over private or charter school operations. Some emphasize the importance of maintaining these buildings as community assets, suggesting uses such as early childhood education centers, technical schools, or shelters for vulnerable populations. Overall, the responses reflect a desire to address community needs while ensuring responsible stewardship of resources.

Categories

Community Centers

Many participants suggested repurposing school buildings into community centers, which could serve as hubs for various activities and services. These centers could offer after-school programs, sports, arts, and community outreach initiatives, providing a valuable resource for local residents. The idea of community centers was perceived positively, as it aligns with the goal of maintaining the buildings as community assets. Participants emphasized the importance of these centers in fostering community engagement and providing support services. The concept was seen as a way to enhance the quality of life in the area while utilizing existing infrastructure.

Q11. If school/district buildings are vacated, what ideas do you have for repurposing them in this geographic area?

Educational Facilities

Repurposing buildings for educational purposes, such as technical schools, adult education, and early childhood development, was a popular suggestion. Participants viewed this as a way to address educational gaps and provide valuable learning opportunities for various age groups. The idea was well-received, as it supports lifelong learning and skill development, which are crucial for community growth. Many saw this as a strategic use of resources that could benefit both students and the broader community. The emphasis was on creating specialized programs that cater to diverse educational needs.

Partnerships

Forming partnerships with organizations such as the YMCA, local businesses, and non-profits was another common suggestion. Participants believed that partnerships could enhance the utility of the buildings and provide additional services to the community. This idea was positively received, as it promotes collaboration and resource sharing. Participants saw partnerships as a way to bring diverse programs and services to the area, benefiting both the community and the organizations involved. The focus was on creating mutually beneficial relationships that leverage the strengths of each partner.

Housing Solutions

Transforming school buildings into housing, particularly affordable or workforce housing, was frequently mentioned. Participants highlighted the need for affordable living options in the area, especially for teachers and school staff. This idea was seen as a practical solution to address housing shortages while utilizing existing structures. The perception was that such a transformation could provide stability for residents and support the local workforce. However, some participants expressed concerns about potential overdevelopment and the impact on community resources.

Sell or Lease

A significant number of participants suggested selling or leasing the properties to generate revenue for the district. This approach was seen as a way to alleviate financial pressures and reinvest in remaining schools. While some participants supported selling to private entities, others preferred leasing to maintain some level of control over the properties. The idea of selling was met with mixed reactions, with some viewing it as a necessary step and others concerned about losing community assets. Leasing was perceived as a more flexible option that could still benefit the district financially.

Key Voices

North County

- Suggestions include leasing or selling buildings, creating community green space, or turning sites into teacher housing.
- A few respondents recommend revenue-generating uses such as business leases or event venues.
- Some favor education-related reuse (training centers, early-learning hubs).

Representative Comments

"Possible use as community centers; lease them out or sell the property "

"Using them as technical training school programs"

Mid County

- Community hubs, affordable housing, and large childcare/after-care centers are common ideas.
- Several recommend multi-service sites that combine tutoring, early childhood, and family resources.
- Some propose partnerships with nonprofits or technical colleges for workforce training.

Q11. If school/district buildings are vacated, what ideas do you have for repurposing them in this geographic area?

Representative Comments

"Museums, adult learning center, technical college, adult senior activity center."

"Expand Pinellas Technical College. There is a waitlist for nearly every program."

South County

- Affordable housing and social-service centers are frequently mentioned.
- Respondents cite possibilities such as relocating city offices or creating recreation spaces.
- Some call for technical training facilities or career centers on vacated campuses.

Representative Comments

"Disston can be Gulfport city and police communications facility."

"Community partners leading the space with community programming. I also read that other cities are converting old schools into affordable housing units. This is smart because I think part of the decline of student population is from people moving out of the county due to the cost of living."

Q12. Given the financial outlook, if a small school is important to you, what specific things would you be willing to give up to keep a small school environment? [e.g., specific staff positions (such as school counselors, library media specialists, assistant principals, family community liaisons, front office staff, etc.), academic programming or course offerings (such as elective courses), extra-curricular activities, athletics, etc.]

Survey: 1114 **In person: 14**

	Responses	
Business Partner	15	1.0%
Community Member	242	16.4%
Parent / Guardian	697	47.3%
Staff Member	486	33.0%
Student	20	1.4%
In Person (poster feedback)	14	0.9%
Total:	**1474**	

Options	Responses	
North county (schools north of Drew St.)	531	42.2%
Mid county (schools south of Drew St. and north of 54th Avenue N.)	371	29.5%
South county (schools south of 54th Avenue N.)	356	28.3%
Total:	**1258**	

Respondents could select more than one role and geographic area. As a result, the total number of selections exceeds the number who responded to this question.

Summary

Overview

The responses reflect a strong consensus on the importance of maintaining essential staff positions and academic programs in schools, regardless of size. Many respondents emphasize the critical roles of school counselors, library media specialists, and front office staff in supporting student success and well-being. While some suggest reducing or sharing administrative roles, such as assistant principals and community liaisons, others propose consolidating schools or exploring alternative funding sources to preserve educational quality. Extracurricular activities and electives are valued, though some see potential for reduction. Overall, the focus is on prioritizing student support and maintaining comprehensive educational offerings.

Categories

Staff Positions

Staff positions such as school counselors, library media specialists, and assistant principals are frequently mentioned as essential roles within schools. Participants emphasize the importance of these positions in maintaining the mental health and academic support of students. Many responses indicate a strong opposition to reducing these roles, as they are seen as vital to the effective operation of schools. There is a perception that cutting these positions would lead to increased workloads for remaining staff and negatively impact student support. Some suggest that these roles could be shared between schools to maintain their presence while managing costs.

Q12. Given the financial outlook, if a small school is important to you, what specific things would you be willing to give up to keep a small school environment? [e.g., specific staff positions (such as school counselors, library media specialists, assistant principals, family community liaisons, front office staff, etc.), academic programming or course offerings (such as elective courses), extra-curricular activities, athletics, etc.]

Academic Programming

Academic programming, including elective courses, is highlighted as an important aspect of a well-rounded education. Participants express concern over the potential loss of electives, which are seen as crucial for student engagement and development. There is a strong sentiment that academic programs should not be sacrificed, as they contribute significantly to the educational experience. Some responses suggest that electives are particularly important in high school, while others propose limiting them in lower grades. Overall, the perception is that academic programming should be preserved to ensure students have diverse learning opportunities.

Extra-Curricular Activities

Extra-curricular activities, including athletics, are frequently mentioned as valuable components of the school experience. Participants recognize the role these activities play in student development and community building. While some suggest that extra-curriculars could be reduced or managed outside of school, many responses emphasize their importance in providing students with opportunities beyond academics. There is a perception that cutting these activities would limit students' growth and engagement. Some participants propose creative solutions, such as combining resources with nearby schools, to maintain these offerings.

School Size

The size of schools is a topic of debate, with some participants advocating for smaller schools to foster a sense of community. However, many responses indicate that maintaining essential staff and programs is more important than the size of the school. There is a perception that larger schools can offer more resources and opportunities, while smaller schools may struggle with limited staff and programming. Some participants suggest consolidating schools to balance size and resource availability. Overall, the focus is on ensuring that schools, regardless of size, can provide comprehensive support and opportunities for students.

Administrative Roles

Administrative roles, particularly at the district level, are mentioned as potential areas for cost-saving measures. Participants express concerns about the perceived excess of administrative positions and suggest that resources could be better allocated to direct student support roles. There is a perception that reducing administrative overhead could help preserve essential staff and programs within schools. Some responses propose evaluating and restructuring administrative roles to eliminate redundancies and improve efficiency. The focus is on ensuring that administrative functions support, rather than detract from, the educational mission of schools.

Key Voices

North County

- Several say they would reduce certain administrative roles before cutting academics.
- Some are open to trimming athletics or extras but want core teaching staff preserved.
- A few note they value variety of classes and would sacrifice duplicate office roles instead.

Representative Comments

"Those are all the things we love about our small school…
Is it possible for some of those positions to be shared amongst several schools as an option? Although I know some of those are already shared and staff frequently cover for each other"

Q12. Given the financial outlook, if a small school is important to you, what specific things would you be willing to give up to keep a small school environment? [e.g., specific staff positions (such as school counselors, library media specialists, assistant principals, family community liaisons, front office staff, etc.), academic programming or course offerings (such as elective courses), extra-curricular activities, athletics, etc.]

"All are important in there own way. If hard choices had to be made I would say family liasion could be absorbed and front office could help with that gap. All other positions are crucial to a successfully ran school. Counselors definitely should be off the table. Our students and children deserve to have a safe, educated person to lead positive mindsets. Our Counselors are already pulled away hours of the day to do the side job of covering all the 504s."

"If you want to compete with the private and charters there isn't much to cut. I'd rather see increase in fees to do "extra" (like athletics and extra-curricular) then cut."

Mid County

- Willingness to scale back academic coaches or multiple assistant principals is common.
- Technology subscriptions and non-essential programs cited as possible areas to trim.
- Respondents stress protecting mental-health staff and key classroom supports.

Representative Comments

"There can be positions that's share between smaller schools. i.e counselor, nurse, elective courses(Monday/Wednesday at one school and Tuesday/Thursday at another)"

"Keep the range of elective offerings in line with the population, so electives aren't cannibalizing each other."

"I need more information on options."

South County

- Some mention giving up selected athletics or electives first.
- Others emphasize that staff reductions should come only after exploring operational efficiencies.
- Protecting student support personnel (counselors, ESE services) is a repeated priority.

Representative Comments

"Hard to want to give anything up but the family feeling of small schools is important . Whatever was voted on or seemed necessary I guess."

"I think this is school by school decisions because there are so many different benefits to a variety of offerings."

"I would not support reducing essential student support positions, including school counselors, library media specialists, family and community liaisons, front office staff, or assistant principals, simply to maintain a smaller school. These roles are critical to student success, school safety, and daily operations. If budget reductions are necessary, the district should first look for operational efficiencies, shared services, administrative consolidation, and other cost-saving measures before cutting programs or staff who directly support students. Keeping schools small should not come at the expense of the services students need to learn and thrive."

Q13. Given the financial outlook, as resources become limited, what specific things do you believe should be prioritized to keep in place? [e.g., specific staff positions, academic programming or course offerings, extra-curricular activities, athletics, etc.]

Survey: 1143 **In person: 40**

	Responses	
Business Partner	15	1.0%
Community Member	239	15.8%
Parent / Guardian	713	47.1%
Staff Member	489	32.3%
Student	19	1.3%
In Person (poster feedback)	40	2.6%
Total:	**1515**	

Options	Responses	
North county (schools north of Drew St.)	549	41.4%
Mid county (schools south of Drew St. and north of 54th Avenue N.)	406	30.6%
South county (schools south of 54th Avenue N.)	371	28.0%
Total:	**1326**	

Respondents could select more than one role and geographic area. As a result, the total number of selections exceeds the number who responded to this question.

Summary

Overview

The responses emphasize the importance of maintaining a diverse range of staff positions, including school counselors, assistant principals, behavior specialists, and media specialists, to support student well-being and academic success. Academic programming, particularly advanced courses and technical education, is prioritized to prepare students for college and careers. Extracurricular activities and athletics are valued for their role in student engagement and development, with suggestions for funding through fees and fundraising. There is a call to reduce administrative costs and non-essential expenses before cutting programs that directly impact students, ensuring a balanced approach to resource allocation.

Categories

Staff Positions

Staff positions are frequently mentioned as a top priority, with a strong emphasis on retaining essential roles such as teachers, counselors, and support staff. Participants express concern over the impact of staff reductions on student services and the overall learning environment. There is a consensus that maintaining adequate staffing levels is crucial for effective education and student support. Many responses highlight the importance of specific roles like behavior specialists, media specialists, and assistant principals. The perception is that without these key positions, schools would struggle to meet the diverse needs of their students.

Q13. Given the financial outlook, as resources become limited, what specific things do you believe should be prioritized to keep in place? [e.g., specific staff positions, academic programming or course offerings, extra-curricular activities, athletics, etc.]

Academic Programming

Academic programming is seen as a critical component of the educational system, with many participants advocating for its prioritization. There is a strong desire to maintain a wide range of course offerings, including advanced and specialized programs, to prepare students for college and careers. Participants emphasize the importance of academic programs in keeping students engaged and competitive. The perception is that cutting academic programs would negatively impact student outcomes and limit opportunities for growth. Many responses suggest that academic programming should be preserved even in the face of budget constraints.

Extracurricular Activities

Extracurricular activities, including athletics and arts, are valued for their role in student development and engagement. Participants recognize the benefits of these activities in providing students with a well-rounded education and opportunities for personal growth. There is a general consensus that extracurriculars should be maintained, though some suggest implementing fees or fundraising to support them. The perception is that these activities are vital for student motivation and can contribute to academic success. However, some responses indicate that extracurriculars could be deprioritized if necessary to preserve core academic and staff resources.

Course Offerings

Course offerings are highlighted as essential for providing students with diverse learning opportunities and preparing them for future success. Participants stress the importance of maintaining a variety of courses, including electives and specialized classes, to cater to different student interests and needs. There is a strong belief that reducing course offerings would limit student potential and hinder their educational experience. Many responses advocate for preserving course diversity even in the face of financial challenges. The perception is that a rich array of courses is crucial for student engagement and achievement.

Arts and Music

Arts and music programs are frequently mentioned as important components of the educational experience. Participants express a strong desire to keep these programs intact, citing their positive impact on student creativity and academic performance. There is a perception that arts and music contribute significantly to a well-rounded education and should not be sacrificed. Many responses highlight the success and engagement of students involved in these programs. The consensus is that arts and music are valuable and should be prioritized alongside core academic subjects.

Key Voices

North County

- Maintain classroom teachers and core academic programs.
- Keep student-support roles such as counselors and ESE staff.
- Preserve key electives and minimize cuts to arts or advanced courses.
- Look first at trimming athletics or multiple administrative positions if reductions are required.

Representative Comments

"Academic focus is important however, students do need extra curriculars and sport outlets. They are so important to the whole student experience and growth. Charging a small fee would be better than eliminating something that grows our students and children."

“Sports would have to be the first to go. Prioritize academics and teaching positions. ESE staff must be prioritized to comply with IEP services.”

Q13. Given the financial outlook, as resources become limited, what specific things do you believe should be prioritized to keep in place? [e.g., specific staff positions, academic programming or course offerings, extra-curricular activities, athletics, etc.]

Mid County

- Library/media specialists, counselors, ESOL and ESE teachers are cited for protection.
- Respondents favor keeping extracurriculars and athletics to support engagement.
- Operational efficiencies and shared services suggested before cutting student-facing roles.
- Focus on interventions in reading and math, plus mental-health supports.

Representative Comments

"School nurses, SRO, counselors educational staff and janitor positions should be prioritized. Arts and extracurricular activities at the middle/high school level are of upmost importance to maintain."

"Extra curricular activities, athletics, ESE teachers, ESOL teachers, counselors"

South County

- Many call for retaining a broad range of offerings—academics, arts, and sports—so students remain motivated.
- Student-support staff (counselors, nurses, social workers) viewed as essential.
- Equity concerns highlighted; reductions should not fall heaviest on high-need schools.
- Some would consider operational cuts elsewhere before removing programs that serve kids.

Representative Comments

"All of these things should be prioritized. If they are taken away, what do the kids have to look forward to? Children need to have too fun, and creativity."

"I believe that unique programs, courses after school and athletics are necessary to keep students and their parents engaged and happy with PCS."

Q14. What academic or career technical programs are you most interested in being a choice for students in this geographic area?

Survey: 1032 **In person: 22**

	Responses	
Business Partner	15	1.1%
Community Member	226	16.5%
Parent / Guardian	662	48.3%
Staff Member	428	31.2%
Student	19	1.4%
In Person (poster feedback)	22	1.6%
Total:	**1372**	

Options	Responses	
North county (schools north of Drew St.)	496	42.4%
Mid county (schools south of Drew St. and north of 54th Avenue N.)	354	30.2%
South county (schools south of 54th Avenue N.)	321	27.4%
Total:	**1171**	

Respondents could select more than one role and geographic area. As a result, the total number of selections exceeds the number who responded to this question.

Summary

Overview

The responses to the question reveal a diverse range of academic and career technical programs desired by the community. There is strong interest in STEM fields, including robotics, engineering, and AI, alongside healthcare programs such as nursing and medical certifications. Skilled trades like HVAC, plumbing, and electrical work are frequently mentioned, highlighting a demand for practical, hands-on learning that leads directly to employment. Additionally, arts and music programs are valued, as are business and entrepreneurship courses. Many respondents emphasize the importance of offering programs that align with local job opportunities and provide industry certifications.

Categories

Technical and Skilled Trades

The category of Technical and Skilled Trades is highly emphasized by participants, with a strong focus on programs that provide practical skills and certifications. Many responses highlight the importance of trades such as HVAC, plumbing, electrical, and automotive mechanics, which are seen as essential for students who may not pursue traditional college paths. Participants perceive these programs as valuable for offering direct pathways to employment and addressing local job market demands. There is a clear recognition of the need for hands-on learning experiences that prepare students for well-paying, in-demand careers. Overall, the sentiment is that expanding these programs would benefit students by providing them with viable career options immediately after graduation.

Q14. What academic or career technical programs are you most interested in being a choice for students in this geographic area?

STEM and Technology

STEM and Technology programs are frequently mentioned as desirable options for students, with a focus on areas like robotics, AI, computer science, and engineering. Participants express a strong interest in preparing students for future technological advancements and ensuring they have the skills needed for high-tech careers. The perception is that these programs are crucial for keeping up with global trends and providing students with competitive advantages in the job market. There is also an emphasis on partnerships with higher education institutions to bridge the gap between secondary education and advanced studies. Overall, participants view STEM and Technology programs as essential for fostering innovation and equipping students with critical skills for the future.

Healthcare and Medical

Healthcare and Medical programs are highlighted as important choices for students, with a focus on nursing, medical assisting, and other health-related fields. Participants see these programs as vital for addressing the growing demand for healthcare professionals and providing students with stable career opportunities. There is a perception that these programs not only prepare students for immediate employment but also offer pathways to further education in the medical field. The emphasis is on creating programs that lead to certifications and practical experience, ensuring students are well-prepared for the workforce. Overall, participants believe that expanding healthcare and medical programs would benefit both students and the community by meeting local healthcare needs.

Arts and Humanities

Arts and Humanities programs are valued by participants, with a focus on visual and performing arts, music, and theater. There is a strong sentiment that these programs are essential for providing a well-rounded education and fostering creativity among students. Participants express concern that arts programs are often underfunded and advocate for increased support and access to these opportunities. The perception is that arts education plays a crucial role in personal development and should be integrated into the school curriculum. Overall, participants believe that enhancing arts and humanities programs would enrich students' educational experiences and contribute to their overall growth.

Business and Entrepreneurship

Business and Entrepreneurship programs are seen as valuable for equipping students with skills in finance, management, and entrepreneurial ventures. Participants highlight the importance of these programs in preparing students for the business world and fostering innovation. There is a perception that offering courses in business and entrepreneurship would provide students with practical knowledge and opportunities to explore career pathways in various industries. Participants also emphasize the potential for partnerships with local businesses to enhance learning experiences. Overall, the sentiment is that expanding business and entrepreneurship programs would empower students to succeed in a competitive economic landscape.

Key Voices

North County

- High interest in trades such as HVAC, electrical, welding, marine and auto mechanics.
- Continued support for STEM, engineering and robotics pathways.
- Requests for life-skills and financial-literacy courses appear in several comments.

Representative Comments

"With the Brooker Creek Preserve close by if you had an intrest you could do a ranger, wild life animal and plant focus."

"We need to incorporate these into regular schools to introduce students to multiple options"

"I think we already have all offerings in north county."

Q14. What academic or career technical programs are you most interested in being a choice for students in this geographic area?

Mid County

- Strong demand for a mix of health, business, law, and multiple skilled-trade options.
- STEM and engineering remain frequent priorities; some ask for cosmetology and nail tech.
- Career programs linked to local workforce needs and industry certifications.

Representative Comments

"With input from business leaders… what skills are they looking for? Where are the gaps? PCS has made huge gains with CTE. What trends are you seeing now? Change and adapt with the market. "

"I would like to see students have access to a variety of high-quality academic and career technical programs that prepare them for both college and the workforce. Areas such as healthcare, information technology, engineering, skilled trades, teaching, business, and public safety provide valuable career pathways. I also believe students should have opportunities to earn industry certifications, participate in hands-on learning, and explore career interests before graduating high school."

South County

- Respondents favor healthcare, skilled trades, and technology pathways.
- Programs in construction, electrical, welding and computer fields are repeatedly noted.
- Some also mention biology, botany, and wildlife or environmental tracks.

Representative Comments

"Robotics, nursing, business degrees"

"Anything that would be a life skill for students who may not want to or be able to go to college "

Q15. What do you think are the essential components for a school to thrive and meet student needs? Provide specifics regarding academic programming, supports, staffing model, extra-curricular or athletic opportunities, etc.

Survey: 981 **In person: 28**

	Responses	
Business Partner	10	0.8%
Community Member	205	15.8%
Parent / Guardian	604	46.4%
Staff Member	436	33.5%
Student	18	1.4%
In Person (poster feedback)	28	2.2%
Total:	**1301**	

Options	Responses	
North county (schools north of Drew St.)	480	42.3%
Mid county (schools south of Drew St. and north of 54th Avenue N.)	334	29.4%
South county (schools south of 54th Avenue N.)	322	28.3%
Total:	**1136**	

Respondents could select more than one role and geographic area. As a result, the total number of selections exceeds the number who responded to this question.

Summary

Overview

The responses emphasize the need for a comprehensive approach to ensure schools thrive and meet student needs. Key components include strong academic programs, qualified and caring teachers, and robust support services such as special education, mental health resources, and counseling. Extracurricular activities, arts, and athletics are highlighted as essential for student engagement and development. Effective leadership, community involvement, and a positive school culture are also deemed crucial. Additionally, respondents stress the importance of manageable class sizes, competitive teacher compensation, and adequate funding to support diverse student needs and maintain a safe, inclusive environment.

Categories

Academic Programming

Academic programming is frequently highlighted as a crucial component for a thriving school. Participants emphasize the need for strong core academic instruction, diverse programming including STEM, arts, and career-focused courses, and the importance of real-world, standards-aligned instruction. There is a call for less emphasis on standardized testing and more on engaging, relevant instruction that prepares students for future success. The perception is that academic programming should be comprehensive and inclusive, catering to students at all levels and providing opportunities for advanced coursework and industry certifications. Overall, participants view strong academic programming as foundational to student success and school effectiveness.

Q15. What do you think are the essential components for a school to thrive and meet student needs? Provide specifics regarding academic programming, supports, staffing model, extra-curricular or athletic opportunities, etc.

Student Supports

Student supports are seen as essential for meeting diverse student needs and ensuring their well-being. Participants mention the importance of mental health services, counseling, special education support, and intervention programs. There is a strong emphasis on providing resources for students with disabilities and ensuring access to mental health professionals and social workers. The perception is that student supports should be comprehensive and readily available to address academic, emotional, and social challenges. Participants believe that these supports are critical for creating an inclusive environment where all students can thrive.

Staffing Model

The staffing model is frequently mentioned as a key factor in a school's success. Participants highlight the need for qualified, caring teachers and supportive staff who are committed to student success. There is a call for smaller class sizes, competitive compensation, and professional development to retain quality educators. The perception is that a strong staffing model should prioritize direct interaction with students and provide adequate support for teachers to meet diverse student needs. Participants believe that a well-supported and valued staff is crucial for creating a positive school culture and achieving long-term student success.

Extracurricular Activities

Extracurricular activities are viewed as vital for student engagement and personal development. Participants emphasize the importance of offering a variety of activities, including arts, sports, and clubs, to foster community, teamwork, and school pride. There is a perception that extracurriculars provide essential outlets for creativity and motivation, helping students develop confidence and skills beyond academics. Participants believe that these activities are crucial for creating a well-rounded educational experience and keeping students connected to their school community. Overall, extracurriculars are seen as an integral part of a thriving school environment.

Community and Family Engagement

Community and family engagement is highlighted as a critical component for a thriving school. Participants stress the importance of strong community ties, family involvement, and transparent communication between schools and families. There is a perception that engaged families and communities contribute to a positive school culture and support student success. Participants believe that schools should actively foster partnerships with families and the community to create a supportive and collaborative environment. Overall, community and family engagement is seen as essential for building trust and ensuring that schools meet the needs of all students.

Key Voices

North County

- Manageable class sizes to allow individual attention.
- Active parent involvement and clear behavior expectations.
- Access to varied electives, arts and athletics alongside strong academics.
- Consistent discipline and a safe environment.

Representative Comments

"Kids need music art science and play. Non negotiable. Very small campuses (200 kids) close to neighborhood are probably best for elementary middle school combo"

"Student access to college courses while in high school is such a blessing for families. Gifted programs that begin in elementary school, funds for elementary reading and math remediation pull out programs, and guidance counselors are important to student success."

Q15. What do you think are the essential components for a school to thrive and meet student needs? Provide specifics regarding academic programming, supports, staffing model, extra-curricular or athletic opportunities, etc.

Mid County

- Balanced focus on academic, social-emotional and future-readiness supports.
- Rigorous instruction paired with caring relationships and community partnerships.
- Extracurriculars, leadership activities and real-world learning all valued.

Representative Comments

"A successful school starts with highly effective teachers who have the support and resources they need to help students succeed. Schools also need strong instructional leaders, academic coaches, school counselors, ESE and ESOL services, library media specialists, reading and math intervention, and behavioral and mental health supports. Academically, students should have access to rigorous instruction, career and technical opportunities, arts, music, physical education, and extracurricular activities that keep them engaged. Just as important is a positive school culture built on strong family partnerships, student safety, and meaningful relationships. When schools are well-staffed and focused on meeting the whole child's needs, students are more likely to thrive; when these supports are taken away, schools inevitably decline."

"In general, the atmosphere needs to be disciplined with high expectations and rules being enforced each and every time by every adult in the building. Consequences must be learned by our youth in order for them to become successful adult community members."

"Focus on the educational subject basics (reading/writing/ELA, math, social studies, science health/PE, art, and music). Band, sports (football, basketball, etc), and drama/arts. Speech, debate, mock trials, archery, and others like this are clubs funded through community partnerships, boosters, parent volunteering, and fundraising/fees including teacher stipends for these extras. Look at what charter and private schools offer quite effectively."

South County

- Qualified, well-supported teachers and strong, visible leadership.
- High staff morale, manageable class sizes and adequate resources.
- Comprehensive offerings in arts, athletics and career exploration.
- Behavior, mental-health and family supports considered vital.

Representative Comments

"Caring principal and staff, extra curricular activities, involved pta"

"Teacher autonomy, Discipline and parent involvement."

"A school thrives when it creates an environment where every student feels safe, supported, challenged, and valued. Student success depends on more than strong academics—it requires a comprehensive approach that addresses academic, social-emotional, physical, and extracurricular needs."

Q16. What are the most important factors for you in choosing a school?

Survey: 1107 **In person: 29**

	Responses	
Business Partner	14	1.0%
Community Member	223	15.2%
Parent / Guardian	722	49.2%
Staff Member	459	31.3%
Student	20	1.4%
In Person (poster feedback)	29	2.0%
Total:	**1467**	

Options	Responses	
North county (schools north of Drew St.)	528	41.9%
Mid county (schools south of Drew St. and north of 54th Avenue N.)	378	30.0%
South county (schools south of 54th Avenue N.)	354	28.1%
Total:	**1260**	

Respondents could select more than one role and geographic area. As a result, the total number of selections exceeds the number who responded to this question.

Summary

Overview

The responses highlight several key factors in choosing a school, including academic excellence, safety, and quality of teachers and staff. Many respondents emphasize the importance of a supportive and positive school culture, strong leadership, and effective communication with families. Location and proximity to home are also frequently mentioned, along with the availability of diverse programs, extracurricular activities, and advanced academic opportunities. Additionally, respondents value schools that offer a safe and inclusive environment, maintain high standards, and provide resources for both academic and personal development. Community involvement and a strong reputation are also significant considerations.

Categories

Academic Quality

Academic quality is a predominant factor for many respondents when choosing a school. Participants frequently mention the importance of strong academic programs, high academic standards, and the availability of advanced courses. The perception of academic quality is often linked to the school's reputation, test scores, and overall performance. Respondents also value schools that offer a well-rounded curriculum, including STEM, arts, and career education. The emphasis on academic excellence reflects a desire for schools to prepare students effectively for college and future careers.

Safety and Environment

Safety and the overall environment of the school are critical considerations for many respondents. Participants express a strong preference for schools that provide a safe and secure learning environment, free from behavioral issues and disruptions. The perception of safety extends beyond physical security to include emotional safety and a positive school culture. Respondents also value schools that foster a welcoming and inclusive atmosphere, where students feel supported and respected. The emphasis on safety and environment highlights the importance of creating a conducive learning space for student well-being and success.

Q16. What are the most important factors for you in choosing a school?

Quality of Staff

The quality of teachers and staff is a significant factor for many respondents in choosing a school. Participants frequently mention the importance of having experienced, caring, and supportive teachers who are committed to student success. The perception of staff quality is often linked to the school's ability to attract and retain high-quality educators and administrators. Respondents also value schools where staff members work collaboratively and feel supported by leadership. The emphasis on staff quality reflects a belief that dedicated and skilled educators are essential for providing a high-quality education.

Location and Accessibility

Location and accessibility are important considerations for many respondents when selecting a school. Participants often mention the convenience of having a school close to home as a key factor in their decision-making process. The perception of location is also linked to the school's accessibility through reliable transportation and schedules that accommodate working parents. Respondents value schools that are easily accessible and fit within their daily routines. The emphasis on location and accessibility highlights the practical considerations families take into account when choosing a school.

Reputation and Community

The reputation of the school and its sense of community are important factors for many respondents. Participants frequently mention the school's reputation as a reflection of its academic quality, leadership, and overall performance. The perception of reputation is often linked to the school's history, community involvement, and the experiences of former students and parents. Respondents also value schools that foster a strong sense of community, where families feel connected and involved. The emphasis on reputation and community reflects a desire for schools that are respected and trusted by their communities.

Key Voices

North County

- Strong academics and visible school ratings
- Manageable class sizes and qualified teachers
- Reliable transportation and safe environment
- Variety of programs (arts, STEM, sports)

Representative Comments

"The most important factors in choosing a school are:
Academics – A strong academic foundation is essential, which is why expanding the fundamental program in Tarpon Springs to all grade levels would provide families with a valuable and viable choice option.
Discipline and Accountability – Schools should have clear expectations and shared accountability among students, families, and staff. Expanding the fundamental program would provide an additional level of structure and commitment for all stakeholders.
Arts Education – A strong arts education is a key factor in student development and school choice. Supporting and expanding the Leadership Conservatory for the Arts across all grade levels would provide students with meaningful opportunities and strengthen the overall educational experience."

"Academic success. School rating. Class sizes. Transportation."

"High academic standards and achievement; few behavior problems-i.e. students disrupting other's learning and feeling of safety; professional, invested teachers"

Q16. What are the most important factors for you in choosing a school?

Mid County

- Safe, welcoming climate with positive culture
- Rigorous academic programs and individualized support
- Extracurricular opportunities that keep students engaged
- Partnerships with families and the community

Representative Comments

"School culture, love of reading "

"What extra-curricular activities are available."

"Teachers and supporting staff and sports options. Let's make kids busy...."

South County

- Overall school reputation and published grade
- Proximity and ease of daily travel
- Demographics that reflect family priorities
- Track record of student achievement and support services

Representative Comments

"Location, staffing, support."

"Diversity in student population, staffing, teachers, career, technical programs, academic programming, after school options, transportation/child care options, Curriculum options"

"Knowing that my kids are going to be safe, the most important; also that their interests matter and that they will be encouraged and challenged in a positive, healthy and supportive way."

Q17. What other ideas or considerations do you have that the district should consider for this geographic area?

Survey: 786 **In person: 27**

	Responses	
Business Partner	9	0.8%
Community Member	169	16.0%
Parent / Guardian	493	46.6%
Staff Member	344	32.5%
Student	17	1.6%
In Person (poster feedback)	27	2.5%
Total:	**1059**	

Options	Responses	
North county (schools north of Drew St.)	391	42.4%
Mid county (schools south of Drew St. and north of 54th Avenue N.)	273	29.6%
South county (schools south of 54th Avenue N.)	258	28.0%
Total:	**922**	

Respondents could select more than one role and geographic area. As a result, the total number of selections exceeds the number who responded to this question.

Summary

Overview

The responses to the question highlight a diverse range of considerations for the district, emphasizing the need for improved transportation, smaller class sizes, and enhanced support for neurodivergent students. Many respondents advocate for increased teacher pay and retention, alongside a focus on core academic instruction over athletics and performing arts. Concerns about traffic congestion, particularly around charter schools, are prevalent. Suggestions include expanding magnet and fundamental programs, consolidating schools, and repurposing facilities for community use. Additionally, respondents stress the importance of mental health resources, early childhood education, and community engagement in decision-making processes.

Categories

Teacher Support

Teacher support is a prominent concern among participants, with many advocating for better pay and resources for educators. There is a strong sentiment that teachers are undervalued, and improving their compensation and working conditions is crucial for retention and motivation. Participants also emphasize the need for additional support staff, such as aides and paraprofessionals, to assist teachers in managing classroom challenges. The perception is that investing in teachers will directly benefit student outcomes and overall school performance. Suggestions include reducing administrative overhead to allocate more resources directly to teaching staff.

School Programs

Participants express a desire for diverse and innovative school programs that cater to various student needs and interests. There is a call for more magnet and fundamental schools, as well as specialized programs for neurodivergent students and those with special needs. The community values programs that offer academic excellence, arts, and career exploration opportunities. The perception is that these programs enhance student engagement and provide pathways for success beyond traditional schooling. Participants also suggest expanding K-8 options and integrating community resources to enrich educational experiences.

Q17. What other ideas or considerations do you have that the district should consider for this geographic area?

Transportation & Infrastructure

Transportation and infrastructure are significant concerns, with participants highlighting issues related to traffic congestion and the need for efficient school transportation systems. There is a perception that current transportation arrangements are inadequate, causing delays and inconvenience for students and families. Suggestions include optimizing bus routes, considering geographic proximity for school zoning, and addressing traffic issues around school sites. Participants also advocate for infrastructure improvements, such as better school facilities and the repurposing of closed campuses for community use.

Community Engagement

Community engagement is seen as vital for the success of schools, with participants urging the district to foster stronger connections with local organizations and families. There is a belief that schools should serve as community hubs, offering resources and support beyond academic instruction. Participants suggest partnerships with businesses, community centers, and libraries to enhance educational opportunities and provide mentorship. The perception is that involving the community in school activities can lead to more holistic development for students and strengthen neighborhood ties.

Administrative Efficiency

Participants suggested improving administrative efficiency within the district, with participants advocating for the reduction of non-essential positions and overhead. The perception is that the district's administrative structure diverts resources away from direct educational needs. Participants suggest consolidating roles and cutting unnecessary positions to streamline operations and allocate more funds to schools and teachers. There is also a sentiment that transparency in decision-making and resource allocation is crucial for gaining community trust and support.

Key Voices

North County

- Merge nearby elementaries (e.g., Cypress Woods / Brooker Creek, Sunset Hills / Tarpon El.)
- Convert East Lake Middle to a non-magnet zoned option
- Increase local technical-career programs
- Reduce student travel by serving each neighborhood locally

Representative Comments

"As decisions are made, I encourage the district to prioritize what is best for students while maintaining transparency and meaningful community involvement. Preserve high-quality teachers, student support services, and academic opportunities. Consider repurposing unused campuses for early childhood education, career and technical training, or other community educational needs. Most importantly, continue preparing students not only for graduation, but for successful, productive lives."

"The district should prioritize preserving and strengthening high-performing neighborhood schools while making financially responsible decisions. When consolidation is necessary, it should occur within the same school levels (elementary with elementary, middle with middle, and high school with high school) to preserve age-appropriate academic programs and extracurricular opportunities. The district should also focus on investing in strong core academics, supporting teachers and staff, and making the best use of existing facilities and resources before creating new programs or school models."

Q17. What other ideas or considerations do you have that the district should consider for this geographic area?

Mid County

- Provide transportation so highly mobile students can stay at the same school
- Centralize before-/after-school care in a repurposed campus
- Protect mental-health staff and small-group interventions
- Use consolidation savings to strengthen remaining programs

Representative Comments

"There are many schools in close proximity to each other. Closing those that are under used might be necessary. There is no need for a school that is only serving 40% of its capacity. Providing busing when closing schools might be needed depending on the roadways around the schools."

"PCS is having to compete with private and other schools in a dwindling population. Give families what they want. If fundamental programs are in demand, expand those programs rather than arbitrarily cap numbers and put students on a waiting list."

"Open a mental health school, consider opening another school like Calvin with more behavior specialists and support. Consolidate the schools that have EBD units to a school or two that is not close to major highways and streets."

South County

- Explore civic partnerships when re-using school sites
- Combine public services with education facilities to strengthen neighborhoods
- Expand magnet and K-8 options to retain families
- Keep equity top-of-mind for any rezoning or closure plans

Representative Comments

"Are there opportunities to increase community involvement and support for schools? Can the current academic standards be met/achieved while emphasizing the importance of caring for our neighbors? Can schools work to become community generators that amplify and enhance the experience of Pinellas residents?"

"If a school has to be torn down or repurposed, remember that taxpayers paid for it and they deserve a park, playground, community garden or other community benefit. I do not want for-profit charter schools sharing taxpayer paid for buildings and other resources."

Q18. What other ideas or considerations do you have that the district should consider regarding a specific school in this geographic region? Please include the school's name.

Survey: 683 **In person: 19**

	Responses	
Business Partner	7	0.8%
Community Member	136	15.0%
Parent / Guardian	430	47.5%
Staff Member	301	33.3%
Student	12	1.3%
In Person (poster feedback)	19	2.1%
Total:	**905**	

Options	Responses	
North county (schools north of Drew St.)	327	42.3%
Mid county (schools south of Drew St. and north of 54th Avenue N.)	231	29.9%
South county (schools south of 54th Avenue N.)	215	27.8%
Total:	**773**	

Respondents could select more than one role and geographic area. As a result, the total number of selections exceeds the number who responded to this question.

Summary

Overview

The responses highlight a range of considerations for schools in the geographic region. Key suggestions include consolidating schools to optimize resources, expanding fundamental and magnet programs, and addressing enrollment challenges. Respondents emphasize the need for dedicated middle schools, particularly in the East Lake corridor, and advocate for the preservation and enhancement of arts and technical education. Concerns about school closures, the impact of dress codes, and the need for better support for special needs students are also noted. Additionally, there is a call for improved communication and community engagement in decision-making processes.

Categories

School Closures/Consolidations

Many participants expressed concerns about school closures and consolidations, suggesting that some schools should be closed or merged to optimize resources. There is a strong sentiment that certain schools, like Woodlawn, Bear Creek, and Mount Vernon, may not be necessary and could be closed. Others suggest consolidating schools like Tarpon Fundamental and Tarpon Middle to create a K-8 school. The perception is that these changes could lead to better financial management and resource allocation. However, there is also concern about the impact on communities and the potential loss of neighborhood schools.

Q18. What other ideas or considerations do you have that the district should consider regarding a specific school in this geographic region? Please include the school's name.

Program Expansion/Enhancement

Participants frequently mentioned the need for expanding or enhancing programs, particularly in fundamental and magnet schools. There is a call for more performing arts opportunities, dual language programs, and technical education. Schools like Osceola Fundamental High School and Tech High are highlighted for their popularity and long waitlists, indicating a demand for expansion. The perception is that expanding these programs would meet community needs and provide more educational choices. Additionally, there is a desire to see more investment in traditional programs alongside magnet offerings.

Zoning and Rezoning

Zoning and rezoning are significant concerns, with suggestions to rezone areas to better align with community needs. Some participants propose creating K-8 schools in specific corridors, like East Lake, to reduce travel times and improve accessibility. There is also a suggestion to rezone smaller schools for financial efficiency. The perception is that rezoning could help balance enrollment and provide more equitable access to educational resources. However, there is also a concern about the potential disruption to existing school communities.

Support for Special Needs and Underserved Students

There is a strong call for better support for special needs and underserved students. Participants express concerns about the lack of adequate support for students with medical and learning challenges. There is also a desire for more investment in underserved communities to prevent students from being 'lost'. The perception is that current support systems are insufficient and that more resources are needed to ensure all students receive a quality education. This includes calls for more counselors, intervention staff, and classroom support.

Community and Parental Involvement

Community and parental involvement are seen as crucial for the success of schools. Participants emphasize the importance of family engagement and the need for schools to work closely with parents. There is a belief that schools thrive when there is strong collaboration between home and school. Some suggest that family involvement should be a requirement, particularly in fundamental schools. The perception is that increased involvement could lead to better educational outcomes and stronger school communities.

Key Voices

North County

- Reconfigure existing programs rather than operate undersized campuses
- Shift specialized magnets to nearby schools with space
- Seek K-8 or fundamental expansions where wait-lists exist

Representative Comments

"Move the gifted program to Ozona and the dyslexia program to Sutherland or Curlew Creek. We needed a gifted magnet in north county, but it doesnt make sense to run a whole separate school for it. Thats why Palm Harbor Elementary remained closed for all those years. It just didnt make sense to have another elementary school right here. Make Elisa Nelson an early childhood center and community center with before and after care options for Palm Harbor Middle."

"To keep Countryside High I would be willing to give up community liaison, one plant operator, one front office staff if two positions currently, and some course offerings such as Cambridge, AP human geography, and other various courses."

Q18. What other ideas or considerations do you have that the district should consider regarding a specific school in this geographic region? Please include the school's name.

Mid County

- Realign high-profile arts magnets to venues that better support them
- Evaluate under-enrolled campuses for potential program relocation
- Coordinate moves to preserve specialty offerings

Representative Comments

"As the district moves forward with new plans & updates for County schools, what is the plan for Osceola Fundamental High School? (1981) one of the county's & state's top academic programs, an A school for 15 years, the only fully Fundamental HS in FL (06-26) with clear and consistent demand shown by full waitlists at every grade level. However, access to the school is not clearly represented in the district's application system, and recent decisions such as enrollment caps, reduced intake, and cut staffing have limited opportunities for students trying to enter the program that's growing. At the same time, the campus is facing ongoing facility and infrastructure challenges that have not been fully addressed. If the district plans to continue investing in successful programs & expanding fundamental then what comes next? There is a clear need for a defined plan that supports access, addresses facility conditions, and aligns resources with the high demand and performance of the program."

"Combine elementary schools in Seminole area. Bauder can hold 800 students. Fill that and close smaller ones"

South County

- Maintain staffing levels and IB resources when planning any changes
- Recognize unique requirements of specialty schools during consolidation
- Safeguard counseling and program standards through transitions

Representative Comments

"Keeping the resources that Sanderlin IB World School has, like staff, counselors and the like, especially considering they have IB standards to ensure are followed. "

"I enrolled my student to a magnet program because the school nearby was a C and below school. We need to elevate all public schools so that the "bad" ones doesnt negatively impact the general view of public schools for the area and minimizes parents from considering home school or charter/private schools."

Q3. If school closure(s) are necessary, what are your specific ideas or recommendations in this geographic area?

P-01	Due to EastLake opening, Carwise population has gone down. Will Eastlake & Carwise going to be combined?
P-02	Combine K-8 or multiple elementary schools & 6-12 middle school
P-03	Combine Tarpon Fun w/ Tarpon El. Sunset Hills has more special attendance requests.
P-07	After school closure, if families choose to send students to their "non zone school" can we offer transportation or a voucher for before or after school care, i.e. R'club?
P-13	Bear Creek
P-14	More magnet programs that are specific to children's likes/needs
P-21	Building that are more expensive to maintain should close first.
P-22	Convert to affordable housing.
P-23	housing & shelters
P-24	Please keep Seminole MS, more resources needed for youth in the area. Perhaps buildings with dual functions (job training & before/after care).
P-36	A small element. School could be teacher housing. Like studios for non-faily staff.
P-37	Of the 3 elementary schools that I know of in Dunedin, if a school needed to close I'd prpose San Jose Eleem. beforee Garrison Jones or Dunedin Elem.
P-38	I love the Hometown feel of San Jose.
P-39	Sell or lease the property
P-40	Homeless housing/shelter, Community Center
P-41	If close, teacher housing, community spaces, park, library.
P-51	Keep the programs that engage the students & community
S-0003	Creating more magnet and fundamental opportunities for this region. Repurposing buildings for childcare for the public.
S-0005	I don't have any specific schools that should be closed. I would ask that you absolutely look at keeping San Jose Elementary school up and running. It is more than a school, but a community. It is what the public school system should ALWAYS look like. The teachers, administration, parents and students ALL feel the same way about this school and that should tell you everything you need to know about how special this school is.
S-0006	Limit closures and disruptions of schools and magnet programs that consistently achieve high ratings.
S-0007	More buses
S-0009	I recommend increasing support for Midtown Academy, and perhaps including the middle school age students at this particular location.
S-0010	K-8 and 6-12 school options
S-0011	I am shocked they are building a new school when enrollment of students is down! The school being built on Alderman and Belcher. Why can’t they rent space from all of our Pinellas County schools who don’t have enough students in them? There is absolutely no need to build another building.
S-0022	Would love for San Jose Elementary to become a K - 8 school or for a new magnet program to be put at that school. San Jose is such a great school. Its small size is perfect for my autistic son. We love that it is next to Hammock Park so the teachers get to use it for nature learning. My recommendation for the area is to keep San Jose open. Parents love the small community feel of that school. I would really love for it to be a K - 8 so my kids can stay there longer. Please don’t close it
S-0023	Close Dunedin HS; countryside has a stem program; osecola had a fundamental program.

Q3. If school closure(s) are necessary, what are your specific ideas or recommendations in this geographic area?

S-0024	Combine with nearby schools, give time for students and staff to prepare emotionally and physically. Prioritize displaced teachers for jobs and displaced students for magnet/fundamental programs. Consider opening more fundamental programs in mid-county.
S-0026	Invest in more STEM programs like they have at Countryside.
S-0030	A county census or votes cast by parents for closures. Cannot recommend a specific location at this time.
S-0031	Recommend to NOT close Countryside High, but to increase security measures to reassure parents/students (current and prospective).
S-0032	Parents in this area have the money to put their kids in private school. They will take the less expensive option (PCS) if there are smaller class sizes and clear cut discipline policies. School closures combined with vouchers that take away students from highly ranked “A” public schools is a poorly veiled attempt to maintain segregation among students. We lose north county families when they begin to think about middle school because they see ELMS as the only acceptable option.
S-0033	If closures are necessary, consolidate resources to strengthen student programming while increasing community partnerships. Repurpose vacant campuses into early learning centers, daycare and VPK, career and technical education hubs, workforce development, adult education, or other community-serving facilities rather than allowing them to sit vacant. Schools should remain community assets that help strengthen surrounding neighborhoods.
S-0035	If you close Lakewood HS, there is room at BCHS to house the CAT program and both BCHS and Gibbs would increase. I like Mr. Hendricks idea of possibly making Gibbs a 6-12 with JHOP since they are both the art’s magnets. The smaller elementary schools could be combined and increase the size of a school in an area where there are many.
S-0038	Ensure class size isn’t compromised since class sizes are already large
S-0039	Need good options.
S-0040	Fundamental school obviously popular and needed
S-0045	I like the idea of combining similar magnet programs into broader grade ranges. Don’t close magnet schools without giving a similar alternative near by. I’m ok with closing a few traditional elementary or middle schools in the area if it makes sense financially.
S-0047	Employee housing
S-0048	Elementary schools should be combined. Most adults do not have ties to their elementary schools, but have strong ties to their high school. Space is high schools should be used for childcare and offer students to take classes and help with that aspect.
S-0052	A medical magnet program should remain in south county. Arts and STEM should remain a priority. Schools with foreign language focuses should be a focus and not just a general requirement.
S-0056	Combine Bear Creek into Gulfport or add an additional program or preschool program into Gulfport. Make all of Gulfport montessori or a fundamental or different magnet program
S-0057	Close Bear Creek and have Gulfport and Azalea ES absorb those students.
S-0058	Woodlawn Elementary
S-0060	If numbers become too low at Bay Vista Fundamental, add VPK units to occupy some of the empty rooms/ buildings.
S-0067	More K-8 and Fundamental/Magnets
S-0069	Close Bear Creek and/or Woodlawn.

Q3. If school closure(s) are necessary, what are your specific ideas or recommendations in this geographic area?

S-0071	I'm a parent and I don't want to be stuck at Mount Vernon. It's old. I suggest closing it and re-zoning my neighborhood north to Westgate and Northwest
S-0072	More early childhood or K-8 schools
S-0075	K-8
S-0076	No. Not necessary
S-0077	Combine Lakeview with Bay Vista and make it a fundamental K-8
S-0078	To have effective educational programs and tutoring to ensure the students are getting the support that would be needed.
S-0079	My recommendation would be to close schools with the lowest enrollment and geographic area and adjusted zoning to redistribute students to the next closest school.
S-0083	Disburse students of low attending schools, close those schools and look at selling the land.
S-0085	Convert building to affordable housing Reconfigure schools to K-6, 7-12 Add Early Learning location ~ 6m-3 yrs Education/Community Partnerships
S-0088	Target the oldest buildings that would be most likely to need major repairs.
S-0091	K-8's, early childhood care programs and fundamental schools for the communities losing school
S-0092	Combine grades K-8 or create K-5 and 6-9
S-0102	Mid county high schools seem to still have adequate enrollments…I would look for more opportunities to combine campuses when geographically logical - as an example, if numbers are low would it make sense for Bauder elem & Seminole Middle to become a single K-8?
S-0104	Moving the magnet program within the school to a different school, combining age appropriate students. K-7 and 8-12
S-0107	Closing smaller enrollment schools in the area and/or possibly combining to form K-8- maintain Mildred Helms ES as it's the feeder for the IB program at both Largo Middle and High School- district has invested in the IB program at Helms and the school has received many awards related to the program, also receiving an A grade for the 3rd year
S-0115	Community rec areas, museums, 6 month to 3VPK, adult learning center.
S-0118	Combine the schools
S-0121	Merge Bear creek to Gulfport
S-0123	Making schools k-8
S-0127	None
S-0133	Specifically to combine k-8 or combine schools that are within 2 miles of each other (for example Brooker and CWE)
S-0134	Merging elementary schools together
S-0135	I don't believe highly influential 6ths graders should be with 12th graders. I'm not sure what I would want as a parent. Being an educator, a 6-12 would allow me to be able to teach more subjects.
S-0136	'-Eastlake corridor NEEDS a dedicated middle school -Consolidate Cypress Woods or Brooker Creek to make K-8 or one school a primary school the other intermediate/middle -utilize the open space in front of and around Brooker Creek for a zoned middle school -Make Eastlake Middle a zoned school -Use a portion of Eastlake High to accommodate Eastlake Middle as a zoned school for the area

Q3. If school closure(s) are necessary, what are your specific ideas or recommendations in this geographic area?

S-0138	As teacher I see that we truly need to have a middle school other than East Lake on this side of Lake Tarpon. We loose students every year to charter and privite schools because it is a drive to Tarpon Middle. Many times it is not just the oldest student but the siblings as well. Parents do not want to drive to multiple schools if there are other options. The second part of that is students that truly are intrested in engineering are not able to get into East Lake because spots are being taken by families just wanting a neighborhood school. This I see as a teacher but experienced personally as a mom years ago.
S-0140	Letting parents and staff know as soon as possible.
S-0142	King's Highway Elementary could be combined with Sandy Lane and Dunedin Elementary.
S-0146	Consolidation while trying to maintain a productive teacher to student ratio. Convert cypress woods or brooker creek into a k-8 school
S-0147	Tarpon Springs converting middle to K-8 possibly combining it with ELMS and make engineering & technology school
S-0150	Create a North county K-8, housed at Tarpon Middle. Combine the Tarpon Elementary students onto the TSMS campus and repurpose the Tarpon Elem building.
S-0153	K-8
S-0157	As a parent of a a fundamental child K through 8th and then a leadership conservatory 9 through 12 , it will be wonderful to see a K through 8 fundamental school with a pathway to the leadership conservatory for 9 through 12. North county definitely needs more access to fundamental schools. The introduction of leadership and the arts in the elementary and middle schools levels would create positive leaders to enter the leadership conservatory for the arts. As a parent who had one student at the leadership conservatory and another in the medical magnet program at Palm Harbor, I can tell you hands down that I feel every Pinellas county School should teach leadership. A primary and secondary school focusing on leadership would create responsible and compassionate adults. I feel as a parent and a community together with our schools should create socially functioning adults which is currently not happening. Unfortunately all of the time. We need to seize the moment before it's too late.
S-0159	K- 8 at Tarpon middle school combine sunset hills, tarpon elementary and fundamental at sunset hills or combined.
S-0163	Possibly convert to K-8, offer more electives, clubs or before/after school activities. Change middle school time to early in the morning atleast before 8.30 am.
S-0168	K-8 at Tarpon Middle and make Tarpon Middle Leadership or Combine Sunset Hills, Tarpon Elementary and Fundamental at Sunset
S-0169	Convert 2 locations to K-8
S-0173	PK-8
S-0174	Keep local neighborhood schools

Q3. If school closure(s) are necessary, what are your specific ideas or recommendations in this geographic area?

S-0179	If closures are necessary in north county, close Tarpon Springs Fundamental Elementary and convert Tarpon Springs Middle into a Fundamental K-8, modeled on Madeira Beach Fundamental K-8 and the board's own 2026 Bay Point and Oldsmar precedents. Every fundamental in the county has a waitlist, yet north county has no fundamental middle school. This serves proven demand, recaptures families leaving for private and charter options, and pulls no students from existing fundamentals. Savings are concrete: one campus closed, busing eliminated (fundamentals are parent-transport), and reassigned students raising utilization at under-enrolled middle schools. The campus fit is mapped: elementary in Building 4, middle in Building 5, separate offices and car circles. Repurpose the vacated elementary campus as a north county technical center for transportation trades, an offering PTC lacks north of Clearwater. This turns an enrollment problem into an enrollment solution.
S-0181	Closing broker creek or cypress woods elementary and making one k-8 school
S-0182	Wouldn't mind a k-8 in tarpon.
S-0186	Create K-8 or 6-12 schools combining existing programs. East Lake should be a 6-12.
S-0187	In Tarpon Springs - Keep Sunset Elementary, Tarpon Middle, and Tarpon High School. Close Tarpon Elementary and Tarpon Fundamental. This would keep all 3 school levels in the same area, and make it easier for students to travel between the buildings, if needed, for activities.
S-0188	Tarpon Elementary School combined with Sunset Hills Elementary
S-0191	More k-8 opportunities
S-0196	I am zoned for East Lake High, but my children attend the Countryside iSTEM program and are very happy there.
S-0198	Gender separated classes Special need schools
S-0201	Closing schools is a tough choice but maybe closing one where you can infuse other schools together. Let students have a choice and opportunity to then go to a magnet or fundamental. These schools should be full.
S-0202	Do not lease/sell vacant properties to other private or charter schools. We need to protect our public schools! If property must be sold sell it for affordable housing
S-0205	Close bauder and make Seminole middle k-8
S-0208	Make a k-8 with Seminole middle and bauder. Sell or lease Bauder land
S-0209	I think potential capacity should be considered. Schools with low enrollment shouldn't necessarily be considered for closure. Schools with more capacity should be combined with close schools.
S-0210	I think it would be smart to merge Kings Highway and Sandy Lane. Bring two magnets to one campus and keep the general population students as well. Close San Jose and push their students south to Dunedin Elementary and west to Garrison Jones. Close McMullen Booth and use it for pre-k, staff childcare, and a medical facility for staff members to help reduce the crazy expensive insurance we now have. Close highland lakes and move students to lake St. George, curlew creek, or Sutherland.
S-0214	Please do not close Seminole elementary
S-0226	Maybe relocate or expand carwise/east lake. East lake needs a real middle school that doesn't take an hour to get to. (Since we can live close and try for 3 years and not get into east lake middle) Keep commutes and traffic into consideration for this area. It's more spread out and traffic is bad.
S-0231	Fundamental school with a specialty or a K-8

Q3. If school closure(s) are necessary, what are your specific ideas or recommendations in this geographic area?

S-0233	Keep Countryside open! Combine smaller elementary and middle if you can keep lower grades separate from upper grades.
S-0234	Housing; community centers; combining schools for K-8s; consolidating schools into one.
S-0238	None
S-0240	What I consistently hear from families is a desire for more fundamental school options. I strongly believe that Westgate Elementary would be an excellent location for a fundamental school. Westgate has an outstanding principal who previously served in a fundamental school setting and has the experience and leadership skills necessary to successfully guide the transition. This area would benefit from a fundamental school.
S-0242	Combine elementary and middle schools as necessary. I would have preferred my now high schoolers to attend a k-8 rather than shifting to middle school for three years. We would have never pulled him out of his middle school. So many kids get lost in those three years. Create more preschool classes at elementary schools and make a school a PCS daycare school for faculty and staff at a place like Woodlawn. Finally, do not overcrowd the high schools or cut staff there. The high schools are hard enough to control with current staffing and students. Keep high level classes high at the high schools and don't water them down and cut sections or electives to save money.
S-0250	Repurposing under-utilized buildings for a K-12 model as we would have been excited by such a concept and would have left Plato sooner or never have made that choice.
S-0251	Make brooker k-8
S-0253	Consolidation of middle school and elementary schools in eastblake to form k-8.
S-0258	Possibly make more K-8, specifically add a middle school to the east lake area. Possibly turn the magnet middle school into a traditional middle school.
S-0259	Add more grades to schools
S-0265	Option 1: Combine East Lake Middle and Tarpon Springs Middle; Option 2: Combine Tarpon Middle & Tarpon High; Option 3: Combine Sunset Hills Elementary with Tarpon Middle
S-0270	This should have been done a long time ago as the lower enrollment has been occurring for YEARS
S-0271	Can group sunset hills and tarpon elementary school and put tarpon middle school on the west side of the campus at tarpon high school. Cypress Woods and Brooker Creek can be combined. You can split up Countryside High and send kids to East Lake, Clearwater, or Dunedin depending on zoning.
S-0273	If Pinellas Park Middle has extra space, I wonder about closing Pinellas Park Elementary and making PP Middle a K-8. The elementary building is old, but is also in a good location for commerce. I also wonder about closing Morgan Fitzgerald (a dated building) and dispersing the students to Osceola Middle, Pinellas Park Middle, or the new K-8 on Starkey. In general, PCS needs to do whatever is needed to avoid having a charter co-exist on the same campus with a public school.
S-0275	If a high school needs to be closed, it should be Lakewood. The school isn't updated and has the fewest students. Bear Creek has very few kids and could easily be combined with Gulfport Elementary. Thurgood and Jhop are very close and both have gifted. That could be consolidated. The community isn't thrilled with middle schools and these could be consolidated. It would be helpful for the community to know which schools are in need of updates to determine which schools could be combined or closed.
S-0277	Keep Curlew Creek open The location is perfect. Easy for buses

Q3. If school closure(s) are necessary, what are your specific ideas or recommendations in this geographic area?

S-0280	Consolidation/ k-8 if necessary.
S-0282	Please do not close Seminole Elementary
S-0290	Do not close Anona! If anything, host an elementary in Seminole middles unused building. Do not let charter schools infiltrate our schools!!!! REZONE!!!!!! with the influx of vacation rentals in Pinellas county, especially Indian rocks beach area, think of rezoning! It seems crazy that Oakhurst has 5 units of a grade and Anona has 2? REZONE!!!!!!
S-0301	Closing Woodlawn Elementary and Bear Creek Elementary and rezoning the students to 2-4 schools in the surrounding area.
S-0306	Implement K-8 for surrounding areas, turn East Lake Middle into a zoned middle school for those closest to it.
S-0307	Combine campuses to create more K-8 schools. If we have vacant spaces, explore the possibility of selling off the land.
S-0312	Unsure between Oakhurst, Anona, Bauder and Seminole MS I would think you could combine in places and possibly move 5th graders to the building not being utilized at Seminole middle? Not positive about that- 5th grade is a special year for most schools.
S-0313	As an educator, I believe school closures should be a last resort. Decisions should consider more than enrollment numbers, they should also reflect student achievement, transportation, and the impact on families and school communities. Before closing a school, I would like to see the district explore options such as boundary adjustments, expanding successful programs, or repurposing underused space. If closures are necessary, the process should be transparent, with clear communication and a thoughtful transition plan that keeps students' needs at the center.
S-0315	Making more k-8 schools to help keep kids closer to home still
S-0317	K-8 schools
S-0323	Close Mount Vernon Ed and have Northwest absorb its students, this is the cleanest option geographically, or convert it into a fundemental school. This would be a great real world test to see if the fundemental school model can protect the county from attrition to charter and private schools which is very high in the area. Close Bear Creek ES and have Gulfport and Azalea absorb its students. Close Woodlawn ES and have North Shore, Maximo, and Campbell Park absorb its students due to distance from other schools. These closures would stabilize the region and provide much more efficient use of schools and funds without impacting the quality of students educations. If the district promised to avoid further closures for the next 5-6 years in the area it would be massive morale boost for staff who are currently just waiting for the band-aid to be ripped off each year.
S-0324	K8 options, merging fundamental, have fundamental options in northeast st. Pete
S-0329	School closures are necessary and should happen. There will be push back. The community must endure the temporary discomfort and allow the school system to operate successfully. The school system must stick to an efficient plan and refuse to retreat; emotions must be removed. Once the changes have happened, our communities will settle into a "new normal". Students, employees, and families will adjust.
S-0330	Creating k-8
S-0331	Consolidate to create a dedicated middle school EAST of Lake Tarpon. There is an entire community who have been begging for this option to no avail. This is your opportunity to serve East Lake residence who must make accommodations for this expanding community.

Q3. If school closure(s) are necessary, what are your specific ideas or recommendations in this geographic area?

S-0333	Stop ignoring the class size amendment and putting too many students into classes. Prioritize keeping teachers to keep schools safe and provide optimal learning conditions for students.
S-0335	Don’t close fundamental schools!!
S-0336	Send out a mass text immediately, haven’t reported on the news, and have a plan in place in advance for what to do when there’s school closures. This should be accessible on a SharePoint or share drive.
S-0338	Need a Middle School for East Lake... not just a magnet school that our kids dont get into when we live blocks away and then we have to ship our kids off to Tarpon Middle, a poorly rated school, or find a private school for 3 years when we're paying the taxes for a top-rated school living here in Lansbrook
S-0340	Lakewood & Boca Ciega, Osceola HS
S-0347	Create more k to 8 and 6 to 12. Add more Fundamental.
S-0357	More k-8 schools
S-0361	Close Orange Grove. Advanced Academics and a FUNDAMENTAL option (even if school within a school) should should be implemented at Starkey Elementary school. There are teachers at Starkey that have had EXCELLENT results with high achieving students and know how to write curriculum. FL DOE already has written elementary courses that are advanced. Use https://www.fldoe.org/core/fileparse.php/7576/urlt/Grade-3Accelerated.pdf https://www.fldoe.org/core/fileparse.php/7576/urlt/Grade-4-Accelerated.pdf along with 6th grade math taught in elementary K-5 to give kids opportunities for these courses. Currently, Starkey Elementary teachers that have asked to do this have been told that "We don't offer this in Pinellas County." However, they are very willing to do this work.
S-0364	Utilize as a non for profit hub (sublease), artist studios, supportive housing operated by a non for profit (multi year lease), daycare and or elder daycare. Could other groups like Parc, YMCA utilize space for their programs and quickly make use of the similar programmatic space?
S-0367	Look at schools that do not have an attractor/magnet. Also look at the age of buildings. Closing a magnet will likely create outrage.
S-0369	Close smaller school(s) and have other school(s) absorb those students.
S-0374	Closing under capacity schools and selling properties
S-0378	Make it a last resort to close any schools
S-0380	I feel that there is a need for more center schools focused on students with Autism. There are a lot of families that are in need of more help with their children in the way of speech, occupational and physical therapies. Schools that offer ESE classrooms and have all of the different therapies in one space would be so beneficial.
S-0381	Close small schools and redraw lines
S-0388	Expand Gulfport Elementary to K-8. Rather than have a divided boundary of Gulfport students between two schools, include all students within Gulfport boundaries in the Gulfport Elenentary campus.

Q3. If school closure(s) are necessary, what are your specific ideas or recommendations in this geographic area?

S-0392	Old northeast zoned neighborhoods can definitely be rezoned to nearby schools that are lacking attendance (woodlawn elem, sexton, etc.) My feeling is that many of those families don't have school aged children or attend private school anyway.
S-0393	Start combining elementary schools with middle schools to create K–8 schools, beginning with Title I schools. Also create another fundamental middle school, similar to Clearwater Fundamental and East Lake Middle, with the same enrollment and application process that focuses on the fine arts.
S-0396	If a school must close, rent the building or a portion of the building to start-ups etc., or convert it to affordable housing. In any case, bank the land. Large parcels will be harder and harder to come by.
S-0401	I 100% would be more in support of creating additional K-8 campuses versus 6-12 grade campuses. The older middle school students could be kept separate from the younger students for most of the day. And the bussing could be consolidated, saving money. Another reason to consolidate K-8 schoolchildren is that they don't have after school jobs as high schoolers do, and could be kept to same schedules.
S-0403	Countryside
S-0404	My initial thought would be to convert some elementary or middle schools into an elementary-middle school model, like Sanderlin, where the children can stay at one school through 8th grade.
S-0405	East Lake corridor needs a dedicated zoned middle school consolidate or create k-8 programs in the area to address low enrollment
S-0407	The district seems to be very thoughtfully approaching this, so I'm not sure I have specific recommendations. However, retaining good dispersion of school locations for families and considering age of buildings and storm/flooding potential seem like good places to start.
S-0411	I was surprised at some of the really low enrollment numbers. I appreciate the info provided about real building usage such as Duke energy costs and how much it costs to open a school each year and staff it before the first student walks in the door. Closing or merging schools under 50% capacity makes financial sense to continue providing outstanding programming and retaining staff in our remaining schools. Teachers will start leaving these under capacity schools.
S-0416	Close the lowest performing schools. Make some kind of parental involvement mandatory for all schools. Kids to need have an advocate at home. Hold parents and guardians more responsible. Include more K-8 options,
S-0417	Consolidate the elementary schools and give us a middle school finally. Do a K-8 option maybe.
S-0436	Please make East Lake Middle a zoned school.
S-0440	North Pinellas needs a zone middle school in the area. East Lake Middle School sits in the heart of North Palm Harbor, which also holds two large elementary schools nearby. Yet, these elementary school students are bused to Tarpon Springs and Carwise Middle Schools, both about 25-30 minutes bus rides, when they could attend East Lake Middle close by.
S-0443	Combine to make K-8 schools, or combine early learning with Elementary schools
S-0446	Maybe look at closing schools that are older. Schools that are low in student population right now also makes sense. I like the idea of changing some of the current schools to add attractors.
S-0448	Get rid of some north county schools and bus the kids to south county schools
S-0451	Make east lake middle more open to everybody. It's ridiculous I live 2 blocks from there in lansbrook and my sons may not be able to attend.
S-0457	Don't close schools

Q3. If school closure(s) are necessary, what are your specific ideas or recommendations in this geographic area?

S-0458	Keep open ELMS and ELHS
S-0469	We need a middle school in east lake!
S-0479	Add a long overdue middle school to east lake!!!!! There are two elementary schools and no non lottery middle
S-0480	The East Lake Corridor needs a dedicated Middle school. Combine Brooker Creek and Cypress Woods Elementary if needed. Or make them k-8.
S-0483	I don’t have enough information to make a recommendation, but would close East Lake Middle and turn another school into a K-8
S-0487	Middle school in East Lake
S-0495	Create a k-8 at cypress woods elementary.
S-0501	Make more K-8 and specialty focused schools (e.g., STEM). If you do close schools do not decrease student support.
S-0505	We have two elementary schools next to each other- Brooker and Cypress. The middle school options are a struggle.
S-0509	Consolidate middle and elementary schools that have low enrollment. K-8 schools. Especially schools that are run really well.
S-0511	I'm not familiar enough with the schools in the county to make a suggestion
S-0512	Close the gifted schools first
S-0519	Merge TSHS and East Lake, merge Dunedin and Palm Harbor High and merge Clearwater and countryside high
S-0523	K-8 or new middle school dedicated for east lake area
S-0526	Combine bussing for Meadowlawn/NEHS & Rawlings ES/PPMS; close Lealman Innovation; combine Tyrone MS and Azalea MS; close Fitzgerald MS & send students to LMS/OMS/PPMS.
S-0529	Retain ownership of the space but offer a long-term lease to a private school or other party
S-0533	Pinellas County Schools should establish a true Fundamental High School in North Pinellas modeled after Osceola Fundamental High School. Many students who complete the K–8 Fundamental program cannot continue in a Fundamental High School because of the distance to Osceola and transportation limitations. Families deserve equal access to continue the educational path they have chosen. A Fundamental program succeeds because all students, staff, and parents are held to the same high standards for academics, behavior, attendance, dress, and involvement. A dedicated North Pinellas Fundamental High School would provide continuity, improve access, and meet the needs of families in the northern part of the county.
S-0534	More/better marketing to discourage parents from using vouchers and wanting to send their kids to the great schools that are available mid-county. Or rezoning the school district.
S-0538	Middle School that’s not lottery based on eats lake road

Q3. If school closure(s) are necessary, what are your specific ideas or recommendations in this geographic area?

S-0545	We pulled out 7th grader out of middle school in April because of issues with his IEP being followed. We are planning to homeschool. This was AFTER we pulled him out of another MS in 6th grade the ESE Case Mgr would email me back after 2 weeks and my kid was being bullied and it was being ignored. Also I had to demand he be tested for dyslexia in middle school because the elem school kept telling us he wasn't—he is SO severe that DePaul wouldn't take him. So we are part of the "problem", but it's because my kid's needs were pushed aside or ignored. My youngest is now going into 3rd grade at the same elementary school and I also had him tested. He is also dyslexic. The psychologist at the school told us he should be at a particular elementary school, but he didn't get accepted for the upcoming year and no one would say why. I think it is about money. The ONLY reason I didn't pull him out to homeschool is because he needs the structure right now. Also, East Lake families need a zoned MS
S-0549	Consolidation of schools
S-0552	Making sure to ensure smaller classes for younger children
S-0557	Student should be assigned to closest school
S-0559	Combine schools, the older run down schools should close. The old buildings can be made into YMCA's, daycare centers, yoga studios, art centers, sports/rec centers, homeless shelters, food banks, etc. our community needs more than empty classrooms.
S-0565	We have two elementary schools very close to each other: Cypress Woods Elementary School and Brooker Creek Elementary School. I would propose to combine them into one (brooker creek) and close or repurpose Cypress Woods Elementary School
S-0567	Mount Vernon due to age of school and low enrollment
S-0569	Schools that are older and need repairs and low enrollment.
S-0570	Keep open the larger campuses and create more schools with magnetic or fundamental options.
S-0571	People move to north county and pay overpriced mortgages for the great community schools. Silly to even consider closing any of them. People will go private if they don't have a very close option
S-0573	Condensing where possible
S-0578	I believe that many of our parents will leave public school and head to private schools if we don't provide reasons for them to stay. I think using the space in schools for after school enrichment programs like art, music, dance, or sports could help keep parents at our schools. Many of our parents leave to go to private after elementary due to concerns about middle schools. Making our schools K-8 could help keep our parents in our schools.
S-0580	consider making K-8 schools is possible
S-0581	Close smallest populations first
S-0586	Merging schools that are in the same geographic area (within 5 miles) so it doesn't inconvenience families or staff even more who are being asked to move
S-0590	More K-8 schools where possible.
S-0592	I would love to see Westgate as a fundamental school. Several of our students left to fundamental schools. We have an outstanding principal that came from a fundamental school that could lead the way.
S-0593	North corridor of Pinellas county needs a dedicated middle school
S-0595	Close Brooker Creek elementary and combine it with Cypress Woods.

Q3. If school closure(s) are necessary, what are your specific ideas or recommendations in this geographic area?

S-0599	Grow Tarpon Fundamental Elementary School. Create some type of change at Tarpon Middle. Many families at my elementary school are opposed to their children attending there for middle school.
S-0600	If closures are necessary, I highly recommend that we retain a full-time gifted elementary program with bussing for all students whose IEP requires it. If our full-time gifted students have to return to a Gen Ed school and only receive gifted services one day per week, it will have a detrimental affect on their learning and behavior. Please retain Ridgecrest Elementary! I am curious whether neighborhood partners like the YMCA (next door) could share space at Ridgecrest.
S-0609	They are not necessary. The definition of "student" is too narrow to meet today's broader education needs of the community. The scope of the general educational system is incorrectly defined - it's 200 years old. Why would anyone expect that to work well, if at all, in 2026 and beyond. With a change in definition, every school would be overrun with students.
S-0611	If needed, I'd combine west-of-19 schools with ones that are also west, and the sam with east-of-19 schools.
S-0613	K-8
S-0614	I think there are a few south county elementary schools that could be combined, but I’m not sure which ones.
S-0620	Neaveh And erson
S-0626	all k-8
S-0634	North of Drew- I say don’t. We reside in the Clearwater area, so mid county and find all the local schools necessary- CHS, Plumb, Clearwater Fundamental, Oak Groce and BelcherElementary.
S-0636	Micro schooling, check out Indie Ed.
S-0637	Increased schooling options for affected families such as preference for school choice with free transportation - this should also include multiple opportunities to educate and guide these families about their options, so the options and directions to select/consider their options are easy to understand. Affected families should have great educational options presented to them that are in the best interest of their students.
S-0651	Add a fundamental elementary or K-8
S-0653	Pull more funding to make sure classrooms are not over crowded from the areas that lack school.
S-0654	Don’t combine middle with high or elementary with middle school
S-0656	Convert them into teacher housing or create more employee daycare centers.
S-0660	Given the expansion of Homeschooling, I would recommend evaluating a pilot of hybrid public/private school the fits in the contract with public school requirements of Step Up. The current availability of homeschool support is mixed while there are likely school staff interested in a flexible schedule of 2 - 3 days a week with the remainder being at home. There are some options with PEP throughout Florida with private schools, but there are not locally. This would be a good option for PEP and FES-UA.
S-0665	We need a middle school in the EastLake are of Palm Harbor
S-0666	None
S-0667	Those schools that are older and require more money for upkeep. Schools that have had downward trends in enrollment. But you also need to look at how the closure will impact the community, are you exchanging one saving for another.. like bussing ... Limiting students abilities to participate in programs.

Q3. If school closure(s) are necessary, what are your specific ideas or recommendations in this geographic area?

S-0674	If school closures are necessary, I encourage the district to carefully consider the long-term impact of creating additional K-8 schools. While this may seem like an efficient solution, our experience was that middle school students did not have the same opportunities as those at traditional middle schools. There was no gym for sports, fewer electives and clubs, and limited extracurricular options. The district should also consider before- and after-school programs. At our K-8 school, elementary and middle school students were combined, which created behavioral challenges for our younger student. If K-8 schools remain part of the solution, they should be equipped to provide students with comparable academic, extracurricular, athletic, and after-school opportunities so they are not at a disadvantage because of where they attend school.
S-0678	I would suggest combining school geographically the closest and merge them into the newest facilities.
S-0679	If the teacher pupil ratio is reduced and/or actually capped at their maximums instead of allowed to be averaged, we would be able to fill more classrooms and prevent the need for closures. It is a well known and researched fact that smaller classes are beneficial to providing a high quality learning environment. Over the years, I have heard from many fellow parents that they are choosing non-public school settings, citing large class size as one of their motivating factors for taking their kids out of Pinellas County Schools.
S-0681	Let staff and families know up front what is being planned. We need more transparency.
S-0682	Leave the fundamental schools alone. Close schools that are old buildings with the least amount of occupied seats.
S-0683	Ideally I'd hate to see any closures but I'm sure that's inevitable.
S-0684	Closing schools with less student enrollment would require less staff disruption.
S-0693	Im not sure
S-0704	I would generally favor consolidation of the lowest-enrolled, highest-cost campuses that are located near other schools with available capacity, while protecting schools that serve unique community needs or offer specialized academic programs. Teacher retention should also be merit versus tenure based; the county is losing top talent.
S-0705	I don't have a specific recommendation on a closure - my children thrive at Bauder Elementary and my daughter is starting at seminole middle this school year. We have been so impressed with every teacher, the administrators and the staff at both schools. I was able to be very involved in the school. I was able to form solid relationships with all the teachers and staff. The education and opportunities my kids have had because of bauder have been immeasurable and have shaped them as growing young adults
S-0707	Have online options if there is not a local emergency.
S-0712	Consolidate, don't just shut down and scatter. Keep feeder schools together. Stop letting other schools build!!! WHY DID YOU APPROVE MANGROVE BAY's construction?!!!!! You KNEW the numbers were trending down and yet you STILL approved it, and now you're talking about closing sexton, bay point middle, etc. You are complicit in the pain that the economy is already causing. You have added salt to the wound and deign to ask how to help soothe the pain.
S-0715	Create PreK to 8th grade schools
S-0718	I'd like to see K-8 schools of necessary BUT on a middle school campus that has infrastructure like gyms and tracks.

Q3. If school closure(s) are necessary, what are your specific ideas or recommendations in this geographic area?

S-0719	Keep all schools open and close the Pinellas County School Board
S-0721	I don’t have any except please don’t consider closing Mt. Vernon Elementary.
S-0724	Create 1 -8 schools.
S-0730	Continue to create K-8 schools without combing schools. Grow the elementary schools that are already here!
S-0731	Hopefully, they are not necessary. However, if they are then schools like Lakeview fundamental should be closed since they have very low enrollment.
S-0734	Make sure that there are ample schools placed equidistant from each other and that the schools that remain open are in a condition to support the students that will be attending. Stop allowing students to travel across the county to go to schools not in their area. Make sure programs are available to all that want those programs within the area. Currently, some programs are only offered in either north county or south county and that isn't fair. The regions within Pinellas County Schools should all offer the same programs to the students.
S-0737	Due to accessibility related issues for those with special needs I think Countyside High School needs to stay open. The campus is far more accessible than other high schools for students with mobility issues. It's most enclosed with one level for the main class locations. Many other high schools are not as appropriate. This is an issue that you need to address if you close or combine schools. Many other schools need remodeling to improve accessibility. This school seems to actually understand true disability inclusion. Some kids have physical issues or other special needs issues but are also in need of challenging programs. Many schools have issues in the district with this. The programs offerings at Countryside also seem unique and amazing. I honestly would love to see them given support to expand the amazing opportunities. Most other schools can't compare. My child's zoned school is not even close to on equal footing accessibility or class offering wise.
S-0743	If schools are closing due to financial reasons, then this is a bigger, state wide issue. If they are closing due to performance, then I think we need to begin expecting more from our public school parents in regard to participation, volunteering, etc. Having children involved in both a public school and a fundamental school, there is no reason that there should be such vast differences in the expectations and student performance.
S-0745	K- 8 schools
S-0747	I really think you should reconsider closing schools as schools were placed within communities to make it easiest for kids and parents to get to and from school. Also, what if there is an emergency? I want to be able to get to my child if necessary and I don't want to have to bus my child or find a way to drive farther to the school. Consolidation or closure of schools will mean larger class sizes and thus a lower quality education. As the standards will continue to increase with the new school grade ratings, schools and students will suffer, as well as teachers who will be getting bonuses for grades.
S-0748	To combine current schools together to become one campus or share campuses with smaller schools such as charter schools versus shutting down that certain location. A lot of kids may depend on the school in their district , as many don’t have a way to get to potential schools that maybe further than their home. It is already a decrease with school bus drivers.
S-0749	Recreation centers for children or senior living
S-0752	Close Osceola Middle and High
S-0755	Morgan Fitzgerald, Starkey Elementary, Fairmount Park
S-0756	Programs for ASD students, K-8 Schools, more magnet programs at elementary school. Keep San Jose Elementary open!!!

Q3. If school closure(s) are necessary, what are your specific ideas or recommendations in this geographic area?

S-0758	Seminole Elementary
S-0763	1) Minimizing impacts on child learning opportunities 2) Taking into account historical relationships (North County specific rumors--the blending of Dunedin & Countryside, for example), which of these location's loss of identity is a bigger hit? Dunedin (a community school, sitting at around half capacity) or Countryside (a blend of multiple communities already, sitting at half capacity) 3) Impacts on faculty/staff movements need to be considered as well
S-0767	Please do not close Bay Vista, Sanderlin, Jameson, or Perkins
S-0770	Close older smaller schools
S-0771	I guess they will have to be bussed.
S-0777	What we've been doing has been working, right?! Keep the parents better informed.
S-0780	Make work available online.
S-0782	If school closures are necessary, they should prioritize students safety, minimize interruptions on the learning environment, provide clear communication to families and staff and keep class sizes manageable for students.
S-0783	Merge Hollins and Pinellas Park high Schools. Neither has a large enough magnet to make the transition difficult.
S-0784	Rezone the students to closest schools. If those students want to go elsewhere then they are responsible for transportation.
S-0787	create more fundamental k-8 schools
S-0791	Expand fundamental program or relocate. Madeira beach for example is such a small school for the amount of students it has. Carline is a headache and it affects the surrounding neighborhood and stores.
S-0795	K-8 schools
S-0807	Lease unused buildings to charter schools, colleges, nonprofits, daycare providers, or community * Sell buildings that are no longer needed. * Consolidate administrative offices into fewer buildings to reduce costs * Expand employee childcare into underused schools. * Share facilities with city recreation programs, libraries, or community health clinics * Review transportation routes Any savings goes directly to staff health care Do not allow outside hires when teachers are displaced Expand the teacher contract to 5 years at a time Lease out unused busses Rent out school spaces during non school hours for events. Rent out parking spaces for markets and community events. Sell old furniture or equipment. Partner with nearby universities to lease out unused buildings. Money that comes in consistently should go towards health care for staff and teacher raises.
S-0808	Make more K-8. More magnet and fundamental programs.
S-0810	Stop giving away our school funds to vouchers
S-0812	Either create schools that are K through eight or six through 12. Sell off all unnecessary real estate. Create more fundamental schools to include uniforms, higher parental involvement, etc.
S-0814	No solution comes to mind

Q3. If school closure(s) are necessary, what are your specific ideas or recommendations in this geographic area?

S-0818	Would love to see TSFS and SHE combined with a Leadership Magnet given IF closures are going to happen in TS.
S-0827	Utilize demographic data and statistical projections to combine elementary schools in phases. Share that information with staff and parents as decisions are fully disclosed to all affected parties.
S-0828	Leave high schools as is, adjust boundaries for middle schools. Close elementary schools like highland lakes or Lake st George and brooker creek, adjust boundaries to send more students to Oldsmar K8 (EL Woodlands residents).
S-0830	Close curlew creek and Lake St George and have them roll into Highland Lakes Elementary
S-0847	If school closures are necessary, my biggest recommendation is clear and timely communication through email, text, and the district website. Since St. Petersburg is prone to hurricanes and flooding, it's important to have a plan in place.
S-0850	a
S-0854	Make North Shore Elementary a k-8 school
S-0856	Blend curlew creek and davis or curlew creek and lake st george populations for elementary school. Make k-8 with mcmullen and safety harbor middle. Keep countryside high and consider grades 8-12 to raise the numbers in this school! Then safety harbor could become a k-7. Commute to local students to other high schools would be a long distance!
S-0858	Increase teacher count, reduce class sizes. Increase security in schools including metal detectors if middle to high school age students are mixed.
S-0866	None
S-0871	The concern was raised that if undocumented students are barred from attending school, lower enrollment could result in additional school closures.
S-0873	In our area Pinellas Park, our student numbers are above 400 except Cross Bayou. Lower student to teacher ratio would be nice in Elementary and would help with behavior issues.
S-0874	Immediate Alerts: Monitor official broadcasts (e.g., Bay News 9) and the PCSB Emergency Guide for automated notifications and evacuation instructions.
S-0877	If you create K-8 school, can we keep the preschool programs in the school as well
S-0878	Continue to make K-8 schools where students can grow and thrive in the community where they begin in kindergarten and the teachers and school really get to know them throughout their journey. So consolidate schools so they have more of a K-8 experience.
S-0879	Combining K through 8th
S-0883	Make more k-8 schools. More discipline accountability. Stronger behavior expectations. More uniforms. More fundamental. Copy and paste your highest demand programs like East Lake middle.
S-0884	Consolidating neighboring schools and joining together in one location. (For example, Seminole Elementary to join with Orange Grove Elementary at Seminole Elementary Site)
S-0885	I don't recommend closing schools AT ALL when some classes still have 30+ students (AND THEY DO!). But if you have to, close the schools with the worst ratings.
S-0887	I think decisions related to school closures should be based on an analysis of services provided, student enrollment, and populations served. Where are we seeing the greatest decreases in enrollment? Are there programs that can be combined? Are there facilities that will require large investments for repairs and maintenance?
S-0888	Keep countryside open
S-0890	no idea

Q3. If school closure(s) are necessary, what are your specific ideas or recommendations in this geographic area?

S-0892	approach the home school families about re-entering the public schools & why beneficial for their children to have that socialization & get away from screens
S-0895	When evaluating potential school closures or consolidations, I recommend prioritizing the use of newer, underutilized facilities before investing significant resources into maintaining aging buildings with high maintenance costs. Where enrollment and geographic considerations allow, combining elementary and middle schools into well-designed K–8 campuses can be an effective solution. Any K–8 model should maintain clear separation between elementary and middle school students, with dedicated administrative leadership and appropriate spaces for each age group. The district should also consider relocating schools from older facilities into newer, currently unused buildings when feasible. This approach can reduce long-term maintenance costs, make better use of existing district assets, and provide students and staff with safer, more functional learning environments.
S-0899	Merge existing schools or relocate kids in overpopulated schools
S-0900	Please do not close Countryside High.
S-0901	Understand what has driven parents and students into private options.
S-0902	Increase class size and move special needs kids and personnel to select specialty schools around the county to relieve added pressures on traditional school teachers. Reassess school budgets county wide and cut out low priority construction projects, reallocate the funds to current schools and resources.
S-0907	Maybe combine all elementaries and make all public schools provide the same resources to accommodate children's needs. If so happens there is not enough room to combine k-5th to one elementary, open an intermediate school that provides 4th and 5th grade only and one elementary that has k-3rd then one high school that provides 9th - 12th grade.
S-0911	lowest enrollment schools first
S-0914	North county, but we should not be closing more schools.
S-0918	Keep Countryside High open and create a mega high school
S-0920	We desperately need homeschooling spaces! Our Coop is running out of room. We have double the kids from last year. Can closed public schools be “rented” at a discount, and “paid” through step up? Can teachers become tutors we can pay by the hour and meet at the old public schools? Please
S-0931	Adjust schools to k-8
S-0935	Close schools with high teacher turnover, poor scores, low parent involvement. Expand fundamental options to incentivize people to stay.
S-0941	Consider merging Hollins and Pinellas Park. They are close in proximity and they could continue to support their current magnet programs.
S-0944	no idea. what are the options s
S-0945	The new k-8 turn it to fundamental just look at how many kids are on the waitlist for Madeira fundamental.
S-0946	Clos middle schools and consolidate them to K-6, 7-12

Q3. If school closure(s) are necessary, what are your specific ideas or recommendations in this geographic area?

S-0950	Turn K-8 into entire school magnets. My daughter attendance Jamerson. If elementary can be school wide, so should middle school. I'm concerned about sending my child to a program within a school due to concern of bullying and not getting the education she deserves. If fundamental schools can be school wide in middle and high schools magnets should be too. I already know parents considering charter or private for middle school because of the concern.
S-0951	It would my recommendation to make Azalea a k-8
S-0955	Small homeschool rooms.
S-0959	Help build the local early childhood education centers by encouraging families of 3/4 year olds to enroll in private preschools. Utilize school buildings in a manner where maybe not all have to close, but if 5 have to close, maybe only 2 or 3 close and then students in grades K and up get smaller class sizes. I understand a decline in children is not good, but closing a lot of schools and piling children into already crowded classrooms isn't in the best interest of the children or the teachers.
S-0964	To keep special programs close to schools they are currently in so students are able to continue to work with their peers of the same interest and skills.
S-0972	Busing
S-0974	There are so many variables in the elements of this decision, it must be so tough deciding what to do and hiw to solve this problem. Just try and be fair to all staff, and families. Consider larger schools/campuses for Pre-K -8.
S-0976	Let the children on Special Assignment have their choice of which school they get to attend if the school they are in is closing.
S-0979	K-8 seems like a great option looking at the declining enrollment of each area. I also think making early childhood facilities are great options as well.
S-0981	There should be more elementary magnet and/or fundamental programs. Most of these programs are not in mid county, therefore it could draw more students to those instead of going to private/charter schools.
S-0983	K-8
S-0989	Turn Osceola Middle into a fundamental school or merge with Osceola High (6-12)
S-0990	If schools must close, students should be moved to nearby schools with minimal disruption.
S-0992	I would not recommend combining middle and high schools unless campus can be set up a certain way. The maturity level is too different. I'd be wary of certain increases in risk factors. For HS, If general radius factors prevent combining locations, then perhaps utilizing part of campus for other partnerships that are complementary to schools…technical programs, tutoring, test prep. Obviously the revenue stream would have to be there for the partnership to work.
S-0993	Using the facility to best support the community. Whether it's child care or centers anything to help the county.
S-0997	Offset cost with parent fees/applications to join with local students having top priority.
S-0999	If closure is truly necessary, I think the best option is to consolidate into a stronger, well-supported school rather than just closing a campus with no real plan. The main goal should be to protect students, keep programs intact, and make sure the change actually improves education instead of only reducing costs.In my opinion, the worst option would be closing a school and losing the site without a clear replacement that offers the same or better support. If a consolidation has to happen, I'd want to see strong staffing, reasonable class sizes, transportation, and enough counseling and student support to make the transition work.
S-1002	Why do we need so many superintendents? Area? Title 1?

Q3. If school closure(s) are necessary, what are your specific ideas or recommendations in this geographic area?

S-1003	33702/33703 close one of the 3 schools. Lynch, sawgrass, sexton .
S-1004	Center school in south county, more south county PreK for employees, science center, more technical centers especially in south county.
S-1005	Restructure district to less areas.
S-1009	North county
S-1011	I recommend NOT closing Bear Creek. We are the only school south of Central that is not a TZ, fundamental or Magnet school. We tend to receive students that get "kicked out" of those schools but end up thriving at our school. We are a small but mighty school and we showed that this year with our A grade. Bear Creek is truly a family and one of the best kept secrets, if more parents knew about our school I'm sure they would want to send their students here. Especially when I hear that their students are zoned for Woodlawn or Mount Vernon they choose to go charter because they don't know how amazing Bear Creek is.
S-1027	Merge
S-1030	Utilize unused capacity to sell those seats back to charter schools. This would reduce barriers for new innovative Charter programs but would also recapture funds to rent back those seats those charters. This would reduce the loss in revenue.
S-1031	Where will students with unique abilities or IEPs be relocated to if a campus with accomidations closes? How will our serving faculty adapt to students needs in if days are longer due to bus in and out of larger classrooms that once held 8-16 (K-8) i am not seeing how closing a school will enrich the scholar life
S-1032	Community needs and support for addressing those needs and concerns
S-1037	It’s not an option to close anything, everything is needed. The county are state should supply whatever is needed because kids are our future. Education is needed to do anything…People perish without wisdom
S-1038	I like the K-8 model if it comes with separating students on campus . For example k-5, then 6 to 8. It also creates opportunity for upper class students to be a TA or mentor to lower grade students. I've seen this work as a Sub. Teacher.
S-1040	Starting with smallest schools , roll them up into the larger buildings that are not at capacity. This would reduce redundancies in operational and administrative staff as well provide opportunities for efficiencies across the campus and within and amongst departments. The k-8 model works. Look at a 7-10 model for mid/high for those on an early college /dual enrollment trajectory.
S-1041	Merging elementary schools that are in close proximity
S-1042	Making sure we keep our ASD units
S-1043	I think Countryside high school should be turned into a technical school offering HVAC, electrical, plumbing, and child care certifications. The child care program could serve employees of PCS.
S-1044	Use them for something that benefits the public school students and community.
S-1045	combine elementary schools with middle schools
S-1048	None
S-1049	Consolidation creating K-8 schools, Community partnerships between our schools and public sector
S-1051	Close TSHS and TSMS … PHU, PHMS, EL 6-12 (create) and Carwise can EASILY absorb those students.
S-1056	Split up San Jose between Garrison- Jones and Dunedin Elementary
S-1060	King's Highway, Curtis Fundamental and Clearwater Fundamental

Q3. If school closure(s) are necessary, what are your specific ideas or recommendations in this geographic area?

S-1063	Countryside HS, PHUHS
S-1065	Newest building, central location, shortest bussing route
S-1068	Combining campuses that are very close together
S-1069	Combining k-8, adding daycare to elementary school, before and after care
S-1070	Combining elementary and middle schools for more K-8 schools
S-1071	Ensure that every school employee possible keeps a job for their peace of mind. Try to make the transition as easy as possible for students.
S-1073	Schools should be closed based on numbers, or geographic proximity to other schools that are similar in population and location.
S-1074	I recommend combining elementary and middle schools into K-8 middle schools. In addition, combine programs in those schools together.
S-1077	Possibly a K-3 school? Or a 4-8?
S-1082	Not the magnet schools
S-1087	I believe community organizations should be considered strategic partners and repurposing excess school capacity. School campuses can become multiservice community hubs that continue serving children, family, and neighborhoods, even when enrollment declines. I have heard that there were opportunities to partner with Pinellas County Urban League, Inc and young adult populations. They currently have a senior jobs program which I wonder could also become a digital literacy training or financial literacy, entrepreneurship or homeownership education and job placement service.
S-1089	Strengthen and build arts and sports programs that promote student life at our schools
S-1094	Is it possible to provide STEM middle and/or high school schools mid-county? Both Azalea/Lakewood and East Lake MS/HS will enroll mid-county students but there is no transportation for either. Is it possible when combining schools, is there a STEM program that provides transportation for any mid-county students?
S-1099	To address declining enrollment and safety concerns, I urge leadership to close our lowest-performing & most costly facilities & instead reinvest those resources into expanding our successful Fundamental & Magnet programs. Families are actively leaving for private, charter, & homeschool alternatives because they prioritize safety & academic rigor. Students deserve a secure environment where they can thrive. As a district staff member, I am forced to send my own children to a charter school. Despite supporting Fundamental expectations, behavioral, & academic rigor, my children were shut out of Clearwater Fundamental. These programs consistently maintain long waitlists. Why are we not expanding them? Fundamental schools are what our community wants, yet they lack support to grow. Furthermore, geographic equality is vital. North County students deserve robust opportunities and should not be left out of Countryside or Palm Harbor High School.
S-1100	Sell the properties. The funds from the sale of the properties should be invested in updating our schools

Q3. If school closure(s) are necessary, what are your specific ideas or recommendations in this geographic area?

S-1102	Try to keep kids as close to home as possible. It will help them develop lasting relationships with people who live near them and also cut down on bussing costs. Can the closed schools be sold to the local government for community purposes? That would be welcomed by residents instead of some big box store coming in or another grocery store and car wash.
S-1108	Keep larger schools open that can handle future needs in 20-30 years
S-1110	Prioritize keeping the most “walkable” schools open
S-1112	I went to a small school in elementary school, it was an amazing experience I think that we should keep smaller schools open so students can have a more in depth and better school experience
S-1113	Curlew CreeK, Safety Harbor Elem
S-1115	High schools
S-1117	I would like to know, what basis is being used to determine closure. If particular schools have lower attendance, is this in part of charter, home school incentives, choice etc., and what outreach has been done in the surrounding zoned school to contact those parents of their zoned school, of alternative choices.
S-1122	Countryside
S-1127	Combine schools to create more K8 or 6-12 campuses
S-1129	Keep the historic schools open, combine the newer schools with them. Also, consider using the “closed” school buildings as dorms for teachers. Many cannot afford to live in Pinellas county, and this model is used around the world successfully.
S-1130	Cross Bayou is in this zone. If something HAS to be closed mid county, it should be on the northern end of the zone. Southern end has already had it
S-1137	Westgate elementary
S-1143	Combine some school or look at k-8 model
S-1144	Mergers, not closures. Create more K-8 schools.
S-1147	Giving families, staff, and students as much notice as possible. Explaining the reasons why that school was chosen.
S-1149	Schools with low enrollment
S-1153	The ones with the least enrollment that can easily be re- zoned for students & involve the least amount of teachers/staff being impacted.
S-1155	Raise teacher pay and provide equitable services in all South county schools
S-1158	Begin to make elem schools into k-8 over the next 3 years. Smaller schools, avoid moving elem to middle...too big, smaller community schools are better for students. Sell the the giant middle school properties. Many of our middle school problems would be solved.
S-1159	Keep the neighborhood schools
S-1162	More K-8. There are numerous small elementary schools that are in poor condition structurally and many middle schools that are half empty. Combine them, rebrand them. Give them magnets that are pertinent to today’s students and families. If fundamental is such a big draw with waitlist, make another one. We spend a lot of money in elementary and middle for magnet programs which really are not productive and do not lead to anything. Models should be established around magnets that allow students to get that experience and have it build as they progress through their schooling until they graduate. There should not be a disconnection between elementary, middle, and high. It should be one large community of students in which a school body grows from beginning to end.
S-1166	Close Kings Highway…the nearby school can absorb the 200 students

Q3. If school closure(s) are necessary, what are your specific ideas or recommendations in this geographic area?

S-1169	Azalea Middle, if an Elementary school is within walking distance we can consider closing one of those.
S-1171	Close lowest achievement schools
S-1174	Compete, Market & proactive outreach - your school offerings, CTE programs & pathways
S-1178	I have no idea
S-1181	Be honest and open with all stakeholders if school closures must happen so employees and families have time to determine what is best for them instead of waiting too long to share and making it too late for some to take action. I don't think combining schools is always the answer as parents choose private for the smaller class sizes. If we have to combine, why not consider some classes to have two teachers to help support more students academically and behaviorally.
S-1182	Consolidate the schools taking into account all stakeholders impacted, including resources, teachers, staff, children, and parents. Normally I would advocate only the children matter, but the teachers/staff should be thought of too. Consolidate the schools so that geographically it serves the area. If parents are going to have drive/kids take the bus, minimizing their travel time as much as possible. Consolidate in the best manner to appropriately support the school with resources. Education is not just learning through lessons/books, children should learn/develop through arts, sports, music, etc.
S-1184	Create 6-12 centers, especially for like-magnet programs
S-1188	If additional school closures were necessary, I think adding additional magnet programs to under utilized school campuses would be a tremendous benefit to students and the community. Parents are seeking more options for their children particularly in elementary and middle school. Additionally, schools (particularly elementary) need more units to serve students with disabilities, particularly those students with a neurological diversity, such as Autism Spectrum Disorder.
S-1190	North county
S-1191	Underperforming schools
S-1192	Prioritize K-8 conversions over straight closures. Pair schools that are geographically close and both under-enrolled rather than sending kids across the district. This needs to require a firm commitment to keep faculty/staff intact, where possible. Guaranteed transportation improvements (not just “you’ll be zoned elsewhere”) if any consolidation increases travel distance.
S-1194	Personally, I would love to keep Jamerson Elementary open.
S-1197	Consolidating schools will require more admin, SROs, and MTSS staff at existing schools.
S-1201	Consideration has to be made not only to parent needs but cost of operating school that will be staying open and space available to accommodate needs of students & staff.
S-1202	Could some buildings be used for affordable housing? They are up north and are much older.

Q3. If school closure(s) are necessary, what are your specific ideas or recommendations in this geographic area?

S-1204	I am concerned with the entire county and the poor student behaviors and performance. Concerned with how the poor behavior of some impacts the those who are not misbehaving and who are are also entitled to a free, safe, enriching education and learning environment. Fundamental schools no longer run like they were intended to (non enforced things like dress code, behavior, homework, tardies,) - big joke for at least 7years -(you get PTSA credit for shopping across the street - what a joke) Have smaller schools - Provide the kids who are misbehaving, causing problems, hurting others the free education they are entitled to in a "special program" housed in a different place. Staff those places with the "specialists"- why have it the way it is now where well behaved, capable, students are leaving in masses because there is no longer an advantage to go to public school - Offer 1:1 tutoring to all by someone who actually knows what is being taught in class.
S-1208	Put an alternative school in its stead
S-1209	Azalea elementary and Azalea Middle school consolidated
S-1211	increase magnet and fundamental options, pay staff members more, distribute students to other schools at the same age level (vs. combine elem. with a middle school)
S-1215	I feel strongly that we ought to make decisions that benefit the clientele we have and not the one we wish we had, or hope to have one day. That said, if selling some vacant property can help cover the budget shortfall for our current students, I think it should be carefully considered.
S-1216	Create K-8 schools, close/combine the 3 elementary schools that only have ~200 students per school.
S-1217	I would consider combining the elementary and middle schools, while keeping the two divisions as separate as possible. My own children attended Madeira Beach Fundamental K–8, and it worked very well. The administration made it clear that the middle school students were expected to be role models and to look out for the younger K–5 students. That culture of respect and responsibility helped create a positive environment for students of all ages. Of course, strong leadership and clear expectations are essential for a K–8 model to be successful.
S-1218	Convert to Charter or Private and or create a space for teens a public equine center with accessibility to all there’s a lack of teen engagement in this county and things for them to do.
S-1221	More magnet programs
S-1225	Make Dunedin High a total fundamental high school and put the students from Dunedin at Countryside high
S-1229	Turn Cypress Woods into a middle school. Sending kids to Tarpon metal from east of 19 doesn’t make any sense.
S-1232	Smaller schools like Mount Vernon and Woodlawn could be consolidated into other nearby schools.
S-1233	I see no reason for closures as I feel enrollment is down due to the use of vouchers for private schools. Eliminate the vouchers, assess enrollment levels, and then talk about needs. Public funds should not be used to enrich the private sector in education.
S-1234	I would want the least number of students moved.
S-1236	If that are going to close a elementary school they can turn it into a middle school

Q3. If school closure(s) are necessary, what are your specific ideas or recommendations in this geographic area?

S-1240	Close Highland Lakes Elementary and Carwise Middle School. Schools located in a 55 and up communities make no sense. Highland Lakes is literally in the middle of a 55 and up golf course! People pay HOA dues to live in and maintain a certain lifestyle. Using senior citizen tax dollars to maintain these schools seems unfair and unbalanced. Convert these properties to serve the existing community members in a much more useful way. I believe these properties were not originally intended to be schools in the first place. These schools bring unnecessary dangerous conditions to the area with law breaking maniac drivers and traffic back ups where people cannot access their homes. The Pinellas County School Board has been made aware of these conditions and choose not to do anything about it. Carwise Middle School is consistently littered with trash all along the perimeter of the school on Bentley Dr. Teachers and parents speeding on Bentley Dr. jeopardize homeowners lives. Close them down.
S-1244	Stop giving to charter schools and voucher schools and private schools millions and millions of dollars and use that moneyto improve our public schools. It’s ridiculous
S-1246	I believe the district should avoid school closures if possible.
S-1249	Logistics are important, how old the school is, how much maintenance or remodeling the school needs in the next five years and how busing will be done to maximum efficiency. There appears to be about a 33% reduction of your student population in the last decade or so. If that is the case you should be closing at at least 25% of the schools.
S-1250	Change schools to be kindergarten to 8th grade.
S-1252	I think focus on a stronger middle school program would be a good starting point. im noy sure i really like the idea of combining k-8 as a rule, but as a parent of elementary school aged kids, i dont really see the easy path for staying public through middle school. perhaps more focus on magnet integration at that level would help round out the schools. it seems like we have a lot of great options for elementary public schools, so looking for a stronger throughline.
S-1255	Offering online school to all students full time through pinellas county virtual
S-1260	Since school enrollments are at an all time low.. schools should merge and or be repurposed for the good of the community. The land could also be sold to create more revenue for the schools to better their class offerings
S-1261	Consider closing schools that are old, especially with plumbing problems.
S-1262	I think Lakewood HS should definitely be closed and the property sold, if possible. CAT should be reassigned to Gibbs and the remaining students to Bogie. As to mid-county, I definitely believe we need a strong all-county magnet technical school for students who are not interested in college or rigorous academics. We have too many students in this county who are chronic absentee or behavior problems because they have no interest in the traditional classroom.
S-1263	My current experience is in the high schools, so I am not sure about the middle/elementary (which is where the most need for closures seems to be).
S-1266	Combine Brooker Creek ES and Cypress Woods ES, use one of the physical locations to move East Lake Middle School into that campus and open up enrollment spots for East Lake Middle.
S-1269	I would like to see more K-8 schools. This would cut down on bus routes as there is a shortage of drivers. Being closer to schools would free up bus routes for those who live outside of the 2 miles. Most importantly, kids would be allowed to stay in an environment in which they are very familiar with and comfortable. More teachers may end up staying as more grades in one place would allow more opportunity for change and teach different age groups.
S-1279	Maybe add 8th grade to high schools. Since many 8th grade take 9th grade classes. Also, add VPK /PreK to public schools like many other countries do.

Q3. If school closure(s) are necessary, what are your specific ideas or recommendations in this geographic area?

S-1284	Already closed one school in my area, would hope there are not any more
S-1285	Should not have new charter school going in at Belcher and Alderman
S-1292	Close Boca Ciega and utilize Gibbs
S-1293	I suggest to keep the schools that have high scores, offer IB or magnet programs, and schools that have high attendance. It is however a great concern for our area that with the school closures that have already happened, and with the evaluation if even more schools need to be closed, there is an ongoing project review for building a new charter school on the vacant lot designated for residential occupancy on the corner of Belcher Rd & Alderman Rd in Palm Harbor, where we already have several schools within 1 mile radius, including Sutherland elementary school on the adjacent lot. I strongly object to building new school and destroying wildlife habitat when we are facing a drop in school enrollment in general, and if charter school needs new building, the county should look at offering them one of the newly vacant school sites.
S-1295	Lowest impact on projected students
S-1297	I am actually a grandparent so I'm not up to date on how crowded they are but I know I am against putting in a charter school at Belcher and Alderman when we already have two elementary schools a middle school and high school within 2 miles of that intersection
S-1301	Combine BayVista and Lakeview Fundamentals possibly at Bay Point Elementary
S-1303	I oppose a new Charter School being built on Alderman and Belcher next to Sutherland Elementary School. I am favor of preserving the Green Space.
S-1316	I am concerned about the number of charter schools in Pinellas County. Public charter schools in Florida receive $9,127 per student in operating funds. In addition to these primary operating dollars, eligible charter schools receive approximately $615 per student in state and local facilities capital outlay funding. That alone is draining funds from the public schools. Why not put a cap on Charter schools?
S-1325	Keep Starkey & Seminole Elementary OPEN. Combine Seminole Middle, High, & Bauder into a K-12.
S-1329	Definitely redraw the zones- there are so many elementary schools packed into this area. Revamp one into a Fundamental school- parents are leaving this area because of the behavior issues at these schools. A mid county fundamental school would help keep families in these schools. Take a look at highly praised and glorified Curtis is for mid county, we need something like that mid county.
S-1334	Kings hwy and sandy lane combine
S-1339	When you close a school, it’s the end of a chapter in some people’s stories. Their own children won’t be able to walk the same halls they did, the life they had imagined for their children changes. We need to leave room for emotions as well as explaining in exact numbers why this school was chosen to close. For example: if Dunedin Elementary must close, how much money is that saving the district and having detailed plans to help with the transition for staff and students is so important.
S-1347	You opened too many schools. You can’t afford to pay everyone
S-1350	Consolidate the elementary schools we have way too many
S-1352	Close Kings Highway and have the surrounding schools absorb the 200 current students.

Q3. If school closure(s) are necessary, what are your specific ideas or recommendations in this geographic area?

S-1357	Open additional preschool/early childhood facilities Combine to create K-8 schools Increase number of fundamental schools Create more partnership schools like the YMCA Mangrove Bay Middle School Allow for more public-private partnerships as with the Great Ex Discovery Center
S-1360	I think combining middle school students with highschool students seems plausible. 7th-12th.
S-1363	None. Smaller class size. People are happy with options. Not all schools fit what parents and students want and need.
S-1367	Combine k-8, create more opportunities for extracurricular activities across all grade levels. Do not overpack classes in an attempt to save money on teachers. Smaller class size is a draw for parents and packing classes will turn families away.
S-1368	I think combining schools and keeping the name of the eldest one as they usually have personal ties within the community but be at the newest larger building. We have full classes each year but less support maybe if there is a way to do larger class sizes but two adults or a floater in a grade level that divides time within each class daily or weekly.
S-1374	More k-8 schools
S-1380	Evaluate distance between school and performance standings and what benefits magnet or fundamental.program coming to the area would bring
S-1382	Close the ones with smallest enrollment
S-1384	Stop giving vouchers to everyone. Stop the murder of public schools because Jeb Bush started privatization.
S-1387	Combine Sunset Hills with Tarpon Elementary and Fundamental at Sunset Hills Elementary School
S-1388	Make more k-8 schools or Pre-k- 8, many families leave our school to go to fundamental middle schools or online learning, if the elementary schools merged and went up through 8th grade we could retain more families.
S-1391	Combine cypress woods and Brooker creek or make one a K-8, make tarpon elementary the fundamental school and close and sell tarpon fundamental.
S-1392	1. Close schools that have the largest shortfall of students and that are having the worst economic impact on the county school budget. 2. Do not allow new schools, including Charter Schools, to be built within the impacted district. 3. Ensure that there is sufficient distance between schools so that they will not be competing for students from the same areas.
S-1393	I am not sure how to answer this..
S-1396	K-8 school specializing in ESE without being a center school requiring the reassessments, fbas and everything required to go to center schools.
S-1398	Combining ES with other ES. I do not believe a neighborhood K-8 would best serve the community.
S-1399	open to more K-8 options (like sanderlin) as long as parents still have control over their top seat choice. especially for us in the county who benefit from the magnet programs. middle schools in south county remain an issue for parents & that is often when they move from public or seek other alternatives. we have to do better after primary!
S-1402	Combine campuses to fill empty classrooms and to prevent further building of new schools. Sell empty properties to charter schools looking to build.

Q3. If school closure(s) are necessary, what are your specific ideas or recommendations in this geographic area?

S-1405	Increase and improve busing access and change the student to teacher ratio in public schools to reduce the number of students per teacher
S-1414	Combine to create K-8 schools
S-1415	Not too big of a class size and close to my current school due to work and travel and gas prices
S-1416	More fundamental schools
S-1417	They need to focus on schools in this area (mid county) since many are Title 1 schools. That being said, many families have to have both parents working in order to survive, and many cannot afford speciality schools, let alone uniforms, and school supplies. The school board needs to think about these things before they go and pop up a school that will make parents spend extra that they dont all ready have.
S-1418	Before constructing any new schools, fully evaluate the use of closed school properties for reuse, including use as charter schools, day care centers and other functions. Reuse existing buildings before constructing new buildings on the little remaining green space that we have left.
S-1424	Please do not close the only school on SPB- there are much easier schools in closer proximity to eachother to close. I am terrified of losing our small communities only school.
S-1427	Consolidate north county elem and middle
S-1431	additional low cost child care centers for staff and students expansion of PTEC vocational opportunities for the community parenting classes for PCS families temporary shelter for HEAT families
S-1434	Continue combing schools
S-1435	With no signs of enrollment increasing in the near future, i believe it is necessary to close more schools. Teacher pay is dead last in the nation and we deserve raises that do not draw from the referendum funded by taxpayers. Many of us work multiple jobs due to the cost of living in pinellas. We cannot maintain schools with low enrollment and also provide fair pay and benefits due to low state funding of public schools.
S-1437	more K to 8 schools. More magnet schools.
S-1441	Combine with existing schools in the area. There are quite a few within close proximity of one another.
S-1442	Our school Southerland Elementary, is an A rated school. I think it would be better to add to the student body from another struggling school rather than closing.
S-1454	Either boca ciega or gibbs because they are geograpically close and have low enrollment
S-1457	A more balanced approach would focus on strategic consolidation rather than immediate school closures. This could include combining certain elementary and middle schools, or even restructuring middle and high schools together where appropriate, to maximize resources while maintaining access for students. At the same time, it’s important to invest in rebuilding and improving existing facilities especially older high schools in the area, such as Osceola. Upgrading these campuses would ensure students have access to safe, modern learning environments while preserving strong community ties and school identity.
S-1460	Maybe Seminole high should close first
S-1461	Give one years notice
S-1462	Tutoring centers, adult education, partnerships with YMCAs for after school clubs and activities, partnerships with SPC, USF, and tech school programs
S-1463	To pay teacher more so they actually care about teaching and more focus on it

Q3. If school closure(s) are necessary, what are your specific ideas or recommendations in this geographic area?

S-1464	Close middle schools and expand current elementary schools into K-8. The middle school numbers are high and prevent an instrumental behavior education. Keeping students in smaller pods will allow staff to work with students on behavioral issues before they enter into high school. Look at converting current middle schools into smaller high schools for a more personal and tailored curriculum.
S-1466	combine schools to be k-8
S-1472	Least disruptive scenario. Take care of the displaced teachers.
S-1479	Whatever best for all
S-1481	Highland lakes just remodeled so do not recommend closing it. Would add lake St. George to highland lakes
S-1482	Expand Gibbs and merge with Lakewood or Bogie, but still offer the same programs. Merge a couple of the ES in South county. Even re-zoning could help.
S-1488	Just to do best for the children
S-1490	I think we need more fundamental schools. Parent’s not feeling supported or involved enough in their kids education is half the battle. I personally will be using private if my son doesn’t get into a fundamental program.
S-1492	Keep the Gifted program at Ridgecrest Elementary and if necessary combine elementary and middle school programs rather then middle with high.
S-1493	My boys are in high school. My youngest will be a freshman at Countryside. A suggestion would be if they decide to combine two high schools, plan for the freshman class of whatever high school will be closed and make plans so those students can continue their 4 years at their zoned school. Another suggestion would be to combine Safety Harbor Elementary and Safety Harbor Middle. Safety Harbor Elementary has buildings that are over a 100 years old. With declining enrollment at both schools, there is plenty of room for both to be combined on the Safety Harbor Middle School campus.
S-1498	Many families need childcare and the daycare program is wonderful and could be expanded. Schools close to recreation centers could be turned into community hubs as well. Partnering with Ptech to create a building that provides certifications or accelerated programs for HVAC, auto repair, medical assistant, CDL etc for students that graduated would be ideal. Many students don’t have a set plan after high school and PTech is wonderful but maybe expanding current offerings and having additional locations would be helpful. Possibly even having a center again for students that are struggling to temporarily receive tailored support for their needs. Many students who have trauma or emotional disabilities have needs that are beyond what the school can provide in terms of support and safety. It is a concern for teachers and parents that a handful of students create the majority of stress and it can be a temporary place to receive support before going back to traditional school.
S-1502	Take the opportunity to ensure we are retaining the absolute top tier of our teachers, administrators and staff. Downsizing is a terrible challenge in any industry but we should "never waste a crisis". How can we make the experience for our students stronger? What can we do with a smaller footprint that was not possible as a larger district?
S-1504	Find another school

Q3. If school closure(s) are necessary, what are your specific ideas or recommendations in this geographic area?

S-1506	Because children are the future- a resource and extra curricular center for home-educated children (that way expert teacher can teach too) 1) Art classes 2) Photography classes 3) archery classes 4)wellness center 5) Area for special needs-with therapy 6) robotics education 7) music classes piano 8) literature class 9) public speaking classes 10) you can call it “The Life Skills Living Library”
S-1514	Consolidate Safety Harbor Elementary & Safety Harbor Middle School. 1. SHMS has a full wing (8 classrooms) that is completely vacant and unused, as well as other vacant rooms throughout the school. 2. SHMS is in great condition. 3. SHMS is conducive to keeping elem. and middle school separated all while utilizing the same cafeteria and common areas. 4. Residential property in Safety Harbor is highly coveted and selling off the property currently occupied by the Elementary school could be highly lucrative for the district.
S-1517	Option 1: close Lealman Ave Elem and move the students to Sexton and Lynch Option 2: rezone Shore Acres to move students on west boundary to Lynch. Option 3: close Woodlawn and move students to Sexton Option 4: Make Lynch a Fundamental School or Art Magnet to draw families in Option 5: Close Meadowlawn and make Sexton and Lynch K-8
S-1519	Rather than leaving underutilized school facilities vacant, I recommend that the District prioritize the repurposing of these sites as Community Youth Development Hubs through strategic partnerships. As the founder of Youth Community Alliance & Mentorship Pipeline Inc. (Y.C.A.M.P. INC.), I have developed a model specifically designed to fill the gaps in services for adolescents in grades 6–12. Our organization provides a comprehensive ecosystem. This will drive more children to enroll in our county.
S-1520	Close only the older un renovated schools and combine the newer renovated ones.
S-1522	Try to make some schools k-8 and fundamental or magnet to bring students back to public school from charter and private
S-1525	Bellair dissolved into other, nearby schools.
S-1527	Try to combine specific magnet programs of specialized highschools and middle schools that receive low attendance with other high schools and middle schools to still allow those programs to be available.

Q3. If school closure(s) are necessary, what are your specific ideas or recommendations in this geographic area?

S-1530	Leave Mildred Helms alone, they have IB. Utilize the space to increase the ese population. The team at mildred is top notch. The ese team at Seminole leaves much to be desired and there are many safety issues with the campus.
S-1539	Merge schools as needed.
S-1542	None
S-1543	Redraw zoning maps
S-1544	Right sizing schools. Having schools around 200-300 in the same area as school 650+ make for very uneven staffing models. Also, making middle schools more desirable for families. Elementary loses students in grades 3+ because parents are scared for middle school. The you want to survive middle school mindset is not beneficial, we should want our students to thrive in middle schools. Traditional MS's need a better reputation.
S-1545	Checking for schools proximity and consider staff and parent survey results to decide on whether a school should stay open or closed and combine campuses of students and staff
S-1547	None needed
S-1555	Close and/or repurpose Mount Vernon elementary school as a fundemental school and have Northwest absorb its students, That would be the simplest closure logistically, and geographically, and the change to a fundemental model would help pull back families from private, and charter schools, and with lower discipline interventions being needed it would reduce need for extra administration, Close Bear Creek and have Gulfport and Azalea absorb its students, a bit more difficult since would mean splitting the population and boundaries. Close Woodlawn and split those students between Northshore, Campbell Park, and Maximo. That one is the least clean split. Closing those schools now would ensure stability in the region for the next decade or more based on current enrollment trends, and if the district promises to avoid further closures in the south county area for at least a few years, it would greatly Improve staff morale and retention.
S-1558	You just opened that new K-8 at Walsingham and Southern oak. Morgan Fitz is literally a few blocks away. Those are to close together close one of them
S-1561	i think it is really important that even if schools close to keep all the programs available and just transfer them since many are school-specific. I also think it would be very important to keep in mind larger populations and how that would affect things like traffic, tardiness, graduation, and teacher jobs. I would consider hearing from students, not only test scores about how teachers actually teach so that the best teachers would keep their jobs and the ones who are unpopular for not knowing the material they are teaching are reconsidered.
S-1565	My question would be what would happen to the kids that started or are in the senior year of working in a specific program like medical What would happen to them? If you close a school with a program is the plan to move that program to another school? Are you looking at the local areas surrounding the schools to see who has the most families? If closing a school,will there be bussing provided for the families who would now be farther from their school ?
S-1574	Combining to k-8 would be an idea i'd listen to
S-1576	Convert Garrison Jones Elementary to a k-8
S-1580	Lowest enrollment area
S-1583	Create K-8 school in Seminole for Bauder and Seminole MS
S-1587	Quit giving vouchers that send kids to private schools that are funded by dollars meant for public schools.
S-1588	School closures should not be necessary . Things should be left just as they are to maintain traffic and our surrounding natural environment

Q3. If school closure(s) are necessary, what are your specific ideas or recommendations in this geographic area?

S-1590	Close schools with the lowest enrollment and consolidate.
S-1592	Combine k-8 especially when geographically located close together, possibly adjust elementary to go through 6th grade and keep middle school 7/8. Provide more opportunities for public schools to highlight their successes within the community and allow for touring for potential students, many students are leaving public schools due to school leadership not being receptive to feedback from parents or even providing a place to give feedback on current school. At the end of each school year create a survey for parents to directly rate the quality of the school a teacher for the year and be proactive in addressing the concerns to not push them into private eduacation
S-1593	Try to use school for special programs. ie magnets
S-1595	I think smaller classes is what is needed in many of these schools. I am very hands on in our middle school and can tell these classes are too big especially when the teachers have trouble managing the classroom.
S-1597	Close the smallest schools first meaning the fewest students that attend.
S-1598	Combine middle and high schools and get rid of fundamentals.
S-1600	Early communication to stakeholders so they can make appropriate decisions for their family. I foresee an increase in the number of students who will move out of PCSB to private & charter schools if their school closes. If they must move their selected schools by force families are likely to leave PCSB.
S-1606	None
S-1609	Close Seminole elementary and have the kids go to Bauder. Close Seminole middle and have middle and high share the new building. Have the 6-8 kids in a different hall altogether from the older kids. Seminole elementary is in a business district- sell the building to recouperate the income. Seminole middle could be sold too.
S-1612	To compete with private schools, the district should strengthen our magnet programs. As a parent of three children who attend arts magnets, Perkins, JHOP, Gibbs/PCCA, there is a disconnect of the three working together to keep students within the arts magnet flow. More collaborative recitals, shows, and concerts that showcase students at all three levels and allow families to engage with all three schools; families and children seeing the growth and possibilities of when a child continues in the arts. The Grande Theater should be used for more than just Ignite camp to work in collaborative efforts of different age groups. Also, the district should also strengthen the trio of Sexton, Meadowlawn, and Northeast with positioning them into magnets that will continue to feed into each other keeping families in neighborhood schools.
S-1614	I volunteer enough of my child's school to know all the teachers and staff. I know the enrollment 3 years ago and last year. I see your projections. If closures need to happen I see the numbers, ok. But I don't hear enough about the concerns for our quality of education. I am seeing talented teachers let go, talented teachers lose hope in the system. Parents lose trust in it, and funding flying because of political maneuvers. So I don't think you need my ideas on what your options are with data. But I do think you need a pulse check from an actively involved parent in this community. It's less about school closures, more that we haven't seen this kind of initiative for our falling school system we bought homes specifically for. Talent is getting squeezed, parent engagement isn't being cultivated, new strategy to ensure we are still on track to be an evolving elite education county isn't being communicated. How do we stay sharp when we start getting chipped away at?

Q3. If school closure(s) are necessary, what are your specific ideas or recommendations in this geographic area?

S-1615	If middle school near, consider K-8
S-1618	Fill the newer schools so students and teachers have access to more technology provided in those schools.
S-1620	If school closures become necessary, you should focus on consolidating schools with the lowest enrollment into nearby schools that have available capacity, while minimizing the impact on students and families.
S-1631	limiting the number of dual enrollment off campus opportunities for pcsb st
S-1632	Keep them open! Small class sizes matter.
S-1634	Change zoning. No reason one school a mile from another should be overflowing. Adjusting zoning to balance the numbers and allowing more schools to stay open, staff to keep their jobs, seems like a logical step.
S-1638	I am unsure. I just like having the school in each city as it lends having a real community
S-1645	I like the idea of creating k-8 schools rather than joining two elementary schools. We have far few middle schools than elementary. And the middle schools we do have, have a reputation for not being very safe. I'd like to see more middle school options for our kids.
S-1649	Merge schools but provide appropriate staff to support
S-1650	Make Tarpon Middle a K-8
S-1652	To turn unused building into daycare and preschool facilities, we don't have enough in the area, and this could allow us to focus on early education and interventions as well as meet a need. Without knowing enrollment numbers at every school, it's hard to make recommendations, but ideally there is also an opportunity here for some smaller programs as well as proposed K-8s. For students with anxiety, ASD, or issues with loud, crowded spaces, at least one spot could be used to build a school for that specific set of needs. Many children with ASD, particularly gifted students, leave or struggle in the larger middle and high school settings. While there are high needs ESE schools, students in these categories often struggle in silence and underperform due to stress and anxiety...so perhaps at least one secondary, or K-8 that worked a little gentler with students with known anxiety/neurodivergence, etc, might help fill a gap that parents are looking for.
S-1661	Not sure. I do believe this is caused by the step up program though. It should be removed from access.
S-1663	Not sure how Northeast Highschool can accommodate more students per class, they are already crowded.
S-1664	Under-attended neighborhood schools, for example Woodlawn. There are so many good magnet and fundamental options here that I feel neighborhood schools are suffering.
S-1668	Gulfport
S-1669	Continue to offer high quality and equitable arts programs at every school no matter size
S-1670	Continue to support PreK-12 Arts programs at all PCS schools in order to maintain (or even bolster) student access to fine arts courses and beyond the day arts enrichment opportunities.
S-1671	Leverage all community partners to offer cheaper office space. Create centers of needed student services in vacant spaces
S-1673	staff housing which could bring in income and help with the teacher shortage
S-1677	K-8 Arts School
S-1679	Creating more K-8 facilities.
S-1680	Combine schools, utilize school buildings for community building
S-1685	That students in the area be allowed access to schools closer to them regardless of a fundamental status.

Q3. If school closure(s) are necessary, what are your specific ideas or recommendations in this geographic area?

S-1687	Close Boca Ciega high school and let the families choose which of the other low enrollment high schools in south county to attend - unsure if St Pete HS has too low enrollment or not. Give the staff members the option of which school to transfer to as well (based on need of course).
S-1688	Please keep Tarpon High
S-1690	I have no recommendations
S-1692	Centrally located options to the affected areas
S-1693	Do not close or consolidate schools
S-1702	Combine Starkey and Bardmoor. Combine Orange Grove and Seminole El. Combine Bauder and Oakhurst.
S-1707	I do not believe school closures are necessary. It has been proven in countless ways that smaller class sizes benefit our students and staff at our schools. The district needs to look out for our staff and students, and not just for themselves and their bottom line. Students and staff are not just numbers.
S-1714	I am a big fan of the K-8 approach the county has begun. Areas like northeast Pinellas County / East Lake haven't had nearly enough middle school availability and this K-8 conversion of Oldsmar Elementary becomes a smart solution while addressing available campus space. Instead of sending East Lake students all the way over and around Lake Tarpon to Tarpon Springs, I think this was a prudent move. Looking at the slides, there is certainly an argument of having too many elementary schools while not enough middle schools. This could be an ongoing solution while catering to parents that have often considered private schools for the 6-8 grade level children.
S-1720	None
S-1721	Schools that are struggling with academics and retaining quality staff.
S-1725	Combining some of the smaller schools if needed, using the larger and more recently updated buildings
S-1726	Avoid closing neighborhood schools
S-1727	None
S-1729	Don't. Have smaller classes.
S-1740	Keep the magnet programs, especially those that serve needs in our communities
S-1743	Countryside HS
S-1744	Combine schools
S-1754	Don't close schools. Hire more teachers. Have fewer kids in each class. I grew up in a small rural community in Pennsylvania. From K through 8, my largest class was 13, my smallest was 3. There was one classroom for each grade. At almost sixty years old, I can still name every one of my classmates. There was almost no teacher turnover. In fact, I had some of the same teachers who had taught my parents. This sense of family is what's missing at PCS. Deliberately keeping teachers off guard, forcing them to teach different grade levels every few years, changing principals, and moving children to different classes in the middle of the school year creates unnecessary stress and instability. Children (and teachers) need to have a predictable environment, a strong sense of community, and established expectations for behavior. A strong school community is more important than numbers. Make budget cuts elsewhere. Close the admin building and use the empty classrooms/trailers for admin offices.

Q3. If school closure(s) are necessary, what are your specific ideas or recommendations in this geographic area?

S-1756	I would suggest to keep schools in this area open because they are centered in Pinellas County.
S-1757	Combine schools to k8, and keep music as a core subject
S-1762	retaining schools that are above 50% enrollment and to retain teachers who are in these schools. I think particularly veteran teachers 10+ with the district. It is important not to loose arts and extracurriculars.
S-1766	South county schools need more resources
S-1769	Depending on which schools are impacted the most, so we understand the drivers through evidenced based research for the root cause before more closures and consolidation efforts take place into the new school year.
S-1774	None
S-1775	No
S-1777	We need to have a north county fundamental middle school. I would recommend a K-8 or 6-12 fundamental program that aligns with the AICE and/or Leadership Conservatory programs. My concern, however, is that staff will likely be cut. I believe that the district should be mindful of not cutting or reducing programs that are referendum-funded, such as performing and visual arts.
S-1782	Don't care
S-1783	Combining for K-8, more fundamental, public collegiate HS option
S-1785	Consolidate schools - bringing along the best teachers
S-1787	Convert middle schools into K-8 schools. Close schools that are "falling" apart (need major remodel/upgrades).
S-1788	There are two middle schools very close to one another (Carwise and East Lake Middle School). I'd recommend closing the older building (Carwise) and use economies of scale with East Lake High School and East Lake Middle to benefit both middle school and high school students in this area. I would also tighten the school zone boarders, sending more students to Tarpon Springs or Palm Harbor Middle if not all Carwise students would fit into East Lake Middle.
S-1789	(1). Lower performing elementary schools, and elementary schools with low parent involvement should be the first to be closed, not as a punishment, but because those student populations would be best served by dispersing into stronger-performing schools. Students will benefit most from these environments. (2) East Lake Middle Engineering Magnet should be moved to a middle school with under-enrollment. It makes no sense to have the program be as small as it is, in a high school. The majority of families we know that went to public K-5, then moved to private school for middle school, would have stayed in public school if their child could attend the engineering magnet. If the school board won't move the magnet, then there is enough interest for another North county middle school to also have an engineering magnet program. 3) All School Board members who have a family member currently enrolled in Pinellas County Schools should recuse themselves from this process. Child/ Grandchild
S-1791	combine nearby schools if necessary

Q3. If school closure(s) are necessary, what are your specific ideas or recommendations in this geographic area?

S-1794	We need another fundamental in south and mid county which would draw families. K-8 can be attractive if fundamental is implemented and behaviors are not tolerated. As a parent and employee, lack of a good middle school is a reason we would go private and additional to high school options. As a parent, fundamental is the way to go but being staff, maderia is the only option for this area. Osceola high is very far and now no longer offers transportation. Earlier dismissal time, would be another reason to look elsewhere where. As a staff member, doing pick up is not an option at 1:55. The traditional public school has less accountability and more behaviors and unfortunately the attention goes to the lower performing children. Most of my students have left and went to private schools. They have smaller class size, do not tolerate behaviors and have high expectations and accountability for both students and parents. The higher income areas are leaving for private.
S-1796	Smaller class sizes
S-1799	No, we need school in all areas
S-1803	Combine Lakeview with another fundamental school and allow Sanderlin to use the Lakeview property to expand middle school
S-1809	I would be devastated if our school closed. It is walking distance and really a big part of our community. I guess I would look at a private school or home school.
S-1818	Allow for remote learning to be available in the duration of the closure.
S-1819	None. This area seems to have the least amount of options with most magnet and charter options offered in other parts of the district.
S-1823	There needs to be a middle school option other than East Lake Middle north of tampa roads. Students living in that area are sitting on buses for 45 minutes to go to TSMS or Carwise. Make Brooker Creek a K-8
S-1825	Merging lakeview fundamental and Pasadena fundamental
S-1826	Communication
S-1827	Try to keep the boundaries as close as possible. Be aware of bussing issues with each closure.
S-1828	We need to expand access to athletic fields such as baseball and soccer. there are not enough fields specifically in the Palm Harbor area to support the number of kids
S-1829	Try to be strategic in which schools close vs which stay open to matriculate those students left in that area.
S-1830	Close schools with the lowest enrollment.
S-1838	I have to find another school
S-1840	With regards to the many programs/magnets available now, my biggest suggestion would be to keep them, even if you have to combine multiple schools into one, keep the programs. I truly feel these help keep the students engaged because they offer specialized education specific to their interest and goals.
S-1844	Allow teachers who were displaced 1st choice.
S-1846	If school closures are necessary I recommend keeping specialized programs. These programs should be moved to a nearby school. This includes programs like PCCA and John Hopkins center for the arts. Specialized programs are a vital part of student success and should not be closed along with the school.
S-1847	Have prek and kindergarten centers. Primary school 1-3, intermediate 4-6, junior high 7-9, high school 10-12. Zones would encompass larger areas.
S-1853	Keep the magnet programs.
S-1863	Let us know well in advance. Provide
S-1864	Which schools are being recommended for closure?

Q3. If school closure(s) are necessary, what are your specific ideas or recommendations in this geographic area?

S-1865	None
S-1872	Schools that are at less than 75% capacity should be looked at to see where we can combine and re-zone.
S-1873	Beach
S-1876	Focus on old buildings that need a high level of updating to potentially close. Also, buildings in flood prone areas that could cost the district a large amount to repair if flooded might be considered. The property where Madeira Beach Fundamental is could be sold and potentially bring in a large amount of money. The school could be moved to a different location within the area to keep the Fundamental program intact.
S-1878	I don’t have the answers for closing schools. My only suggestion would be is combine the schools.
S-1879	The district should prioritize consolidating schools with the lowest enrollment while minimizing disruption to students and neighborhoods. At the same time, attendance boundaries should be adjusted where appropriate, successful magnet and career programs should be expanded to attract families, and K–8 school configurations should be considered in areas where they improve enrollment stability and reduce student transitions. Before selling any school property, the district should carefully consider future population changes and preserve campuses that may be needed again. I do not support leasing district school space to charter schools, as this could increase competition for the same student population and further reduce district enrollment. The goal should be to strengthen and sustain Pinellas County Schools while using taxpayer resources responsibly.
S-1883	Create a fundmental K-8 school at Tarpon Springs Middle to help support the success of Tarpon Springs High and attract families back into the Pinellas County school system
S-1889	Make class sizes smaller !!
S-1890	None.
S-1892	Combine smaller schools together. Open up more opportunities for students to go to the fundamental schools.
S-1894	That we at least try to create more k-8 schools so teachers can keep their current positions
S-1896	The four elementary schools that should be closed are Tarpon Fundamental (that building is in such bad shape. Just move the program to Tarpon Elementary or Sunset Hills), San Jose Elementary (it’s small and old just move the kids to Dunedin Elementary and Garrison Jones) Elisa Nelson (you’ve already closed it once. The parents wont care as long as you move the programs. Move dyslexia to one school and gifted to another and tell parents we can expand these programs if we put them at other schools) Leila Davis Elementary some of the students are within half a mile of McMullen Booth and the ones east of McMullen want to go to Safety Harbor and the ones in Countryside want to go to Curlew Creek. It’s land locked and recess is in the bus circle with lots of injuries) Move East Lake Middle to Carwise and allow more at ELH
S-1897	Combine schools into K-8 schools.
S-1898	Turn the schools into infant to VPK to earn money from childcare
S-1899	I'd look at evenly spacing closures to ensure there is still a feel of neighborhood schools and would give priority to closing older higher maintenance buildings to avoid having to spend limited funding on infrastructure repairs as much as possible.
S-1900	More fundamental options
S-1902	Consolidate
S-1907	Shutting down Garrison-Jones

Q3. If school closure(s) are necessary, what are your specific ideas or recommendations in this geographic area?

S-1908	K-8 or combine elementary schools
S-1915	Closing only what is absolutely necessary (low enrollment/low performing schools) and reassigning students to schools nearby OR allowing families to choose the school and PCSB provide the transportation if necessary. Protect the integrity of fundamental and magnet schools.
S-1916	More K-8 options and being mindful that transportation is already a huge barrier to many, so putting them at a school further from their home could negatively impact attendance and performance.
S-1920	Close Osceola high and send all those kids back to home schools.
S-1921	Schools with the lowest attendance and grade
S-1923	Combine Brooker Creek and Cypress Woods
S-1924	No uniforms, k-8 for majority of elementary/middle schools
S-1925	Please give K-8th options with some of the remaining schools
S-1927	Close charter schools first
S-1931	Schools shouldn’t be closed, instead make classes smaller like private/charter schools.
S-1932	Creating neighborhood schools that allow for feeder patterns. More K-8 schools.
S-1936	Look at schools bunched together geographically
S-1937	If Meadowlawn is closed students should be transferred to mangrove bay
S-1938	Hire the staff that has been displaced if they've received a highly effective in their teaching evaluations.
S-1942	Combine schools when possible and/or create K-8 schools
S-1945	Combining elementary schools
S-1948	Need to condense Brooker Creek ES and Cypress Woods ES into one building and use the other building for a true middle school campus. Or ultimately eliminate the lottery process for Eastlake Middle School which restricts the majority of local students from attending their true zoned middle school. You are losing major FTE dollars from north county families who do not get accepted at ELMS, and therefore pull their kids and put them at Westlake Christian, and or Plato Academy. That's not one year of $6,300 student base allocation lost, but potentially 3-7 years (which equates to ~$44k of FTE dollars lost for one child over the span of 7 years). That's major money. And if 22 children from my neighborhood get rejected from ELMS's acceptance that is $1.1 million dollars lost in FTE/Student base allocation over the course of 7 years-all from 22 students. This solution would be a quick fix for preserving student head count and FTE/base allocation. It's simple math.
S-1950	Least performing
S-1953	our high schools have the lowest enrollement %. If you close 2 or 3 it solves alot of problems because the cost the most to operate. Its not that hard! More K-8's. A 7-12 would be interesting considering.
S-1954	Anywhere that would be close proximity to where students would transition to…. Look into how many walkers attend school to ensure families who don’t have cars wouldn’t have to walk farther distance.
S-1955	Lowest performing school
S-1956	Don’t close schools with historical buildings and important public land!!

Q3. If school closure(s) are necessary, what are your specific ideas or recommendations in this geographic area?

S-1957	I believe relocating Ridgecrest's Gifted Center to Seminole Elementary would be a good balance to their EBD program. Seminole ES also has a large pre K program, buildings in place, and the historical Centennial Building (red schoolhouse) is a treasured landmark in Seminole. A portion of Ridgecrest's general education students can go Bauder, which would benefit from the enrollment, like they did before Ridgecrest was developed. Also, Fuguitt would benefit from receiving Ridgecrest's students. Seminole Elementary has been a widely popular school that the city of Seminole has been built around. We sure do pray it remains open as one of Pinellas County's most beloved schools. Best of luck in these very difficult decisions.
S-1958	Keep Dunedin schools open. The community feel is appropriated by many
S-1959	Consolidate TS Elementary & TS Fundamental. Leave TSHS alone. That would be a huge loss to the community.
S-1960	Combining schools
S-1961	Small schools have been beneficial to this area.
S-1962	Communicate early and often. Ensure appropriate class sizes are maintained and students are not just shoved into classrooms.
S-1965	Close as possible with same level of education
S-1970	Combining schools in close proximity
S-1971	It's difficult for many parents to put their elementary kids on a bus, so I think elementary schools need to stay open in as many neighborhoods as possible. If that means making the schools K-8, then I think that's a good idea. Parents seem to like the idea of magnet fundamental schools. They always have wait lists. Making more elementary or K-8 schools fundamental seems like a good way to reduce busing and get parent support for their student's education.
S-1974	I feel programs for children with learning disabilities need to have the linda mood bell program in all schools weather they be elementary middle or high school. You cant say there arent students in middle or high school that dont need that program
S-1975	Go to a charter school
S-1980	Very hard
S-1984	Combine schools that can accommodate the load. Do not close historic schools that are your legacy. Anona Elementary is a gem, A school. It has been the shining star in Pinellas County for years.
S-1985	Make more K-8 or Fundamental schools
S-1987	More K-8 models and don't build any more fancy schools.
S-1990	Make sure that all the stakeholders have input.
S-1991	Home school or meet up at coffee shop or tedtauurant
S-1993	Make schools k to 8. Sell properties that are owned by Pinellas county and not needed or used. Expand prek and open units at schools that have space to grow enrollment at the younger age.
S-1995	Create more K8 schools
S-1997	Lakewood elementary
S-2000	Combining tsms and tarpon elem
S-2002	Rather than close schools, disperse students so that schools and classrooms have lower numbers. Even out the no.s and just divy the budget equally
S-2003	Consolidate and provide bus transportation
S-2004	Combine middle/elementary or middle/high
S-2006	Close lowest enrolled, smallest properties move them into bigger properties.

Q3. If school closure(s) are necessary, what are your specific ideas or recommendations in this geographic area?

S-2007	Turn Meadowlawn middle to a K-8 school
S-2008	Consolidate schools and keep the best of the staff
S-2009	St Pete/ South County.
S-2011	Combine campuses or start times of schools that are close in radius to one another to limit the impact of student transportation
S-2013	Make more K-8 schools
S-2014	Close the school with the lowest performing students and disperse them to schools with better performance and grades.
S-2015	Close middle schools that are a problem and increase elementary schools to K-8
S-2023	I would NOT support any closures or reduction of the magnet program at East Lake Middle Academy of Engineering. It is one of the most successful programs in the county and should be used as a model for others to follow. I hope we will protect these key programs at all costs. However, Tarpon Middle is viewed as an unattractive option by East Lake residents. Many families send their children to ELMS, even if it's not necessarily a good fit (based on advanced academics and engineering interest). I believe a zoned K-8 option in East Lake would be attractive, as would being zoned into Carwise. Population trends do not support having both Brooker Creek and Cypress Woods in close proximity long term. I believe you could accommodate all the zoned middle school needs between the Carwise, Brooker Creek, and Cypress Woods campuses. You could then allow East Lake Middle to move to a 20% proximity priority, rather than 50%, allowing more families with genuine interest to attend.
S-2029	Unsure of the school numbers
S-2031	Do not cap application school enrollment so much and close lower enrollment schools
S-2032	Possible combination of middle schools with high schools. I grew up going to a 7th through 12 th grade school with many positive experiences. Being in one school for that many years allowed me to build important relationships that have lasted a lifetime.
S-2033	Consolidate schools. Outsource bussing to private company. Eliminate ALL teacher coaches. Paying teachers to coach other teachers beyond 3 years of experience in the classroom is a colossal waste of funds.
S-2036	Honestly my daughter's school has nothing to be worried about so my opinion on this does not matter. She goes to Clearwater High School she's in a program they're not closing that school.
S-2042	Combine
S-2044	To invest more in the kids. Make the classroom sizes smaller so you can help the kids out and their needs more. Focus on making sure theirs no vaping going on in the schools.
S-2046	Close either Sutherland or highland lakes and make carwise a K-8
S-2051	Need a school with an autism unit in East Lake Area. Kids are having to travel for these school accommodations because none are within 20 mins.
S-2052	Look at low enrollment in close elementary and middle schools. Combine them to create a K-8.
S-2053	I would like to see our neighborhood school Brooker Creek Elementary because a K-8 to help with consolidation in the area and to promote continued community involvement and retain students in the district.
S-2054	Combine Jacobson with Seminole High. Combine Seminole Middle and Bauder.
S-2058	K-8 in Tarpon Springs
S-2064	Considering K through 8
S-2066	Keep the schools that have the most positive feedback and club activity from students. That’s not always easy to recreate when students have to move schools.

Q3. If school closure(s) are necessary, what are your specific ideas or recommendations in this geographic area?

S-2067	Realign boundaries to find balance. Sorry the rich families will have us middle class with them, but redistributing the population could be considered.
S-2069	Later start time for shore acres please
S-2070	countryside high
S-2072	Taking the smaller schools and combining them together
S-2076	Closing smaller schools on the south side and providing more enrichment courses like performing arts, visual arts and Spanish courses
S-2078	K-6 and 7-12 school models to merge populations and reduce the number of schools.
S-2085	Combine elementary and middle school
S-2087	Merge zoned middle school and high school together
S-2089	None
S-2091	Lowest performing school
S-2092	Woodlawn Elementary
S-2095	Make Gulfport Elementary k-8
S-2096	Combining schools like has already been done. Whatever it is that minimizes impact to staff and students.
S-2097	I like small schools. It creates a sense of community, and my children get more individual attention if there's less students in their class.
S-2099	Merge existing schools into K-8
S-2103	Not well versed enough on the various schools
S-2104	Not sure but seems like there are a lot of schools in or near South St Pete and SE St Pete that are clustered within blocks of each other.
S-2106	Rather than permanently closing smaller schools like San Jose Elementary, I encourage the district to consider repurposing some campuses as specialized choice schools. A small PreK-8 campus for students with autism, dyslexia, ADHD, developmental delays, and other neurodiverse learners would provide fewer transitions, consistent staff, and specialized instruction. I would also like to see a public functional-life academy where students receive blended academics along with cooking, budgeting, laundry, employment skills, communication, and independent living instruction. As more girls are being identified with autism and other neurodivergent profiles, the district should ensure specialized programs meet their unique needs as well. Not every student thrives in a traditional school model, and Pinellas has an opportunity to become a leader in innovative public education.
S-2107	Proximity matters. Be mindful of how far students from closed schools would need to travel to get to the nearest open one. Facilities matter. If a school has a special service or program that is not cost-effective to move elsewhere, that should be considered.
S-2109	Keep children from closed schools together as they move to another school
S-2113	Cypress Woods Elementary and combine with Brooker Creek Elementary
S-2118	Merging of schools OR give it time since many people have moved due to the hurricanes and there is still alot of rebuilding/new housing going on
S-2119	Stop funding charter schools. No school closure is necessary. Smaller class sizes=happier, more effective teachers
S-2122	Please do not close Seminole Elementary.
S-2123	K-8 or fundamental school should be added
S-2126	Making schools K-8
S-2127	If Tarpon schools were impacted, allow a choice between East Lake and Palm Harbor. Make it easy for families to choose the next step vs being forced into one or the other.

Q3. If school closure(s) are necessary, what are your specific ideas or recommendations in this geographic area?

S-2128	Pay attention to effort, scores, and student engagement when eliminating teaching staff rather than eliminating positions entirely based on PCON years of service
S-2131	A Neighborhood Middle School Initiative Instead of consolidating students into fewer, larger middle schools, create several smaller neighborhood middle schools by repurposing under-enrolled elementary campuses. The district is already exploring K–8 conversions in some communities as part of its Planning for Progress work, so smaller schools are already part of the conversation. Benefits: * Less intimidating transition from elementary school. * More leadership opportunities because there are fewer students competing. * Better relationships between families, teachers, and administrators. * Fewer discipline problems that often come with very large campuses. * Schools remain neighborhood assets instead of sitting vacant.
S-2133	Evaluate schools with low enrollment, and there- making sure to take to consideration necessary updates to the school and it's infrastructure must occur as well the additional attendance.
S-2136	Split Ponce between Mildred Helms, Bellaire ES, or other schools in the vicinity. It feels like I have 3 elementary schools within a 2 mile radius. Since Ponce is in the middle of the three, it would be easier to split.
S-2139	Make the school's that don't close a place full of art, creativity, and wonder.
S-2145	Combining schools
S-2147	Move the mid county gifted middle program to Ridgecrest to make it k-8 or add an affordable day care. Use the cost savings to expand extracurricular programming like coding classes, Spanish, expand the music program (band, chorus, musical theatre), creative curriculum design that brings together elementary and middle school students in mentorship programs.
S-2152	Have work that the students can do at home with the help of their teachers online
S-2155	Do k-8 schools... more families will stay so they don't have to go to another school.
S-2156	Don’t close schools limit the spending done by district administration.
S-2157	Recreation area for the kids, learning sports or arts
S-2159	Creating a K-8 at Meadowlawn Middle School pulling students from whichever elementary location would be best for a community partnership. Creating a community partnership for students at Meadowlawn similar to Mangrove Bay Middle School. Give the kids a reason to be excited to attend Meadowlawn and not be disappointed because they did not get into Mangrove Bay.
S-2161	It seems based on my research that the schools in north Pinellas have better occupancy than those in south pinellas. Overall, there are less schools in north pinellas so it one were to close it would be difficult to find a school close enough to the child’s home for them to go to.
S-2163	Fill up the larger schools that have empty classrooms
S-2164	Dont close azalea elementary School
S-2169	Get rid of all the old rundown buildings.
S-2174	Turn the closed schools into affordable housing for staff or families with school age children, requiring them to attend a PCS Public school in that zone.
S-2175	Just moved here, too new to provide an answer

Q3. If school closure(s) are necessary, what are your specific ideas or recommendations in this geographic area?

S-2179	Please incorporate community voice in all stages of the decision - including if closures are necessary how to re organize school assignments.
S-2180	Rather than permanently closing smaller schools like San Jose Elementary, I encourage the district to consider repurposing some campuses as specialized choice schools. A small PreK-8 campus for students with autism, dyslexia, ADHD, developmental delays, and other neurodiverse learners would provide fewer transitions, consistent staff, and specialized instruction. I would also like to see a public functional-life academy where students receive blended academics along with cooking, budgeting, laundry, employment skills, communication, and independent living instruction. As more girls are being identified with autism and other neurodivergent profiles, the district should ensure specialized programs meet their unique needs as well. Not every student thrives in a traditional school model, and Pinellas has an opportunity to become a leader in innovative public education.
S-2181	Keep class sizes small
S-2185	Close low population schools. Many elementary schools are close to each other. Merge schools.
S-2186	Combine Highland Lakes Elem with Carwise if Highland Lakes needs to close. Most of the kids that go to HLES are in the highland lakes neighborhood area in between Tampa Rd and Alderman, so it would be inconvenient to go to a different neighborhood-based elementary school. Carwise has a massive field as part of the school where portables could be brought in if necessary. Many families have kids at both Highland Lakes and Carwise so it would be beneficial to have them at the same school and keep these kids in the neighborhood. If Carwise enrollment is really high, could look at redistricting some students to other areamiddle schools. Another option that other FL counties do is keep 6th grade at elem schools. That may not be feasible in Pinellas but could help with enrollment if students were to stay at the elementary school through 6th grade, and treat it as potentially a phased transition/consolidation approach if combining the elementary and middle school is not immediately feasible.
S-2189	Do not close Curlew Creek
S-2193	Allow parents impacted to skip to head of line for fundamental and/or charter schools.
S-2194	Not sure. My kids have always attended magnets and my last child is in high school.
S-2198	Use schools as branches of colleges to create more opportunities for higher education. Maybe USF would purchase some of the buildings. My other thought was that if schools close on the south side, those could be potential medical facilities for those communities.
S-2199	Close some highs schools. Combine K-8th grade. Lower Class size.
S-2201	Close the charter schools
S-2206	Move students into Clearwater HS since it is the newest, renovated building as compared to Countryside HS and Dunedin HS.
S-2208	More K-8 Magnet programs
S-2211	Continue with the K-8 model
S-2215	Consolidation k-8 and more magnet programs. More middle school magnet options.
S-2217	In places, where school closure are necessary , anticipated academic and economic impact and unintended impact on disease outcomes must be planned and mitigated .
S-2219	Lakewood and Boca ciega have low student counts. Might need to combine with some middle schools maybe
S-2220	Reduce the number of Area Superintendents.
S-2224	Baypointelementaryschool

Q3. If school closure(s) are necessary, what are your specific ideas or recommendations in this geographic area?

S-2225	Schools that have the smallest population have the best chances for absorbing students and staff. That should be the leading factor especially when resources are not aligned to size of school. For example, some high schools have less APs than high schools with smaller populations. That's not best for students and staff.
S-2231	Close Tarpon Springs High School and consolidate students and best Tarpon teachers at the better high schools: East Lake HS and PHUHS. Lay off Tarpon administrators.
S-2235	K-8 being consolidated to middle school campuses to allow for gym and field spaces to appeal to all grades.
S-2237	San Jose
S-2238	Combine students from Tarpon Elementary and Sunset Hills Elementary in order expand to make a K-8 Tarpon Fundamental school
S-2239	Create high demand programs, such as fundamental, in each school so that families can participate at their zoned school.
S-2241	Lease out the buildings to educators and/or their families who have self employed businesses
S-2243	Give displaced teachers priority.
S-2245	Tarpon Fundamental school site should be closed and moved to another school site. The school is highly rated and a popular choice for families, but has too small capacity at current location. If Tarpon Fundamental took over a larger school site it could have a capacity similar to Curtis Fundamental in Dunedin.
S-2247	Recommendations for what? Where to have school? Transportation options? When to return? Meals for kids who depend on school?
S-2250	Maintain or increase services and support at the school sites while eliminating roles at the district offices.
S-2255	Attend another local or private school
S-2257	My son has attended Sutherland Elementary from Kindergarten, now going into fifth grade, and the education has been exceptional. If school closures become necessary, I ask that Sutherland students be placed only in schools with comparable academic quality, while also considering proximity to home and transportation.
S-2259	We need a Middle school fundamental option in the north. A K-8 fundamental would be ideal.
S-2260	I support great explorations going into the Bay point elem site. Would not support closing Bayvista or Lakewood elem or high school.
S-2261	Private School
S-2263	It does not seem many schools in this area need to be closed. I would recommend you all do something with Oak Grove. Many of us do not want to send our kids there due to it’s bad reputation which could cause crowding in other schools
S-2276	Open more staff daycare, adult education, satellite college classes, trade school options
S-2280	Look at school proximity such as Cypress Woods and Brooker Creek so that families are not super inconvenienced.
S-2285	Consider combining schools in unique ways, for example k-7 and 8-12. If elementary and secondary are being combined, consider using a secondary building because of the capacity issues with specific elementary layouts (i.e. no gym at elementary, larger cafés in secondary, limited science labs in elementary). When considering moving to a k-8 on an elementary campus such as Walsingham Oaks, plan what the eventual physical needs of the campus are when you could be looking at a class of 30+ 13 year old in one room - can the building truly accommodate?
S-2289	Dunedin high school

Q3. If school closure(s) are necessary, what are your specific ideas or recommendations in this geographic area?

S-2291	Our Zoned school or private
S-2293	Combine schools ensuring teachers keep their jobs
S-2295	Combine and make some of the elementary schools k-8.
S-2297	Expand the fundamental program because that is one of the attracts in the county and it keeps people in the school system
S-2298	I do not recommend closing neighborhood schools
S-2304	Close smaller schools (measured by enrollment) so that less students, families, and staff are directly impacted
S-2309	Combine elementary and middle school. 1st - 8th. The jump from 5th to 6th is a tough time. It works. I know. It's how I grew up. 1st - 8th. Please consider. Don't touch Elisa Elementary. That school is so special on several levels. Please listen to the people. Do the right thing. I know money talks. But you're dealing with kid's lives. Thank you
S-2310	combine Ponce de leon and Belleair elementary
S-2311	Better middle school options for students that attend Brooker and Cyprus.
S-2312	Combine elementary and middle together into K-8
S-2313	Evenly distributed
S-2315	Combining schools in neighborhoods accessible to students and their families.
S-2319	Ensure that student do not have longer bus rides if schools are consolidated.
S-2321	Open more fundamental schools to everyone who applies, we have no shortage of people interested in attending fundamental schools.
S-2322	Create K-8 schools
S-2326	Combine seminole middle and bauder elementary to a k-8 to fully utilize seminole middle
S-2327	I believe the actions are premature. I believe more people will move their families here. I believe the younger people moving here starting their lives will result in a boom that will leave the area overcrowded.
S-2328	Keep self contained gifted elementary school.
S-2329	Consolidate Lake St George, Highland Lakes or Curlew Creek. Turn Cypress Woods Elementary to k-8.
S-2331	As few as possible, closing neighborhood schools hurts a lot of families
S-2332	Vouchers for private/ charter schools
S-2334	Any school can close is fine with me
S-2335	Combining Bauder and Ridgecrest
S-2336	Do not merge High Scool and Middle School students. If anything the Board should merge Middle and Elementary students. That is K through 7th or 8th, and 9th through 12th grade, and perhaps 8th through 12th grade depending on the split.
S-2342	You just opened a school - Elisa Nelson - it does not seem fair to close open new schools and close established ones. Close Elisa Nelson.
S-2343	Do not close the schools that are the most south. That would make transportation difficult for many as going north would be the only option because there are not schools near the beach nor downtown. However if you close a school Mid county, there are schools north, south, east, and west which allows for more travel options for families.
S-2345	Shorter School Week M-Th
S-2348	Please do not mess with Nina Harris ESE Center. No other school is made to meet the needs of the students there. Also, do not combine Gen ed students into Nina Harris. Keep Nina the way it is for the students success and safety.

Q3. If school closure(s) are necessary, what are your specific ideas or recommendations in this geographic area?

S-2350	Close tarpon middle school
S-2351	Keep options open for TZ, fundamental, and regular
S-2352	Rebalance the high schools so all are approximately 1500. Create a K 8 in the Dunedin area.
S-2356	Close as needed.
S-2359	Largo Middle, Mildred Helms Elem, Oak Grove Middle
S-2360	I believe school closures should be a last resort. Minimal disruption to students and families should be priority.
S-2361	Turn Bauder Elementary and Seminole Middle into a Fundamental K-8.
S-2362	Bardmoor Elementary
S-2365	I don’t know
S-2368	Do no close any schools.
S-2370	She you’d think that would be the ones with the most kids not going there every day they might be signed up for school, but they never go and areas probably the same where everybody’s moved out of with their children. It’s too dangerous. Think about that a long time before you just delete this and say oh bigot, not a bigot went through public schools.
S-2371	Close schools that are older and in rougher shape. Additionally, schools that are furthest from where kids are living should be top of the list to limit the need for bussing.
S-2372	Schools that are near capacity should not be considered when choosing schools to close.
S-2373	open the demographic profile to remove limitations this way those students living in 'at risk' or 'economically challenged' neighborhoods will have the opportunity to increase their chances of success by attending schools with better school grades and higher promotion and graduation rates.
S-2375	The areas where several schools are close by
S-2378	Base decisions on objective risks—such as transport safety, the condition of buildings, the availability of electricity, water, or heating/air conditioning, or guidance from health or civil protection authorities. Prioritize localized closures when the risk affects only specific areas, rather than implementing closures that are broader than necessary. Communicate decisions as far in advance as possible, specifying the estimated duration, the reasons, and the criteria for reopening. Maintain remote learning options where feasible and appropriate. Consider the impact on families that rely on school services—such as meals, transportation, or support for students with special needs—and offer alternatives whenever possible. Coordinate decisions among schools, local authorities, and emergency services to avoid conflicting messages.
S-2379	Shelter for the homeless
S-2380	Merge smaller schools in the same area together.
S-2381	We already had some.
S-2383	Don't
S-2385	Repurpose the school(s)
S-2388	Don't close any schools. Reinvest in teacher pay and support.
S-2389	I'm not sure
S-2393	Virtual learning
S-2396	Lease buildings to other private schools. Move East Lake Middle into Brooker Creek Elementary and combine Brooker and Cypress Woods
S-2397	None, we need a middle school in the east lake area

Q3. If school closure(s) are necessary, what are your specific ideas or recommendations in this geographic area?

S-2402	Reassign asap
S-2403	Consolidate in mid county campuses. South schools closed or repurposed
S-2408	Sawgrass or shoreacres should be closed. Make Lynch a K-8 school
S-2409	Only consider the lowest graded schools
S-2414	Combine grade levels with high numbers in one school for extensions
S-2415	Smaller class sizes and don't close the schools.
S-2416	I think that we should add more staff childcare sites. Also, I think there should be two technical high schools, one in South County and one in Mid County. Pinellas Park Elementary should stay open. :-)
S-2417	The HS closures would be detrimental. As a parent of two kids in Magnet programs requiring arterial busing, I already see the strains that has. Our bus stop is 4 miles away despite one being 1.1 mile since it crosses US19 we cannot attend it. How will you accommodate transport if you close these schools? Ctyside HS is, I believe, the only school on East side of US19 from PPHS north to EL. How will all those kids fit to ELHS, CHS and PH? Its clear transportation to your non-zoned school isnt a priority. I think bringing in dual enrollment trade programs to the HS especially would be Beneficial. Maybe some life skills courses that are better than current offerings- food prep, home ec, wood working...etc. There are life skills there that I still use today and I see graduates who are clueless. Why is drivers ed so hard to get into? Why are foreign languages highly pushed but limited options. If you offer these actual detrimental courses to life back, some FVL students may return or dual
S-2418	That the students are left in a school close to their home, so that their arrival and departure are not complicated
S-2424	Go to a 4 day school week. Have smaller class sizes. Lower enrollment does not mean shoving 30 plus kids in a core class with no support even though that has been happening at the secondary level). Lease buildings out as community centers or to private businesses. Sell the technology from closed schools and/or upgrade the open schools with the better tech from schools. Distribute resources to other schools.
S-2425	If closures are necessary, decisions should consider enrollment trends, building condition, operating costs, transportation impacts, program quality, and community needs—not utilization alone. Prioritize consolidations that minimize disruption for students and families, keep travel times reasonable, and continue to communicate the decision-making process transparently.
S-2426	Keep both Eastlake Middle School and High School opened.
S-2427	combine into K-8 schools; use buildings for senior/elder care living facilities since we have an aging population; create teacher housing like other counties have done.
S-2428	Do not close Osceola high. Group schools that are geographically close to one another. Keep providing bussing that is actually reasonable for all students.
S-2429	Keep the schools small and find alternative revenue opportunities to exist in the building. Childcare, daycare, therapeutic practices, animal care, elderly care. There have got to be other organizations in need of space and willing to pay for it.

Q3. If school closure(s) are necessary, what are your specific ideas or recommendations in this geographic area?

S-2431	I am a product of Pinellas county schools, my kids went to PHUHS and SPC early college, I taught for 11 years Fundamental, now teach at a charter. I am very aware of the opportunities and shortfalls of Pinellas County and want public schools to be successful. I think a model that could help you retain students is the online (but in school) model that Mitchel High School provides in Pasco. Look at what they are doing. They expanded the Pasco Virtual School and let certain students (course recovery,extra classes for college, flexibility) enter program . The students take up to three classes online but stay on campus & still have teacher available to help. The county retains FTE money. The kids can work at their own pace. It helps with attendance. Flexibility is key after Covid and Pinellas doesn't provide it. Start times are too early, and the discipline is major problem. Admin can't support teachers bc the district penalizes principals for referrals. Bad kids stay, good kids leave.
S-2432	If school closures are necessary, please prioritize keeping students close to their communities whenever possible. Consider enrollment, academic performance, transportation, and the impact on families before making decisions. Clear communication and a smooth transition plan will help students adapt successfully.
S-2434	None
S-2437	Older schools and schools with lower overall grades should be the one's being closed.
S-2440	Being unaware of the actual statistics, I can't answer this.
S-2443	Rezone the attendance areas to fill schools to at least 85% capacity that will stay open. Include high schools in the rezoning. This will decrease administrative, cafeteria, and plant operations costs, and will allow for consolidated bus routes. Provide alternative schools in each section of the district for students who are habitually disrupting the learning of other children. Decrease the number of staff developer and coaching positions. Consider redeveloping closed campuses into affordable housing for teachers and other public servants or into life-long learning affordable housing communities for seniors. .
S-2444	Keep Bauder elementary open
S-2449	Busing for fundamentals, make Azelea middle an A school
S-2450	make smaller class sizes
S-2451	Change Brooker Creek Elementary to a K-8 or keep one elementary school and make Cypress Woods or Brooker Creek a middle school for the east lake area.
S-2452	Everybody wants to go to fundamental or magnet schools. Get rid of the lowest performing neighborhood schools and convert some to magnets or fundamentals. Make more K-8 because noone wants to go to the current middle schools. Fight for more suppor for all teachers. Allow teachers at the school to close to become reading specilaists and provide extra support to the schools where students from the poorest neighborhoods will attend.
S-2453	Combine some elementary schools that are close to each other.
S-2455	Maybe start with the smallest schools or those that have other schools close by.
S-2457	More K-8 schools and Fundamental Middle School
S-2460	Change the zoning maps
S-2462	I know that several of the high schools in this area are well below capacity- can they be consolidated?
S-2464	Consider the age of the building if you combine schools. Consider the demographics of the school population. Of the 3 elementary schools, the school culture is so diverse in each school. I feel the risk of losing more students if you combine the wrong schools.

Q3. If school closure(s) are necessary, what are your specific ideas or recommendations in this geographic area?

S-2465	Making sure staff gets the support they need. Having to interview for new positions, do an application, pack up a classroom, and teach a class full of kids at the end of the year with little to no support is not ideal.
S-2467	More k-8 schools
S-2470	Merge elementary and middle schools
S-2474	Try to keep high schools open since there are many different school choice options. Consolidate younger grades first.
S-2475	better busing plan more kids walking and so many areas that don't have sidewalks
S-2479	If a lot of kids are sick close the school so y'all can sanitize, or if someone is coughing or sick when coming to school send them home instantly
S-2481	Combine schools that are very close geographically. Elisa Nelson Gifted magnet could be moved to Ozona ES and the dyslexia program could be moved to Sutherland or Curlew. There was a reason that school was closed for so many years
S-2482	Offer more programs (STEM, arts) at the public schools to gain families who are leaving for charter/private schools
S-2483	If some of the closing sites need to be utilized. Use them as training sites for staff to limit the travel time. As the drive to the Admin Bldg. for some can be extremely long. Or use as day care sites.
S-2484	Long term care facilities for the elderly
S-2489	Logically to close the older, under-utilized buildings.
S-2495	Create more K-8 schools
S-2496	Combine Seminole Middle and Seminole High School 6-12 on Seminole High Campus.
S-2497	Schools with the least attendance combine when needed. Also looking at zoning lines.
S-2499	Create K - 8 or 6 - 9 schools.
S-2504	Mangrove Bay Middle school is no longer a dependable option for Shore Acres Elementary School students and now myself and many of my neighbors are switching to private schools due to this. Shore Acres Elementary is an amazing school and consideration of expanding it to a K-8 or changing Mangrove Bay Middle school to be a feeder school for ALL SAE students to have a place to extend their education through 8th grade would be ideal.
S-2506	Special programs will boost engagement.
S-2507	close older schools - reevaluate fundamental and magnet schools that have become neighborhood schools due to school board rules that allow the closest students entry and sibling priority
S-2510	Don't close any
S-2511	I believe it's important that we address the root of the issue. The rising cost of housing is making it impossible for many families to afford to live in this county, and our schools are paying the price. With no meaningful relief on the horizon, school closures and consolidations will not solve the problem. They will only serve as a temporary Band Aid while the underlying issue continues to grow. If declining enrollment is the concern, then we need to have a serious conversation about why Florida families with children can no longer afford to call Pinellas County home. There are fewer children playing in our neighborhoods. Our parks are quieter. And our schools are becoming emptier. Until we address why families are leaving or why they can no longer afford to stay, we will continue treating the symptom instead of the cause.
S-2512	Consolidating elementary and middle schools if absolutely necessary.

Q3. If school closure(s) are necessary, what are your specific ideas or recommendations in this geographic area?

S-2513	Start with the oldest infrastructure or the buildings with the most problems. It will save the most money to close these buildings and utilize the ones with better infrastructure and facilities
S-2514	Rezone Countryside High School to Eastlake (may need to rezone some of Eastlake to Tarpon), Clearwater and Dunedin HS. Other recommendations would be to close Fundamental Schools and redistribute those students to their zoned schools.
S-2518	I recommend prioritizing decisions based on student enrollment trends, building capacity, facility conditions, transportation impact, and the availability of academic and student support services. Every effort should be made to minimize disruptions to students' learning and maintain strong school communities. Provide support for staff during the transition, including opportunities to remain within the district whenever possible.
S-2519	Smaller school schoolhouses
S-2520	I think closing down Countryside High School to undertake a major renovation and create central hub for major district events and activities would be beneficial to the district financially in the long term and also is in a locale that would be as navigable as possible for countywide events. Renovating the auditorium to a 7k-8k seat hall where graduations, awards events, performances, etc. could be held would save tons of money and provide a space that could be leased to traveling companies of performers to either make money and increase community events. Additionally, you could renovate the fields and gym, and/or add a second gym behind the original with additional small locker rooms for district/county championship games for middle and high school, lease the facility for basketball, volleyball, lacrosse, flag football, etc. tournaments. You can also refurbish the interior to make a training center for things like Embrace Pinellas that can happen annually.
S-2523	Community centers with recreational activities for school age children. Boys and Girls Club, YMCA facilities, etc
S-2525	Lake St. George, Sunset Hills
S-2528	Anona or Fugitt Elementary
S-2530	the ones with the lowest enrollment
S-2532	Middle school has long been the school age group least conducive to learning, especially given the challenges students face as their bodies begin to change hormonally. Reducing the number of stand-alone middle schools and allowing those students to stay on the campus where they are known, they know the rules, and can have more scaffolded opportunities for reduced structure could greatly benefit their overall growth. K-8 schools and closure of middle schools seems like a more viable solution. Additionally, community members tend to speak more fondly of their elementary and high school experiences. Closing either of these school types has a stronger negative impact on a community that the closure of middle schools where there is less community connection.
S-2533	Charter schools should not be able to take over public schools.
S-2534	Merge schools that are across the street from each other. Utilize larger schools where half the school is used. Perhaps making them K-8. Close schools that require a lot of maintenance costing the district too much money. Consider keeping newer schools open.
S-2538	Create some 6-12 schools rather than K-8, and/or create more fundamental schools.
S-2539	Communication to all families and staff members well in advance for preparations.
S-2540	Add a fundamental school Pre-K - 8
S-2541	Create K-8 where middle/elementary spaces can merge to save cost
S-2545	To be expected with the increased cost of living for young families.

Q3. If school closure(s) are necessary, what are your specific ideas or recommendations in this geographic area?

S-2547	Combining more k-8 schools
S-2548	Close the charter schools
S-2549	Schools that have low enrollment and close proximenty to other schools to relocate current students without to much interuption.
S-2551	Merge middle school and high schools vs elementary and middle schools.
S-2555	Identify schools of the same level that are within half mile of each other to combine. In addition, look at combining grade offerings (i.e. create 6-12 schools). This will give middle schoolers more pathways and workforce opportunities with unique electives.
S-2556	Close tarpon middle and convert sunset hills and tarpon elementary into k-8 schools
S-2557	The staff and parents need time to plan for their students and selves; the staff should be given the opportunity to work locally not be placed somewhere that is so far away for something that they didn't choose. There should also be a deadline for the change to work.
S-2560	Allow families to attend schools of their choice within a reasonable distance from their home. Combine schools that are within a 10 mile distance.
S-2564	Seminole Elementary. Older school that needs extensive renovations.
S-2567	Lakewood High School should be considered to be a technical high school to add vocational programs that would serve the needs of the zoned student population who are looking for workforce/trade opportunities starting at 9th grade. Also, making sure that female students have vocational tracks. This is a high interest in the community. In addition, a sports complex in partnership with the city or another agency based on the community's interest in health and nutrition.
S-2570	Sandy lane
S-2575	Re zone students
S-2579	Lakewood HS should become a vocational school with a sport complex or a full magnet with no zone restrictions.
S-2580	Consolidation, possibly the first K-12 facility in the county. Rent closing facilities out to businesses.
S-2581	Do what is fisically necessary to ensure that families receive the best opportunties for a great education for their students.
S-2582	Lakewood High School should transition from a traditional high school to a robust technical high school with tracks focused on careers that make students marketable and economically self-sufficient in this volatile economy. Programs like cosmetology, HVAC, carpentry, finance, cybersecurity, Computer Aided Design, EMT, electrical wiring, welding, and plumbing would attract and motivate students without competing with neighboring district high schools. This would also allow us to attract students back from private or charter school who might not see a 4-year college degree as their best immediate option.
S-2583	We definitely need more vocational/magnet programs on campus that are attractive to students.
S-2585	combine schools where only part of the campus is being moved- example: Seminole Middle School has a whole building not in use
S-2587	Prioritize student success by investing in teachers through better pay, creating engaging programs that inspire a love of learning, and ensuring every child has access to a high-quality education. If closures are necessary, make decisions transparently and reinvest savings into teachers, students, and stronger educational opportunities.
S-2592	Resegregation of community schools is a concern.
S-2595	Consolidating current schools, and continuing to invest in early childhood centers.

Q3. If school closure(s) are necessary, what are your specific ideas or recommendations in this geographic area?

S-2598	older buildings close first with lowest enrollment
S-2604	San Jose Elementary
S-2607	Make a smaller school maybe for kids who have issues learning in a big setting for example SLD kids with IEP and plan something a little smaller besides having to go private or charter and not stay in Pinellas county public school system.
S-2609	Combine schools in a central location and ensure transportation is available even for after school activities since children may no longer be going to the school closest to them
S-2610	Do not close the schools that are popular with others in the county based on lottery system, e.g. Palm Harbor University HS, East Lake High School
S-2612	Made East Lake Middle zoned instead of application
S-2613	Open the schools to retirees/nursing homes to have day time activities
S-2614	Lakewood HS should add a vocational program with a sports complex and a full magnet with no zone.
S-2616	Create another Gifted Magnet elementary school so that gifted kids have more options. I was disappointed this year that my daughter had to be in a K-3 gifted class and the teacher was only at her school twice a week. I may consider moving her to Elisa Nelson but I know it's hard to get into. I would love to keep her at Highland Lakes. I wish it could become a similar model to Elisa Nelson.
S-2617	Merge Gibbs, Boca Ciega, and Lakewood High schools into one high school
S-2620	Close Maximo or Lakewood Elementary School
S-2623	Combining Gibbs and Lakewood High School making larger high school. Lakewood becoming a training facility for staff members
S-2624	Merging schools in close proximity, more importantly DO NOT CLOSE SCHOOLS. Children are the future lets invest in them!
S-2628	Keep the schools open which are embedded in neighborhoods!
S-2629	Some sort of combination of Lynch, Sawgrass Lake, and Sexton?
S-2631	More K-8 mergers where possible, similar schools with less than 2 mile radius be evaluated
S-2632	To leave the schools open, close more mid to north county schools and bus kids south
S-2634	This A school should be left open and students from neighboring schools should be given the opportunity to attend.
S-2635	Perhaps close some of larger schools that have a lot of space. Move pre-k units to early childhood centers.
S-2636	Keeping the best buildings, not necessarily the newest, with the best facilities and most centralized locations in the communities. Be transparent in communications with how schools are closed and what is done with those properties. If a property is sold, how is that money being reinvested wit hthe district. If the state forces the school board to share a property with a charter school I want to know how we are being reimbursed for that usage.
S-2637	Any schools that are under populated by 50% should be evaluated for closure and/or combining with other overpopulated schools. This area of the county is more populated with schools and would not want any to close.
S-2638	Don’t close schools
S-2640	Keep Lakewood open
S-2641	Create a K-8 School at Pinellas Park Middle School. It is centralized in the middle county region
S-2642	Please do not cut staff. If a school must close, please allow those staff members the opportunity to follow their students to the new zoned school. ALL staff - more guidance, more school social workers and psychologist will only enhance the students experience.

Q3. If school closure(s) are necessary, what are your specific ideas or recommendations in this geographic area?

S-2643	Find another school that is good for my son
S-2648	Turn schools with low enrollment to k-6 schools and make middle school smaller and only include 7th and 8th grade or make more k-8 schools.
S-2649	Close smaller schools
S-2650	K-8 combined
S-2652	Combine schools to increase enrollment. Create K8 schools if necessary. Sell land to companies to create low cost housing.
S-2655	Lakewood is so important to our community beyond just the academics. Sports, Art, Culture. Merge Gibbs and Boca Ciega, keep the legacy of Lakewood alive!
S-2657	Gulfport Montessori
S-2658	Merge elementary and middle
S-2663	Make more K-8 schools.
S-2664	Ensure that students from consolidated K–8 schools are thoughtfully distributed among receiving high schools rather than creating overly concentrated feeder patterns. Preserve a balanced distribution of students to maintain diverse, academically strong, and sustainable high school communities while avoiding unintended enrollment imbalances that could weaken neighboring schools. Any K–8 consolidation plans should be evaluated not only for their elementary and middle school impacts, but also for their long-term effects on high school enrollment, program viability, and student diversity. While the number of students per classroom are lower, and there is justification in closing unpopulated buildings, there can still be an opportunity to change our district to focus on quality, unique, top-notch experiences. Quality over quantity is the only way to meet in the middle.
S-2665	School districts facing budget shortfalls (from tax caps, declining enrollment, etc.) shouldn’t just close campuses — they should maximize use of buildings taxpayers already power, cool, and secure 24/7. Run multiple shifts (early morning, midday, evening/“night school”), letting families pick times that fit their schedules and letting teachers pick shifts that suit them — like a college model. This could reduce reliance on busing and standardized lunch service. After hours, the same facilities could double as space for other public services (utilities, permitting, customer service) instead of maintaining separate offices, squeezing more value from buildings already being paid for.
S-2667	I would hate to see any schools close. I like the idea of pk-8. Year round school would be nice
S-2671	For high school, I think it's important to keep Countryside High School open. It serves an important geographic need, with students from Clearwater, Palm Harbor, and Safety Harbor zoned for it.
S-2672	Combine ms and hs
S-2673	Combining middle and high schools and repurposing underused buildings for community early childcare programs.
S-2674	Closing a community school like Skycrest Elementary would be a detrimental loss and place unnecessary hardships (education/ transportation issues, after school support, food source, etc.) for in this geographic location. It has served low- income families for many years and families depend on the accessibility and support they need to be successful, productive community members.

Q3. If school closure(s) are necessary, what are your specific ideas or recommendations in this geographic area?

S-2676	Keep brooker
S-2678	Create an East Lake area K-8 school by consolidating the various ES north of Curlew road.
S-2679	To combine schools that are kind of close to each other to allow for fuller schools.
S-2680	I really don't think the school need to close due to all students that needs to catch can during the break. it would help both students and teachers learning and financially.
S-2682	Combine Seminole Middle and Bauder Close Seminole El with moving students between Bauder and Orange Grove
S-2683	I am opposed to ALL school closings
S-2689	I believe we need to consider opening alternative schools behaviors that are noticed often the reason parents are leaving public schools. I wondered why we do not capitalize on the arts in mid county. I've had family members including my own in the art and music theatre program at Gibbs. I did not want them traveling to South side in middle school because it was three years of long drives or bussing. My highschooler's could drive after grade ten to practices etc. or was old enough to walk from a further bus stop and navigate. Why not open a PCCA middle school in mid county? Charters and privates can't compete with the level of excellence a program like PCCA offer. Imagine a middle school like Osceola being a middle school that would then could serve as a mid- north arts hub and then could support development for students into Gibb's program. It has a long term impact. Kids in the Arts have higher scores, better social skills and better school engagement.
S-2690	Rent the spaces out to Charter Schools or convert to temporary homeless shelters for those with school age children. Use the schools as centers for vocational, science, and arts centers - like the Stavos Center in Largo - extended field trips. Also, could add Florida history center where students participate in one week classes to study Florida history. (Many students have parents who are not from Florida and could use this background.)
S-2691	There are many families in this area and coordinating care is already hard enough. Some of the daycares for children under 5 are very poor and when you find a good one there is a wait list. I think before you consider closing a school we should maximize on the space and open up to children younger. My son is starting at Bardmoor this year but my daughter isn't old enough to start the 3 yr old program. We are having to coordinate drop off at two locations. If there was a program for 2-3 yr olds we would have signed her up at the same location. Also I specifically chose Bardmoor as a special assignment because of the dual Spanish. I may not speak for all parents but for us the special extra learning opportunities are important.
S-2694	Closing Dunedin High would make the most sense so those students can be disbursed around the county.
S-2695	You have heard from many stakeholders that smaller schools are desired. Large campuses and schools may be better to run at the district level, but parents are leaving for charters and private schools for this reason. When it is so large it is overwhelming for students and staff. It decreases safety. As a family coming into the district, we are looking for a smaller school in a walkable environment. Many schools have a "bad" reputation with fights and vaping. Focus on solid academics across all schools. The subseparate magnets and charters seem confusing and expensive to run.
S-2696	Low enrollment

Q3. If school closure(s) are necessary, what are your specific ideas or recommendations in this geographic area?

S-2698	How about creating an intergenerational community? Combining affordable senior housing with childcare and family services, creating mutual support systems. Seniors combat loneliness by mentoring and interacting with children, while families access nearby, affordable care. Premier examples in the U.S. include Bridge Meadows (Portland, OR) and New Life Village (Tampa, FL). Of course this would be a big undertaking, and grants and funding would be needed. Framing the closures as a way to be the most beneficial for students, right sizing the schools will enable stronger acadmic programs and better environments overall.
S-2699	Consolidate Sutherland and Ozona
S-2701	Seems like a shame to close schools and lose teachers and not just keep smaller class sizes. I suppose it would be best to keep the larger/higher performing schools but then you'd have to offer more bussing and find more drivers. With parents having so many other school options now, especially with the grants for private school affordability they just don't see the value in general public school education. Can we create more fundamental schools? Or make public schools more appealing?
S-2704	Schools are chosen based on enrollment, but with consideration of impact to that community. School closures should not provide undue stress on low economic families.
S-2705	Blend elementary and middle schools to best use middle school campuses
S-2706	Ensure schools can still provide the full slate of services for their students. Mid-county is diverse and requires many supports. It is critical that we have enough staff to provide these supports as well.
S-2709	Smaller class sizes!!
S-2710	I am concerned that the discussion has focused primarily on building utilization and occupancy rates. While those factors are important, decisions about school closures should also consider enrollment trends, transportation impacts, academic programs, community needs, and the effect on students and families, especially students who receive specialized services. A school's value cannot be measured by building usage alone, and any closure decisions should take a broader, student-centered approach.
S-2711	open more K-8 schools, parents leave neighborhood elementary schools for fear of a preferred middle school
S-2712	Close schools that show best potential for conversion into housing, specifically housing to support middle class families.
S-2714	Choose the school that has the larger number of students prior to.
S-2715	Enhance our schools with opportunities that would maintain our staff and bring additional students and families that would love to attend! Offer second language, the arts, sports - have our already schools compete with the fundamental and charter schools to bring more students to us.
S-2716	Keeping schools open
S-2719	K-8 school At the Dunedin campus
S-2720	Minimize impact to families and provide support to keep high achieving schools open at current locations.
S-2722	Meadowlawn Middle
S-2723	Need to try to be as fare as possible
S-2724	Please focus far less on technology and computers and much more on traditional and developmentally aligned learning.

Q3. If school closure(s) are necessary, what are your specific ideas or recommendations in this geographic area?

S-2725	We have a rising kindergartner this year and we did have a worry that Anona elementary would close and we would have to combine with Oakhurst. We moved to this specific district so that our children could attend Anona. We were worried that oakhurst would be overcrowded with not enough resources for our kids. IF school closures have to happen, as a parent and as a community member, I would expect to see an increase in teachers, staff, available resources (seats, supplies, etc.) technology and an large increase in safety measures for students. Basically an increase in quality overall. In summary, IF a school merges, the money 'saved' should go directly back into the 'combined' school to keep classroom sizes small, advances in technology, increased safety, and upkeep to the schools structures. I do like the idea of using the closed school space for other educational options- kids museums, early learning centers, technical colleges
S-2726	Create more k-8 schools if needed.
S-2727	Close Boca Ciega, medical program to Lakewood and fundamental to gibbs
S-2733	Combine Dunedin HS and Countryside HS but use Countryside building. The campus of Dunedin is not ideal for managing students.
S-2734	Combine elementary schools or add to middle school. Rent unused space. Don't give it away.
S-2735	There are 2 clearwater middle schools, the school that has the highest data on students along with the newer school should be merged with the lower school. Same thing for Seminole middle schools.
S-2736	Any older schools that are closed could be converted into green space with a Historical Plaque and developed similar to what happened to the old High Point Elementary site. You could design any parking lots or playfields around a potential footprint for the building of a new school should the need arise in the next 40 years. Then you could close the now 40 year older building and move the students to the newly constructed school.
S-2740	I don't think the capacity metric is what should be used to close a school. Closing a school in a less populated area could have a disproportionate impact on students who have to travel farther to schools. It's interesting that we aren't talking about BUILDING new schools in more optimal areas and demolishing older infrastructure.
S-2741	Keep San Jose open as it's one of a handful with ASD
S-2742	I pray we do not close any of our schools! embrace the low numbers!
S-2743	Only option is relocation.
S-2744	The 2 Fundamental Elementary Schools that are located South St.Pete Should combine into one campus
S-2746	The community is important. Teacher retention in their area is important.
S-2747	I do not feel that south county can afford the loss of any school.
S-2748	My recommendation is not to close Lakewood High School. Instead, invest in the school by creating strong vocational and trade programs, expanding magnet offerings that students actually want, improving athletic facilities, supporting the arts, and increasing partnerships with local colleges and employers. Give families a reason to choose Lakewood by providing high-quality academic, career, and extracurricular opportunities. Strengthening the school will better serve students and the surrounding community than closing it.
S-2749	Additional bus routes added to keep transportation time under 25 mins.
S-2751	Dunedin HS, idk
S-2752	I would want to work closer to home (east lake) I assume our kids would go across the street.

Q3. If school closure(s) are necessary, what are your specific ideas or recommendations in this geographic area?

S-2755	Ensure the ESE Students are placed appropriately for their specific needs and services
S-2758	I do not believe closing schools in South County would be beneficial for students or families. Having schools in different locations helps make transportation more manageable and provides families with choices about where their children attend school. Keeping schools within the community also supports accessibility, reduces travel time for students, and helps maintain strong connections between schools and the families they serve.
S-2762	If fewer students are enrolling in public school the class size should be reduced instead of the number of schools in the county. Decreased numbers of schools means parents and buses have to transport children further. Lower class sizes are proven to increase student achievement, if our goal is 100% student success we should keep schools accessible for all and accomodate the students who are enrolling by providing the best environment possible.
S-2768	Lakewood High School needs a vocational program, a ligament magnet school program that kids would like and thrive in and also a state of the arts athletic facility.
S-2770	I don't believe school closures should happen with the schools in south county. The way schools are zoned helps the school staff and community better assist with community conflict. If it is necessary for schools to close, it is my hope that south county would not be the first place to consider. Lakewood High School offers a strong sense of community that is needed when working with students in this age range and families of students in this age range. I can not speak for all schools but we would at least need two high schools in south county if there is no other option.
S-2771	Good afternoon, Pinellas County School Board, Lakewood High School is a cornerstone of our community with a proud legacy of excellence. Over the years, our school has produced outstanding graduates who have gone on to become doctors, lawyers, pharmacists, teachers, judges, nurses, elected officials, NFL players, musicians, and many other successful professionals. This legacy demonstrates the incredible potential of our students. As we look toward the future, I encourage the School Board to continue investing in Lakewood High School by expanding opportunities for every student. First, establishing a vocational or career and technical education (CTE) program at Lakewood High School would provide valuable pathways for students who may choose to enter the workforce, pursue a skilled trade, or earn industry certifications before or instead of attending college. Every student deserves access to high-quality career. Lakewood High School has a rich history of producing leaders and achievers
S-2772	If school closures are necessary, I would like for students and staff members to be placed together as best as possible. I don't believe that charter schools should be allowed to use Pinellas County School spaces at no cost. This funding could be used to operate the school as well as to supplement the income of the remaining teachers within the district.

Q3. If school closure(s) are necessary, what are your specific ideas or recommendations in this geographic area?

S-2774	If school closures are necessary in this geographical location, I recommend for our district to review the data and determine how many students we lost to private schools that serve a specific population, such as students with Dyslexia or ASD. I would recommend for us to collaborate and be creative in opening a school that serves this specific population. PCS always does it better, so we should not lose students to these schools. A second option for PCS to consider is, if this is needed in the specific geographic area, partner with Evara Health and create a community school that offers health care, and other services on site as well as functioning like a K-8 school. Third, turn it into housing option for staff. Fourth suggestion is to develop another technical high school site.
S-2775	Pinellas Park has 3 elementary schools in a close proximity (Pinellas Central, Pinellas Park, and Skyview). Split Skyview which is the oldest and least updated campus.
S-2780	Create K- 8 schools rather than 6-12 schools.
S-2781	combine elementary schools and create k-8 on middle schools sites or 6-12 on high school sites
S-2784	Do not close schools in south county Pinellas. These children need these resources
S-2786	I liked the idea of adding more magnet or fundamental schools in the area. I also, as a mother of a toddler, liked the idea of early childhood centers. I think it is great that there are some offered for employees, but also opening them up the public as it can be hard to find good early child care centers.
S-2789	San Jose or Kings Hwy based on size and proximity with other schools
S-2790	District should look at the programs at the school, the data of the school over a period of time, how long the school has been in existence, and overall effect it has on the community.
S-2792	Small class sizes for 1-1 for teacher
S-2794	There are three close elementary schools Sexton, Lynch, Sawgrass which Lynch sitting in the center. Make Meadowlawn Middle campus a K-8 school bring in either Sexton or Lynch.
S-2796	prioritize the teachers who are affected. avoid closing as many schools as possible.
S-2800	The school's that don't have specialized programs should be reconfigured first before those that do.
S-2801	I would recommend to combine elementary, Prek-5 or PreK-4, then combine 4-8 or 5-8 for Middle School.
S-2803	Meadow Lawn could have smaller class sizes, offer more variety of the arts, and support children who need extra support due to anxiety, depression, ADHD, and other social conditions that impact students today. Also having supportive therapist with therapeutic rooms for students who have autonomy issues.
S-2804	Great teachers. I want my child to have a great education.
S-2805	That the decisions are made based on what is best for the students
S-2807	Combine Tarpon Springs Middle School and East Lake Middle School.
S-2809	We need a quality middle school here in Gulfport.
S-2810	1) Combine Tarpon Middle and Sunset Hills as a K-8 grade school. 2) Expand Tarpon Fundamental El. to Sunset Hills bldg. making them larger (waiting list shows need).
S-2811	mid county
S-2813	I would recommend the merger of elementary schools in close proximity of each other.
S-2819	Close schools that are in most dire need of repair or cost the most to operate...Boca Ciega, Northeast
S-2821	Keep the population of the school under 1000

Q3. If school closure(s) are necessary, what are your specific ideas or recommendations in this geographic area?

S-2828	What is this question asking? What schools I think should close, or remain open? 1. Hire better survey writers. 2. I'm tired of seeing public schools close while NEW charters are built. If a charter recieves public funding it should be the first to go.
S-2830	Chs
S-2838	Focus on keeping all the basic schools that serve the most students open (e.g. Ozona Elementary, Palm Harbor Middle, Palm Harbor University). If need be, close specialty schools like Eliza Nelson. Gifted services can be offered inside other schools (I speak as the parent of two gifted kids who had great experiences in their regular schools)
S-2839	Take note of which magnet programs are available in the area and make sure there is at least one available in South County.
S-2842	Don't close schools
S-2845	Maintain strong neighborhood elementary schools, create more K–8 campuses where appropriate, protect specialized programs and use enrollment projections, not just current numbers.
S-2847	Provide busses for students living closer than 2 miles of their school, especially if their school closes and they are rezoned for a different school. At the elementary level, so many kids miss school in this area due to transportation issues. They are way too young to be walking by themselves. Many parents either have to work or have addiction/mental health problems which results in them failing to get their children to school. If the kids could get themselves here, many would. I personally would never let my own child walk to school in this county no matter how close it was to home due to the population here and the traffic/major roads they would need to cross. Increased attendance would financially benefit the district.
S-2850	If we had to consolidate schools in our community I would like for us to consider the fundamental to extend from K-8 or even K-12. Tarpon Springs location makes it difficult to attract students and I strongly feel the fundamental concept and extending the Tarpon Springs Leadership Conservatory K-12 to enhance arts and leadership opportunities in our community.
S-2851	Turn schools into K-8, allow for k-6 models
S-2857	I'm not a fan of school closures. Keep schools open and reduce class sizes.
S-2859	If school closures are necessary, I recommend that the district first consider the impact on students, families, and the community. Schools that are important to the community should be protected when possible. The district should explore other options, such as improving efficiency, sharing resources, or adjusting programs before closing a school. If a closure is unavoidable, there should be clear communication with families and strong support to help students transition to a new school.
S-2860	Properties repurposed for affordable housing for employees, employee child care, and social services partnerships for students and their families.
S-2861	Informing parents, staff, and administrators as early as possible; combining schools in close proximity and/or creating different school formats such as K-8 schools
S-2862	Partner with local colleges and universities to have a teaching school. This can also be used for research in what works for students.
S-2865	Tarpon Middle School is quite small and there is Tarpon Springs Fundamental ES nearby. Perhaps make this Fundamental School a K-8, which more students could feed into from TSMS. Increase enrollment at East Lake MS to compensate. With Oldsmar ES becoming a K-8, Carwise MS will have less students each year for the next three years. Depending on the numbers, could Carwise MS and Palm Harbor MS possibly combine due to the closeness distance wise?

Q3. If school closure(s) are necessary, what are your specific ideas or recommendations in this geographic area?

S-2867	Unused space or rooms in the building could house some community resources. Maybe fund raise or rent the space to get some money back into the school's fund for kid incentives like field trips and assemblies.
S-2868	give shore acres parents and better school option since Mangrove is not a neighborhood school. make SAE a k -8 school.
S-2873	I work at the secondary level & I am aware of 2 high schools in the South County area that are lacking. Boca Ciega HS is already not utilizing its entire 3rd floor. It also has JROTC & a health science program that is available at other county schools. Gibbs is outdated & in need of MUCH improvement.
S-2874	Expand the popular fundamental school program to North County. Currently there is no fundamental program available to North County residents beyond elementary. Options include: Option #1: Create a Tarpon Springs K-8 Fundamental School on the Tarpon Springs MS campus combined with Tarpon Fundamental ES Option #2: Transition Tarpon Springs MS to a fully fundamental Middle School and transition Sunset Hills ES to a fundamental elementary school Option #3: Expand the Leadership Conservatory for the Arts to K-12 program by transforming Sunset Hills ES, Tarpon Springs MS and Tarpon Springs HS into pure fundamental schools that integrate this successful program. Families in the Tarpon Springs/North County zone that wish to stay in a traditional setting can be housed at Tarpon Springs ES and other area middle schools such as Carwise MS. Another option would be to consider making Tarpon Springs ES a traditional K-8 school to accommodate any families in the Tarpon Springs area.
S-2875	Do not close them. Allocate teacher positions, so no jobs are lost.
S-2877	Combine elementary and middle schools to form K-8 campuses.
S-2878	as an alumnus of Lakewood high school, is important to me to know that my high school still exist.
S-2881	Let parents know ahead of time by email or text .
S-2883	Adjust grade levels for schools (ex: high school 7-12)
S-2885	As much notice as possible and bussing options
S-2894	Adjusting enrollment parameters to keep schools open. Having smaller class sizes is not necessarily a bad idea. Smaller teacher to student ratios could be more beneficial to learning.
S-2895	Notify public and make up days
S-2896	Follow expert guidance from other districts faced with the same challenges. Follow what they planned, how it was communicated, and what worked and didn't. Keep our county at the forefront but don't try and reinvent the wheel.
S-2899	Community events
S-2900	Combine schools. Sell property for budget purposes.
S-2902	Palm harbor
S-2904	Educación en línea
S-2907	Close Sexton, combine with Lynch.
S-2915	Don’t close
S-2917	Bus students in from the South.
S-2920	I would not travel more than 20 minutes to another school. If counrtyside closes, we will chose private in 2 years. I hope that it stays an option.
S-2924	Pinellas High Innovation- low enrollment, duplicated services

Q3. If school closure(s) are necessary, what are your specific ideas or recommendations in this geographic area?

S-2931	Try to keep all staff, no job losses; prefer k-8 expansion versus a school closing; do not give space to charter schools or "rent" out space;
S-2932	Condense under enrolled Elementary and Middle schools to form K-8s. Community partnership usage.
S-2941	Maybe change the schools learning goals and focus instead of closing the schools, allow a hybrid school option or reworking the typical concept of school.
S-2945	Combine with PHMS
S-2947	Allowing more school choice options. Creating business or co-op opportunities for students.
S-2949	Gulf Beaches Elementary School
S-2951	Rezoning needs to take travel time into consideration. No student should have to be ready for school 2 hours in advance just to sit on a bus. Looking at enrollment numbers, Tarpon schools could be remodeled to a K-8 and High model.
S-2961	South county high school consolidation
S-2962	North County families currently have no fundamental school option beyond elementary school. Expanding the program would provide greater educational choice and a continuous pathway for students. Options include: (1) Create a Tarpon Springs K-8 Fundamental School by combining Tarpon Fundamental Elementary with the Tarpon Springs Middle School campus. (2) Convert Tarpon Springs Middle School into a fully fundamental middle school and transition Sunset Hills Elementary into a fundamental elementary school. (3) Expand the successful Leadership Conservatory for the Arts into a K-12 program by transforming Sunset Hills Elementary, Tarpon Springs Middle, and Tarpon Springs High into fundamental schools that integrate the LCPA model. Families preferring a traditional setting could attend Tarpon Springs Elementary and nearby middle schools, such as Carwise, or Tarpon Springs Elementary could become a traditional K-8 school.
S-2964	I do not have an opinion but I hope my daughter's school - Sanderlin Elementary - does not close.
S-2966	Depends on the attendance numbers at the local elementary and middle schools. If necessary consolidate all the middle school and high school magnet programs because they are a vital asset to our community.
S-2969	I would like to see charter schools limited in opening as it decentralized students from pre existing school.
S-2971	I would recommend keeping students close to neighborhoods so that families are able to connect with the school. I would like to see the removal of "portable" classrooms.
S-2974	none should be closed
S-2975	Gulfport Elementary
S-2976	Keep Gibbs
S-2977	In our area specifically we're Azalea's elementary and middle are located we think they could be only one school K to 8th grade
S-2979	The other remaining schools would have to absorb the students, which means the district would need to build out the remaining schools and repurpose the closed schools in order to keep out charter schools

Q3. If school closure(s) are necessary, what are your specific ideas or recommendations in this geographic area?

S-2980	I'm in Tarpon Springs. I think that Tarpon Fundamental should be combined, as a Fundamental school, with Sunset Hills Elementary. SAP should go to Tarpon Springs Elementary.
S-2982	Remove LMT positions, and streamline speech pathologists time requirements with Medicare and supporting in other areas of the school
S-2983	Look at age of building, cost of repairs/maintenance; encourage elementary schools to invite preschools, neighboring charter schools, and homeschooled students to the school for events (get them to see what the school community looks like and offers)
S-2985	Pay support staff more and they and their families will stay in Pinellas.
S-2986	I suggest keeping the fundamental as it is or if need be, making the fundamental a K-8 school adding a new grade each year so fundamental school personnel and children can stay together. I believe you could cut administration salaries as often I have heard principals at multiple schools state their schools could run themselves with the teachers and staff. It doesn't seem right that administration is pulling in more than a livable wage, while their staff members and teachers are struggling. I do NOT recommend closing any extracurriculars or positions within the school. We need to promote a love of reading through our media centers, physical fitness, and the arts. These aren't extras...they are necessities for a well-rounded student and sometimes the only thing that keeps students interested in school. I suggest merging some of the Gen Ed elementary schools as there are multiple low performing schools that have low enrollment near each other.
S-2987	Consolidate Tarpon Fundamental Elementary School and Tarpon Springs Middle School into a single K–8 Fundamental School located on the current middle school campus.
S-2990	Close schools who are not at or near capacity. Sell land/campuses/school buildings that are not being used.
S-2991	Pay Teachers more first and foremost. Make cost of living more affordable. Get the Dept of Education back up and running to what it has always been. By doing these, people can actually afford to live around here and not move away. Starts at the top. Since public schools are not prioritized anymore, just do your best to merge. Us staff dont get paid enough to make these decisions, and our voices are generally not even heard.
S-2992	Analyze the steepest decline in enrollment, then do that school. You must offer bussing and before/after school care at other schools though.
S-2999	Hybrid schooling options
S-3000	Turn closed campuses into early childhood care/education centers and/or merge with community facilities that will support positive teen activities/involvement.
S-3004	gulfport
S-3005	Myself and fellow families have been longing for at least a k-8 or a k-12 at our school attempting to achieve it for the past 3-4 years. Consistent culture, commitment and future without constant change of schools.
S-3006	I'm concerned about class size and teacher burnout. Right now my kids are being well serviced. I'm worried the changes will disrupt our current success. The change of principals is very concerning too especially at the middle level. That age group thrives on consistancy especially with people.
S-3011	Condado de pinellas al sur

Q3. If school closure(s) are necessary, what are your specific ideas or recommendations in this geographic area?

S-3015	The number of families in gulfport seems to be growing quickly - it's becoming the new family spot for folks leaving st pete. I hope you are able to review demographic shift data and keep south county schools open as you decide which others to close.
S-3017	I'd suggest combining schools to make k-8 or combination middle/high school. Tarpon Springs High and Tarpon Springs middle are both Cambridge and arts focused and feed directly into Tarpon High. Sunset Hills elementary already has, band, strings, chorus and colorguard. Making these three schools paired up on some way realistic.
S-3021	Expand the popular fundamental school program to North County. Currently there is no fundamental program available to North County residents beyond elementary school. Options include: Option#1: Create a Tarpon Springs K-8 Fundamental School on the Tarpon Springs MS campus combined with Tarpon Fundamental ES Option #2: Transition Tarpon Springs MS to a fully fundamental Middle School and transition Sunset Hills ES to a fundamental elementary school Option #3: Expand the Leadership Conservatory for the Arts to K-12 program by transforming Sunset Hills ES, Tarpon Springs HS into pure fundamental schools that integrate this successful program. Families in the Tarpon Springs/North County zone that wish to stay in a traditional setting can be housed at Tarpon Springs ES and other area middle schools such as Carwise MS. Another option would be to consider making Tarpon Springs ES a traditional K-8 school to accommodate any families in the Tarpon Springs area.
S-3022	Tarpon Springs Middle should remain open
S-3024	Combine Tarpon Springs Middle and Tarpon Fundamental into a K-8 school and potentially merge them both with Tarpon Springs High School
S-3025	I'll believe it when I see it . You do these every year, scare, tactics , and financial scare tactics. Yet you find the money for the Tarpon Springs jazz ensemble to go to New York on the Pinellas County schools dime. Sounds like you have a budgeting problem!
S-3026	For North County it would be vital to maintain high school for the conservatory Eastlake high school for the stem program in Palm Hrbr for the medical & IB - each of those schools stand on their own strength and can be treated as pathway programs, perhaps even removing the zoning aspect completely and allowing students to choose a program and add back in technical options like trades in North County
S-3027	Merge Tarpon Elementary and Tarpon Middle

Q3. If school closure(s) are necessary, what are your specific ideas or recommendations in this geographic area?

S-3028	I prefer public use of the schools, not for private. Converting them to job training in locations with facilities is great. Using locations for homeless shelters. Allowing meetings for scouts, senior groups, etc., I only wish private companies to use it if they pay to upkeep and utilities.
S-3029	None
S-3030	Combine Tarpon Fundamental and Tarpon Middle creating a K-8 school for the arts.
S-3032	Hopefully there are no closures in the north county area. TS schools are great schools with great teachers and personnel.
S-3035	Combine grades K- 8. Smaller class sizes. Classroom assistants are needed for children with autism etc. Teachers struggle provide quality at times to the rest of the class. Mainstreaming was needed (I was a part of this in 1981). My observation now is that some students with special needs require more one on one. Having a teacher assistant could be helpful. Also assessing where the best placement for the student may be for them to be successful.
S-3036	I appreciate the idea of converting the closed schools into YMCA's or other facilities that could welcome affordable, well-staffed camp options like the Gulfport Rec Center.
S-3037	Combine elementary and middle and create a K-8 at Brooker Creek Elementary School. This will help families stay within public school too as this will create a zoned middle school in our area instead of bussing all the way to TSMS (saves gas as well) as ELMS is a lottery school and not a traditional zoned middle school for Brooker Creek and Cypress Woods. Parents also share they don't like sharing campus/bus with high school students at ELMS and ELHS. We lose a lot of families who don't get into ELMS to private, charter or home school.
S-3038	Create a K-8. Closing down SHES or TSES and combining with TSMS. Turning SHES into the K-8 due to it being close to the High School. Having an Early Childhood program at the high school and utilizing VPK at the elementary school directly next door for students to gain classroom hours towards a CDA. High school students can get after school jobs at the YMCA program located next door at the Elementary School. Students in Middle and Elementary School interested in the Arts program at Tarpon High would have more access and exposure to the program.
S-3039	Combining middle school with high schools. That would give the middle school students more electives to choose from, and would allow the older high school students to take a couple online classes. That would free up some space in the school, and prepare them for college. Many of the in person classes in college now have a heavy online workload. While the majority of the h.s core classes could be in person, there may be a couple classes that could be available as an online class. This would allow both middle school students and high school students to utilize a high school. Also these high school students are busier with volunteering, working a job, or after school activities so if they had one or two online classes, that may provide some flexibility and help prepare them for the responsibility of taking online classes in college. So middle school students have more electives or magnet type classes to choose from,and high school students are having a little flexibility in their schedule

Q3. If school closure(s) are necessary, what are your specific ideas or recommendations in this geographic area?

S-3041	Find ways to build on existing proven programs to attract students & families attending charter and private schools back to PCS. Since I live in North County have 2 grandchildren attending north county schools, my specific suggestions include building on the success of the TSHS Leadership Conservatory for the Arts with strong, unified K-8 feeder fundamental schools and leadership thru the arts magnet. While there is an elementary fundamental school in Tarpon, there is no middle school fundamental school North County. A K-8 fundamental school could hopefully attract more students back to PCS. Offering a K-8 Leadership Conservatory for the Arts program would further strengthen the K-8 north county fundamental program. This would provide a natural pathway for students (and their families) throughout their K-12 education that provides continuity for strong academic outcomes, outstanding leadership skills, and artistic excellence. Think how to grow on success to curb retraction.
S-3045	Take into consideration attendance, availability of space, academics for all kids. As well as looking at the school grading system to bring more kids into a higher level school.
S-3047	Safe, swift, transit for students.
S-3049	Consider enrollment, school performance and consider locations that are central to those currently enrolled.
S-3053	Expand the fundamental school program to North County
S-3054	Leave Tarpon Springs High School open. The leadership conservatory for the arts is a program like no other. Incredible opportunity. I have two daughters enrolled and they're thriving
S-3056	Consolidate elementary and middle schools if needed, maybe have more fundamental options
S-3058	High point elementary
S-3059	If school closures become necessary, I believe they should prioritize preserving the higher-performing schools with strong academic outcomes and established programs. Consolidating students into those schools helps maintain educational quality, provides greater access to successful teachers and resources, and minimizes the impact on student achievement. Any decision should also consider capacity, transportation, and the needs of the affected communities, but overall, keeping the strongest-performing schools open would provide the greatest long-term benefit for students.
S-3061	Tarpon Springs should have a arts focused fundamental elementary school that prepares children through a focused music program is middle school to enter the TSHS Conservatory of Leadership for the arts when they are a good match for this program
S-3063	Kids attend another close by school
S-3064	Small class sizes, support from district and admin,
S-3066	Please keep cypress woods elementary open. That would be tragic to see such a wonderful school close
S-3070	Consolidate schools and merge together into one campus location - primarily the elementary & middle school grades. High school needs to remain its own campus.
S-3072	I don't have enough information to recommend specific closures. I support transparent, data-driven decisions with community input.
S-3076	Make sure all teachers could find employment somewhere and students continue to receive quality education.
S-3078	Mid County
S-3081	My area specially is Campbell Park John Hopkins middle school. I work at Campbell Park in the cafeteria. Try making smaller class sizes if you must.
S-3084	Smaller class sizes

Q3. If school closure(s) are necessary, what are your specific ideas or recommendations in this geographic area?

S-3085	Partner with businesses that can occupy the spaces and enhance kid's education.
S-3086	Don’t close them
S-3087	Create another K-8 fundamental school near Osceola. Parents prefer Madeira Beach, but it's very difficult to get in. Walsingham Oaks was created, but feedback on the leadership is poor.
S-3090	Try to add more K-8
S-3091	I propose a technical high or middle school. Construction, Building design arts, Plumbing, and Welding programs.
S-3092	Close Kings Highway
S-3094	Re-zoning works.
S-3095	Don't bring data centers to Dunedin.
S-3097	I think a reorganization of the admin building is needed. For every 2 individuals making over $100,000 combine jobs and have one less. Have a "raise" freeze like large organizations do on any one in that building for a year. There is a lot of wasteful spending at both the admin building and school level. Stop paying for car expenses at the higher level. Cut one day from the beginning of the year for teachers. Instead of working 198 days have them work 197 or 196. It is better than raising their medical insurance. The number of days at the beginning of the year are unnecessary. Alot of wasted time playing " get know each other" games. All of these ideas could prevent school closures. I am not sure why we are targeting the only thing that directly effects students.
S-3098	Close oldest schools that cost too much due to needed maintenance and repair to bring them up to comparable condition and technology to the level of a new school.
S-3099	St. Petersburg High School
S-3100	I recommend K-8 schools in general. It keeps people from having to drive their kids to different schools daily, it results in smaller middle school populations, there's more empathy between students since most of them have known each other since Kindergarten, the older students are more grounded having younger students around them, there's more opportunity for collaboration between grades, etc.
S-3101	1. Allocate resources strategically: If population shifts demand closures of schools with newer infrastructure, consider keeping that location and moving populations from other, older buildings or sites that have greater potential to be sold or refurbished (rather than shutting perfectly good sites just because they happened to have been impacted by whatever metrics you're using to decide on closures). 2. Don't assume permanent closure: For repurposing closed sites, consider leasing them to up-and-coming charter schools so that sites are maintained while circumstances continue to shift, in case the charter schools close and the site is needed by PCS again in future.
S-3105	Schools with lowest enrollment closed first
S-3109	Change East Lake Middle from application/magnet to zoned
S-3110	Split schools, no central schools
S-3111	To maintain the schools that offer families choices; keep fundamental schools and magnet schools. These are the schools that compete with charter and private schools.
S-3114	Eastlake corridor needs a dedicated middle school

Q3. If school closure(s) are necessary, what are your specific ideas or recommendations in this geographic area?

S-3117	To minimize the need for closures, the county should focus on the programs that are in demand. If the fundamental program is what is in demand, and the county is considering additional fundamental elementary or middle programs, shouldn't more be invested in Osceola Fundamental High School to maintain those students in the system as they advance? Instead, it seems that the school has had minimal investment over the years and this year the enrollment was capped. What happened to the students that were placed on the waiting list? Even if most went to other programs, those that chose private school or other options were lost to PCS. While focusing on the poor performing schools is a good thing, ignoring a successful and in-demand program is counterintuitive with declining numbers.
S-3119	I mean that is a tough question to answer; everyone deserves the right to go to a safe school. I don't think combining two schools would be the answer and I know that charter schools aren't ideal, but maybe we turn the closing school into a private school and we give tax breaks to these schools for letting neighborhood kids go for free?
S-3120	Focus on strategic consolidation rather than immediate school closures across all K–12 levels. Decisions should be guided by what is working, what is not, and what families and students actually want. When programs are successful and in demand, consider expanding or strengthening them. When something is underperforming, evaluate whether it can be improved, restructured, or reduced. The goal should be long-term consistency and excellence—not simply shifting funding into problems that cannot be effectively fixed. Instead of relying on one solution, districts should explore different approaches to adjust and improve schools within specific geographic areas. This includes considering factors such as enrollment size, community demand, and program focus across various school models (K–5, 6–8, K–8, 6–12, 9–12, and K–12). Thoughtful planning and targeted improvements will lead to more sustainable and effective outcomes.
S-3121	Community building should be part of the transition plan for each displaced school. Re-assignments should consider the needs of each family. Transportation should be provided for students moved to farther schools. Elementary schools should be preserved when they are embedded in a neighborhood. Consider creating more local K-8 campuses to preserve neighborhood connection.
S-3123	Merge Woodlawn and Sexton
S-3125	DO NOT close Countryside High School-It is a gem!!!
S-3126	Expand fundamental and arts programs to North county especially considering transitioning Tarpon E and Tarpon MS as prep schools for the leadership program of Tarpon High.
S-3127	I believe student ratio should not exceed 20 for grade school ages
S-3128	Bolster virtual options and effectiveness.
S-3132	If a school has to be closed I would like to see buildings repurposed whenever possible. Taxpayers built these schools and there are many ways that they could continue to benefit the communities where they are located. Elder and childcare centers, before and after school programs. Food distribution centers, libraries, life skills learning centers,
S-3133	Either close Seminole middle and shift to Bauder or close Anona and shift to oakhurst and then to Bauder
S-3137	Do not combine middle school with high school.
S-3139	Keep the variety of magnet options open
S-3141	Better lunch, more interactive field trips, more college prep, college scholarship guidance and SAT/ACT prep.

Q3. If school closure(s) are necessary, what are your specific ideas or recommendations in this geographic area?

S-3142	no input
S-3144	I am putting on my consultant hat for this. If you are looking at the report from UF to plan through 2050 and beyond you need to look at the county map and make plans on long term not what exists today. Looking at the county it doesn't make sense to have 3 highschools on the west side in the north - tarpon springs, palm harbor and dunedin. It seems one of those could close and then rezone and spread the kids. Looking at the documents online showing school sizes tarpon looks to be the smallest and dunedin as well. Countryside looks to have a larger capacity and the school is designed to keep kids safe by keeping them indoors instead of roaming between buildings. I would think you would want to keep the largest schools for when there is growth down the line. It also makes sense to look at flood zones, I believe there is flooding in some of those areas. I would also suggest enforcing each school have certain programs instead of letting some duplicate when they feel like it.
S-3145	Consolidation of K-8 makes the most sense to provide continuity and better use of shared resources with declining enrollment rates. However, need to be careful with consolidating school - B elementrary with A middle would be great and encourage families to stay. A elementary with B middle or B elementary with C middle will discourage families and cause exodus.
S-3146	Merge schools and sell some older properties.
S-3147	Boca Ciega High School
S-3152	Notification as early as possible.
S-3155	If schools have to be closed and combined, offer different clubs/programs or electives (if middle or high school) at the "new" school to be appealing to draw attendance. By offering uniqueness or a specialty, you can hopefully capture students instead of losing them elsewhere, possibly to charter or private institutions.
S-3157	Please don’t close Sunset Hills, TSMS, or TSHS
S-3158	Avoid over crowding
S-3159	Combine like schools…EBD schools, special needs, should stay together, etc. Keep specific types of schools
S-2406	Idk
S-2040	I don't have any recommendations
S-1458	I don’t know
S-1022	No opinion
S-1029	Don't know
S-2509	I do not
S-2558	I don't have any
S-2864	I don’t know
S-0788	I don't know
S-0049	I have none.
S-0528	Not sure
S-2777	not sure
S-2264	Not sure
S-3002	Not sure
S-0916	Not sure.
S-1709	Un sure
S-2212	Unknown
S-2405	Unsure

Q3. If school closure(s) are necessary, what are your specific ideas or recommendations in this geographic area?

S-2074	Unsure
S-0008	N/a
S-0137	N/A
S-0453	N/A
S-0551	N/A
S-1134	N/A
S-1701	N/a
S-1811	N/a
S-2130	n/a
S-2252	N/A
S-3044	n/a
S-0414	Na
S-0459	Na
S-0489	Na
S-1947	Na
S-2081	NA
S-3067	NA

Q4. Would you support or be interested in a new fundamental elementary or middle school as a choice in this geographic area if it would require the closing or consolidation of a traditional neighborhood school?

S-0336	I would like to know more information further about how that would help the success of neighborhood scholars
S-1437	no. Not a fan of fundamental schools.
S-2153	Yes would the opening of new fundamental schools if consolidating traditional neighborhood schools
S-0913	100% yes. A fundamental high school is needed in northern county
S-0231	A fundamental middle school in Tarpon Springs and possibly combining with Tarpon Springs Elementary Fundametal
S-2504	A fundamental middle school would be ideal for the shore acres elementary school student option
S-1179	A new middle school potentially. There's 5 Elementary schools west of CR1/Keene within a 10 minute drive and 1 just on the east side of CR1 within that same area but only 1 middle school.
S-1129	Absolutely NO support for anymore fundamental schools. Those methods are outdated and adding to stress and cheating, and we don't need anymore than we already have.
S-2796	absolutely NOT
S-0023	Absolutely not ; my children attended Clearwater fundamental middle school and I really did not see the benefit of it over a traditional School
S-1240	Absolutely not!
S-1938	Absolutely not! How are we going to make a new fundamental school in lieu of a neighborhood school? Why wouldn't we just keep the neighborhood school and make changes in staffing. Hire staff that can meet the needs of the scholars educationally.
S-0944	absolutely not.
S-0032	Absolutely not. The neighborhood schools are hallmarks of the community. I do think another middle school option needs to be floated for families along the Cypress Woods and Brooker Creek areas that are currently zoned for Tarpon Springs. Perhaps add a grade 6 at one of these schools.
S-2519	Absolutely!
S-0743	Absolutely! However, I will always advocate for the expectations of the public to begin to take after the fundamental schools. But if I had to choose, I would say, definitely a new fundamental in this geographic area would be great. I also think having an immersion fundamental school would be a great idea so that from a very young age kids are learning a second language. If not a second language, then at least a fundamental with an entrepreneurial focus or and IB focus; something that differentiates it from the current fundamental model.
S-2263	Absolutely! We need another elementary and middle fundamental. I wanted my son to go to both. He did not get into the elementary and I am crossing my fingers to get him into a middle school.
S-1134	ABSOLUTELY!!
S-3126	Absolutely. My daughter attended Brooker Creek Elementary and Tarpon Springs Middle. Although she was in the Cambridge progam, there were many aspects of the school that were not conducive to her learning environment and I truly believe that a fundamental school in the area would greatly benefit those students seeking preparing for higher education.
S-1609	Absolutely. Madeira beach and Osceola fundamental are the only schools at capacity. Turn Seminole middle into a k-8 fundamental school
S-1953	Actually believe the reverse. If you close Mad beach and Osceola, you save a ton of money. Majority of those students are Seminole kids anyways.
S-3037	All for a zoned middle school not another lottery like ELMS

Q4. Would you support or be interested in a new fundamental elementary or middle school as a choice in this geographic area if it would require the closing or consolidation of a traditional neighborhood school?

S-1527	As a past fundamental student (all of elementary and middle school) I enjoy the idea of more fundamental middle schools and elementary schools, but fundamental high schools (specifically oceola high) lack any interesting programs outside of fundamental, so I feel like to prepare high school students for life, they should go to a school that specializes in the magnet or special program that suits them and their career goal.
S-2247	As long as families in the neighborhood are fully informed about the school options they have for their children; that transportation is available; and that there is sufficient After School programs for when students return home.
S-2389	As long as it helps the community and teachers
S-1846	As long as specialized programs within the closed schools were relocated to this fundamental school..
S-2475	as long as that school would have busing
S-0748	As long as the current student body will be able to attend without any issues.
S-2179	As opposed to fundamental I would be interested in a middle school or high school arts magnet.
S-3044	because it is what families are demanding, they want that structure
S-0565	Bigger Middle school makes sense in the area, since we have small East Lake middle school only close by
S-2917	Bus students from the South into mid schools.
S-1565	By doing this does this mean the kids that are zoned for that neighborhood school have to do the school lottery for this new school even though they are zoned for it?Not all families have the privilege to find rides to other schools so that's why they go to there neighborhood school.
S-2380	Cannot say since I don't know the demand for fundamental programs
S-0075	Change magnet to fundamental
S-1197	Choice has gotten out of hand. Fundamental is great; however, they can remove students--then where will they go? A consolidated MS if they provide programs students are interested in--more hands on experience.
S-2239	Clearwater Fundamental is an older school, and probably in desperate need of upgrades. If school within school fundamental programs were created at all of the North County middle schools, you wouldn’t have to close a traditional school.
S-0152	Consolidating sunset hills and tarpon middle school K-6, Tarpon high school 7-12
S-0730	Consolidating yes, closing no. This means teachers lose their jobs and we have larger class sizes, which is a problem our district has had for quite sometime.
S-2007	Consolidation of a traditional neighborhood school
S-3092	Consolidation of Kings Hwy and Sandy Lane
S-1600	Creation of a North County Fundamental high school was discarded over a decade ago in favor of academically focused DAP programs. Has the support for another fundamental high school changed dramatically?
S-0003	Definitely
S-1827	Definitely would be interested in hearing more. I have always heard positive things about fundamental schools and the middle school in our area has always been an issue.
S-0010	depending on the focus of the program
S-2801	Depends on how it is presented and how seniority is determined for staff members.

Q4. Would you support or be interested in a new fundamental elementary or middle school as a choice in this geographic area if it would require the closing or consolidation of a traditional neighborhood school?

S-2771	Each school level has its own unique needs based on the age and developmental stage of its students. Elementary schools serve children ages 5–11, who require more supervision and age-appropriate support. Middle schools serve students ages 12–14, whose academic, social, and emotional needs differ as they transition into adolescence. High school students are generally more mature and capable of handling greater responsibility and independence than younger children, so their needs and expectations are different as well.
S-0405	East Lake corridor needs a dedicated zoned middle school consolidate or create k-8 programs in the area to address low enrollment
S-1816	East lake corridor needs a middle school that can accommodate the students
S-1166	East Lake Middle needs to be expanded. Parents are leaving to go to private school for middle school (if they don't get in) and they are not returning for high school.
S-3114	Eastlake corridor needs a dedicated middle school
S-0724	Either is fine
S-1117	Elementary and Middle are not applicable to me.
S-0428	Elementary- no. Middle- yes.
S-0057	Everyone wants fundamental schools but they really harm the neighborhood schools when they take away their students. This is the biggest problem with middle schools in our area no one wants the neighborhood middle schools. So adding another fundamental middle school could keep some students that end up in private school because they didn't get into Madeira or TMFS. But it's not helping Azalea or Tyrone be more desirable.
S-2987	Expanding the fundamental program in the Tarpon Springs area would be a valuable addition to Pinellas County Schools, helping to meet both the educational preferences and geographic needs of families in North County.
S-2640	Fundamental
S-2535	Fundamental
S-0071	Fundamental but I don't want uniforms. Too expensive
S-0076	Fundamental Elementary
S-0361	Fundamental Elementary at Starkey and close Orange Grove
S-1115	Fundamental high schools
S-0478	Fundamental middle
S-2556	Fundamental middle school
S-2781	fundamental middle school
S-0280	Fundamental middle school and/or consolidating Tarpon Middle with Tarpon fundamental elementary school. Keep all the arts/Cambridge
S-0767	Fundamental school is my top choose for any grade
S-1558	Fundamental schools are amazing. My kids go to those and I love them. So yes I support this.
S-1009	fundamental schools are excellent
S-1261	Fundamental schools are not a good option for all students, especially students with behavior problems or lack of parental involvement. A magnet option would be a better option.
S-2856	Fundamental schools aren't for everyone! Feedback from families will be important.
S-2727	Fundamental schools only work if you enforce the fundamental principles and rules.
S-1417	Fundamental schools require parents to be present in their children's education. Many cannot afford to miss work for this idea.
S-2712	fundamental schools show strong enrollment, so yes.
S-1325	Fundamental should be Starkey with Osceola Middle & High
S-0147	Fundamentally in Tarpon if make K-8 fundamental school with use of middle school building

Q4. Would you support or be interested in a new fundamental elementary or middle school as a choice in this geographic area if it would require the closing or consolidation of a traditional neighborhood school?

S-0599	Grow Tarpon Fundamental. This area could definitely use a fundamental MS option. My own children went to CFMS despite us living in Tarpon. A closer fundamental MS option would likely be supported.
S-1040	How about a 6-12 fundamental school for north county.
S-0783	I always felt like Starkey Elementary and Osceola Middle should be fundamental schools feeding into Osceola High School.
S-1714	I am an advocate for small class sizes that Pinellas students currently enjoy, but I understand the need to consider consolidation. I think the biggest consideration PCS needs to make in these decisions is how integral that elementary school genuinely is for the community that it serves. Some schools more than others are genuinely beacons for their community and making a choice to eliminate certain schools would be gravely detrimental to that neighborhood's identity. Some schools represent a surrounding community's identity while others, while they may be highly rated schools, are simply a campus that is on a convenient roadway nearby. Some schools that come to mind that are fixtures of their community that I would strongly hesitate closing for example with this neighborhood identity mindset: Brooker Creek Elementary Cypress Woods Elementary Safety Harbor Elementary Ozona Elementary Lake St. George Elementary
S-2813	I am interested in a new fundamental elementary.
S-0557	I am interested in fundamental schools
S-2336	I am interested in schools teaching core subjects well and enhanced/advanced subjects to those who demonstrate their ability. Their should be NO preference on sex, race, ethnicity or any of the other crap you guys like to pedal. Just a straight up meritocracy and a solid foundation.
S-2255	I am interested. I support getting back to basics, parent involvement, and active teacher/parent communication.
S-2789	I am not interested in either of those.
S-0045	I am not personally interested in fundamentals, but I respect how popular they are and think this would be a good idea given the waitlists. But you can't just slap a fundamental label on an existing school without full buy in from the staff.
S-1942	I am not sure.
S-1879	I am open to a new Fundamental school if there is demonstrated demand and it helps stabilize enrollment without unnecessarily reducing access to neighborhood schools. Any consolidation should be based on enrollment data, educational quality, and long-term sustainability rather than simply creating another choice program.
S-2710	I am open to expanding school choice options, but I would be concerned about closing or consolidating a neighborhood school to do so. The decision should be driven by student needs, community input, and long-term educational benefits, not solely by building utilization or enrollment numbers.

Q4. Would you support or be interested in a new fundamental elementary or middle school as a choice in this geographic area if it would require the closing or consolidation of a traditional neighborhood school?

S-2679	I currently work at a fundamental elementary school. I love this idea; however, over the past years the fundamental system has been watered down tremendously. The system does not work how it did 20 years ago when my own students attended fundamental schools. My choice to send them was to adhere to the fundamental policies and procedures for the wellbeing of not only my student but the other students at the school as well.
S-1990	I do know know enough to answer.
S-2285	I do not feel like I have enough information to answer this. Where would the families that did not opt into or get accepted into the fundamental go? Would originally zoned students have priority? How easy would it be to dismiss a student?
S-3155	I don't believe that a new fundamental school would appeal to a lot of families. They often time have requirements that are difficult for families and students to meet, resulting in dismissal from the program. Where will the students go, then? I believe that providing more support to current, established choice or DAP schools would be better for families if a traditional neighborhood school had to be closed or consolidated. Offering extra programs or options in addition to traditional schooling at a school can be attractive to families, and provide extra learning opportunities to the students.
S-2704	I don't know enough about this.
S-2629	I don't like fundamental. I wouldn't send my kid to one.
S-1181	I don't think so unless it focused on a specific need. Even then fundamental schools can dismiss kids and then where would they go except to an overcrowded school.
S-3076	I don't think so, we need a high school in this neigborhood.
S-1612	I feel as though a magnet would be a better fit considering the demographics of the neighborhood. Our closest schools are Sexton, Meadowlawn, and Northeast which would benefit from offering magnet programs whether it be technology, science, especially when Northeast offers different programs already that the other two could benefit from adding. The fundamental programs wpuld be a hard fit for the working families in our area that one parent works nights while the other works days and keeping with the stringent policies of attending mandatory PTA meetings or special events would not allow families to be successful.
S-3047	I feel parental involvement is essential to enhance student academic and individual learning outcomes. A fundamental school reinforces this idea, but the affairs of familial support cannot be guaranteed. If families struggle to meet the charter of the now zoned, fundamental program, what alternatives are available?
S-1190	I hate to say this. The 95% reason your losing kids in public school is not just to low population. It also the fact the teacher and staff have no control. The behavior of the students and the fact that they get away with so much is out of control. These kids know they can cause a class distribution and they get sent to IS or to another room big deal who cares. Start making it the parents responsible again.
S-1094	I have never been a fan of fundamental schools. I think they pull a lot of the parents who are able/going to be active all into some schools which leaves other schools with less family involvement.
S-0902	I like fundamental schools and as long as it doesn't lower the fundamental standards, I would be supportive.
S-1293	I object to new school. The schools in our area are very good, and many parents choose to live in this area exactly because of the great public schools that we have at present.

Q4. Would you support or be interested in a new fundamental elementary or middle school as a choice in this geographic area if it would require the closing or consolidation of a traditional neighborhood school?

S-0138	I personally grew up in Pinellas County Fundamental schools, Childs Park and Southside. They were both AMAZING experiences that I think molded me as a child. I do feel like as a teacher at Brooker Creek that we in many ways have the parent population that would support a Fundamental setting. However, I would add it should be a k-8 setting. This could ease the need you have for a north county middle school. Allowing for openings at East Lake mi for students who truly are intrested in engineering and keep us from loosing families to charter and private schools that do not want the drive and are craving the neighborhood school setting especially for the hard middle school years. Families that do care to embrace the Fundamental shift could go right down the street to Cypress. There would be room there and not cause a huge bus / transportation issue. Saving both schools by giving a north county Fundamental attraction on this side of Tarpon as well as ease your middle school numbers.
S-2736	I personally wouldn't be interested in a Fundamental School.
S-3028	I prefer traditional neighborhood schools because it encourages community building. With all the school choices and everyone on my neighborhood going to different schools, it is impossible to build traditional neighborhood relationships. In addition, if I did not have to travel so far for my children's education, I would have been able to keep my professional job, and the quality of my family's life would be better. I prefer giving more to traditonal schools like in other states I have lived in.
S-3127	I strongly believe in fundamental schools.
S-0679	I strongly feel that all of our neighborhood schools are high effective and greatly valued within our local communities. Often times the extra requirements of fundamental schools are a barrier for many families. These families, like my own, will often prioritize family events over excessive amounts of school events and activities. Therefore I feel that a fundamental school should not be the priority in our area.
S-2106	I support expanding school choice, but I would prioritize innovative specialized schools over another Fundamental school. If a traditional neighborhood school must be repurposed, I'd rather see a small PreK-8 campus for neurodiverse learners, students with dyslexia, autism, ADHD, and developmental disabilities, or a functional-life academy that combines academics with independent living, employment, and social skills. Pinellas already has successful Fundamental schools. I believe our next investment should address unmet needs for students who learn differently.
S-2180	I support expanding school choice, but I would prioritize innovative specialized schools over another Fundamental school. If a traditional neighborhood school must be repurposed, I'd rather see a small PreK-8 campus for neurodiverse learners, students with dyslexia, autism, ADHD, and developmental disabilities, or a functional-life academy that combines academics with independent living, employment, and social skills. Pinellas already has successful Fundamental schools. I believe our next investment should address unmet needs for students who learn differently.
S-1435	I support more fundamental and k to 8 schools.
S-0578	I think a fundamental school on the east side of Lake Tarpon would be great. I also think making them a magnet program would help keep parents enrolled at our schools.
S-1077	I think fundamental schools are great but they aren't for every family. I think more magnet schools or schools with a specific focus like STEM or medical would be better than just adding additional fundamental.

Q4. Would you support or be interested in a new fundamental elementary or middle school as a choice in this geographic area if it would require the closing or consolidation of a traditional neighborhood school?

S-2607	I think looking at a lot of things before making decision would be nice what school could possibly close, what is the area, what are requirements for the fundamental, who all can go and then transportation for those students.
S-1498	I think many parents would be interested in that option or rebranding a school to make it fundamental. I think the most appealing thing with fundamental is the behavior of students. Parents are concerned when the behavior of a handful of students can turn a school upside down. There is only so much the school or teacher can do, but having IAC meetings creates a level of responsibility for parents in doing what they can to help curb behavior that can have a negative impact on other students.
S-1011	I think maybe Lakeview and Bayvista should merge onto the Bayvista site as they are both fundamental schools. Otherwise we don't need anymore specifically south of Central.
S-1555	I think Mount Vernon Elementary is an interesting candidate for conversion to a fundemental, it would provide a real world test to see if the fundemental school model can protect the county from attrition to charter and private schools.
S-2416	I think neighborhood schools are more important in mid-South, where I am. A lot of low income families can’t meet the requirements fundamental schools have. They work non-traditional hours and don’t always have transportation.
S-2443	I think stronger discipline and consequences should be implemented in all schools before creating more fundamentals.
S-2921	I think they’re already doing this in Oldsmar. I was resistant at first but consolidating resources including experienced teachers made sense to me.
S-0950	I think we need more magnets focusing on STEM/STEAM or the arts. I don't think we should only have full school fundamental programs. If Jamerson demonstrates voluntary parent involvement in a school wide program, that should show that it's a demand for middle and high school
S-2205	I think we should be better funding the schools we already have based on how many kids are enrolled, not how ‘good’ the school is
S-0313	I value strong neighborhood schools and the sense of community they create. I would not support closing a traditional neighborhood school solely to create a new fundamental school, because the fundamental approach is something families can choose to apply for rather than something that should replace an existing community school. Any major change should demonstrate clear academic benefits for students and reflect the needs of the entire community.
S-0157	I will support this 100%
S-3117	I would be in support of additional elementary and middle school fundamental programs. I also believe that to retain those families in the PCS system as the students advance, further investment in the only fully fundamental high school, Osceola, is needed. The program and academic success at Osceola are why it competes with private high schools for incoming students. The families in elementary and middles school fundamental programs would want a fundamental high school to continue. The fundamental program within a general education school is not the same thing as a fully fundamental school. Not everyone at a blended school is held to the same academic and behavioral standard. Having known and spoken to families who attended Osceola and the Boca Ciega fundamental program, it was not the same thing, and the experience was very different.
S-0173	I would be interested in a K- 8 fundamental

Q4. Would you support or be interested in a new fundamental elementary or middle school as a choice in this geographic area if it would require the closing or consolidation of a traditional neighborhood school?

S-0079	I would be interested in a new fundamental middle school in this area but am concerned that this would further add to the negative perception of some of the current middle schools in south county. I think the target of any changes should focus on middle schools.
S-2758	I would be interested in additional school choice options if they provide meaningful benefits for students and families; however, I do not support creating a new school option at the expense of closing or consolidating a traditional neighborhood school. Neighborhood schools provide important access for families, help reduce transportation challenges, and allow students to remain connected to their local communities. Families should have choices, but those choices should not limit opportunities or negatively impact students who rely on their neighborhood schools. I believe the focus should remain on strengthening existing schools, supporting teachers and staff, and ensuring that all students have access to high-quality educational opportunities.
S-2724	I would be interested in fundamental schools if they utilize the same buildings of current neighborhood schools. And so long as they are commited to low technology practices with a focus on hands on, and traditional learning.
S-1458	I would be interested in more fundamental schools
S-1063	I would be more interested in K-8 combinations than fundamental
S-1087	I would be open to considering a new fundamental elementary or middle school in this geographic area if the decision is driven by demonstrated community demand improve educational outcomes, and equitable access for neighborhood families.
S-2518	I would be open to supporting a new fundamental elementary or middle school if there is clear evidence that it would better meet the needs of students and families. However, I believe any decision that requires closing or consolidating a traditional neighborhood school should be made carefully, with input from the community and a thorough review of enrollment, academic outcomes, transportation, and the impact on students and staff.
S-1707	I would be, if that meant that staff members knew they wouldn't lose their positions next year like in the past (Disston Academy, Cross Bayou, etc.)
S-3142	I would certainly be open to hearing the pros and cons
S-2378	I would consider it.
S-3072	I would consider supporting it if the educational benefits clearly outweigh the impact of closing or consolidating a neighborhood school.
S-2770	I would have more questions, because if fundamental is an option what are the requirements for acceptance and what happens to the students who attend these schools and do not meet those requirements?
S-3017	I would if it were for the arts and fed directly into the tarpon middle and tarpon high conservatory for the arts. I'd support it if it meant teachers not losing their jobs.
S-0984	I would like to see Osceola Middle become a fundamental school, which would help with enrollment
S-1064	I would love more fundamental school. We need to compete with charter schools and this would be one way.
S-2011	I would love to see more fundamental elementary schools in the St. Pete area, such as Meadowlawn or Shore Acres.

Q4. Would you support or be interested in a new fundamental elementary or middle school as a choice in this geographic area if it would require the closing or consolidation of a traditional neighborhood school?

S-0388	I would need more information in order to respond.
S-2549	I would need more information.
S-2298	I would not be interested in a new fundamental. I find those to be extremely prohibitive for working families with arbitrary rules. Signing an agenda is not an indicator of parental involvement, nor is sending weekly homework packets that encourage tracing and rote memorization effective
S-2541	I would not since my children have IEP's unless there is tutoring to support
S-2845	I would not support creating a new fundamental elementary or middle school if it requires the closure or consolidation of a traditional neighborhood school. I believe neighborhood schools play an important role in their communities, and existing schools should be preserved whenever possible. While school choice is valuable, I do not believe it should come at the expense of displacing students, increasing travel distances, or closing schools that serve local families.
S-0684	I would not support the closing or consolidation of a traditional neighborhood school to add a new fundamental or middle school.
S-2432	I would only support a new fundamental school if it clearly improves educational opportunities without unnecessarily closing well performing neighborhood schools. Any decision should prioritize student success, community impact, and reasonable transportation for families.
S-1255	I would prefer something just like mangrove middle
S-2878	I would prefer that isn’t the case
S-2186	I would rather have a neighborhood school and see HLES and Carwise combine vs. our option being a strict fundamental school that has a longer commute. Our educators in Pinellas are fantastic and the majority of kids thrive in the traditional schools. I don't see a need for more fundamental schools.
S-3121	I would rather see increased investment in existing schools than redirecting resources to new programs. In surveys like this, it would be helpful to include the definition of education industry specific terms.
S-1360	I would rather see traditional schools combined.
S-2464	I would support a kind of hybrid fundamental elementary school. Combine the "right" two elementary schools and I feel you could gain back some of those students who left for private or charter. Combine the "wrong" two elementary schools and you will lose many more students.
S-2805	I would support it if it were beneficial to the students learning needs.
S-3036	I would support it. I would probably not send my children to it unless it is aligned with wholesome values and the teachers were well-paid and kind to the children.
S-1132	I would support the idea of a new fundamental Elementary School.
S-2133	I would support the opening of a new school after evaluating the school's mission/plan and how it would best serve the current and future population.
S-1074	I would support the opening of fundamental schools.
S-1022	I would support this.
S-1252	I would want more magnet program integration over fundamental.
S-2131	I’d rather smaller neighborhood middle schools.
S-0581	I’m all for making more schools fundamental and combining k-8 programs.

Q4. Would you support or be interested in a new fundamental elementary or middle school as a choice in this geographic area if it would require the closing or consolidation of a traditional neighborhood school?

S-1368	I’m not opposed however I think we need to consider our students needs and if we do this continue to offer what most title one schools can including the free and reduced lunch. I feel some who qualify might be worried that adding “fancy” titles to a school would mean their children would lose necessities that they currently receive.
S-2977	I’m not sure
S-0022	I’m not sure. It would depend on what school you are going to close
S-1002	I’m still not understanding why we continue to build new schools, like mangrove bay and remodel schools from the hurricane?
S-2779	I'd be interested in a middle school
S-0323	I'd be interested in seeing Mount Vernon become a Fundemental school if it changes it's leadership. It would be a great real world test case to see if Fundemental schools can pull students from charter and private schools back to public schools, even with Lakeview and Pasadena being relatively close, there are many students leaving in Pre-K to Kinder and 3rz to 4th grade to other school options in the area.
S-2002	I'd rather move to mid county but yes.
S-2894	If class sizes remained under 15 students per class
S-2194	If I had kids of that age, yes. When my kids were at that level, options for mid-county were very limited. That appears to have changed over the years, which is good to see.
S-3087	If it had good leadership and was set up to be an A school.
S-1472	If it makes the most sense to do so. All schools should be run as fundamental schools, it should be the norm. Parent involvement and student accountability is the key to a successful school.
S-0731	If it requires the closing of a traditional neighborhood school, i’m not sure how I feel. I do like fundamental schools, but if a neighborhood school needs to be closed I’m not 100%.
S-0873	If it was at my school Elementary, I would support it.
S-2867	If it's still school choice but please nimby
S-1962	If parents were on board. I don’t see that as a possibility for a lot of parents.
S-0816	If staffing and financial funds are available, students from Tarpon Springs Elementary can relocate to Sunset Hills or Tarpon Fundamental (cont. lottery system). Tarpon Elementary would then take the place of Tarpon Springs Fundamental Middle School. We have 1 middle schools in town and 3 elementary schools. The nearest fundamental middle school is 30-minutes away, which is very inconvenient for parents.
S-0085	If the traditional school were being closed or combined with another a fundamental school would be be another option that parents appreciate
S-0307	If there were no other choice.
S-1993	If there were no other options.
S-1687	If they actually will follow fundamental principles sure; if not consolidate however necessary - we need quality schools everywhere and that can still be accomplished without it being a fundamental school.
S-0993	If this is what we think the community needs I would support.
S-2437	If we don't have money why would we close one school to build another.
S-0327	If you close a traditional school then the fundamental school will take those students and it won’t be a fundamental school. It’ll be a neighborhood school but with a fancy name and lowered expectations. Because where are you sending the students who couldn’t meet the fundamental expectations?
S-2688	I'm not sure.

Q4. Would you support or be interested in a new fundamental elementary or middle school as a choice in this geographic area if it would require the closing or consolidation of a traditional neighborhood school?

S-0871	I'm supportive of schools that maintain high academic standards, as long as they don't incorporate religious instruction into the public school curriculum or present an incomplete or sanitized version of history.
S-2072	In my opinion, fundamental schools are not offered to everyone. We need a school that is open to everyone.
S-2126	In northeast st. Pete
S-0448	In south county yes. No more north county schools. Stop neglecting south county schools and build them up like you have north county
S-1192	Instead of fundamental, it should be magnet. I feel these appeal to more families.
S-2983	Interested in hearing more about this, what's the purpose, how does this option affect neighborhood schools?
S-2343	Isn’t that what you are already doing with Baypoint?
S-1350	It depends on the criteria from getting in if they are like Madeira Beach or Thurgood fundamental who does that really support or help?
S-1502	It depends on the details. Is the neighborhood school high-performing? What are we losing and what are we gaining?
S-2664	It really depends on how those staff and families will be able to recover. There still needs to be opportunities for staff who are displaced. A waiting list would not really suffice.
S-0900	it wont affect my child unless the high school we are zoned for is closed.
S-3026	It would be nice to have a fundamental middle school in North County
S-2548	It would depend
S-2040	It would depend on the admission process. If it's currently the way it is right now, pure lottery, then no
S-2053	K-8 fundamental
S-1245	K-8 schools
S-2250	K-8 schools, if done well would be a great option, particularly for fundamental schools. Use Madeira Beach as an exemplar.
S-0335	Keep current fundamentals where they are since there are 2 near this area. They are needed!!
S-1428	Leave things as currently status...
S-2691	Look if that’s the best thing for the people in that community I’m all for it. I think that when there is specific school at risk for closing the surrounding community that was using that location should decide what is done with it, not all of the county. If you tell me Bardmoor is closing ok I’ll weigh in.
S-2655	Magnet Schools are not the answer
S-0440	Make East Lake Middle School a zoned school for students who reside in the area and attend Cypress Woods and Brooker Creek Elementary schools.
S-0756	Maybe
S-1244	Maybe
S-1595	Maybe
S-1970	Maybe
S-2028	Maybe
S-2313	Maybe
S-2396	Maybe
S-2992	maybe
S-1229	Maybe
S-2429	Maybe

Q4. Would you support or be interested in a new fundamental elementary or middle school as a choice in this geographic area if it would require the closing or consolidation of a traditional neighborhood school?

S-1927	Maybe, as long as they are not charter schools.
S-0667	Maybe, I'd like to see data first. If we don't have the students because they have left the district why cannabilize existing schools. If students are still in district maybe we need to look at why the private and charter schools are winning...small class sizes? It's not the course offerings.
S-2740	Maybe.
S-1926	Maybe. Our schools are great and I fear a fundamental school may change demographics.
S-0234	Maybe. The family requirements may not fit the low income diverse community there.
S-2360	Middle school
S-3131	Middle School - only if traditional school sports teams were kept (unlike East Lake Middle)
S-2637	Middle School = Yes, Elementary School = No
S-1352	Middle school options are needed in the East Lake corridor. East Lake Middle should be expanded to accommodate additional students.
S-1424	Middle school's are in dire need of help- I would support middle school changes.
S-1149	Most parents are seeking fundamental. Priority should be given to the students in that geographical area if they are interested
S-2961	Multiple elementary in south county already. Middle fundamental option needed in north St. Petersburg.
S-2862	My area is already serviced by a fundamental.
S-2804	My child goes to a fundamental school.
S-0997	My children would be high school age
S-3144	my kids are no longer in those grades, but when we were we would have loved it. We couldn't get into the only fundamental in the area at the time so we went to charter schools in elementary and middle school. There is too much bullying in public middle schools. Charters have bullying too but they are smaller which allows them to control it better.
S-1997	My son is going to Sanderlin. I don’t have any other kids. I would think you roll the Lakewood students into the bay vista program. Or move that fundamental program over to Lakewood.
S-0620	Neaveh And erson
S-2051	Need a school with an autism unit in East Lake Area. Kids are having to travel for these school accommodations because none are within 20 mins. That should be included in any plan
S-1980	Neighborhood school
S-0747	Neighborhood schools provide a sense of community and are close to home in case of emergencies, ease of being able to bring my child to and from school, ease to get to their school for events and be an involved parent. It's nice that students who live in our neighborhood go to our school. I don't support closing neighborhood schools.
S-0911	New fundamental elementary option in my area. Too many driving far south for fundamental elementary options.
S-2342	No - leave the traditional schools alone.
S-1675	No - we have plenty
S-1588	No , I would NOT be in support of a new fundamental elementary or middle school in these geographic areas if it would require closing or consolidation of our traditional neighborhood schools and especially would not be in favor of it requires we disrupt our natural environment to adjust for space or room to build these larger fundamental schools
S-2800	No , they are already available.
S-1347	No . This makes no sense at all . Not everyone gets into a fundamental school
S-3025	No 1, more year and my kid is out this swamp of Pinellas county schools !

Q4. Would you support or be interested in a new fundamental elementary or middle school as a choice in this geographic area if it would require the closing or consolidation of a traditional neighborhood school?

S-2161	No absolutely not because these are only available to kids and are only available to kids that are able to lottery in. Keep community schools because they are available to ALL kids with all abilities.
S-2206	No and yes. I hate to see more traditional neighborhood schools close but I acknowledge the demand for seats in fundamental schools.
S-1297	No because there are already plenty schools in our area however; if I had young children I would not put them in public schools. I drove my children to Largo and St. Petersburg to private schools. They now have children. One regrets not putting hers in private or charter schools. The other is in a Christian School in Pasco County. I was told yesterday that the schools in Pasco are overcrowded.
S-1720	No because these schools have invested time and effort into their students and it is unfair to close their school to make room for an unnecessary fundamental school
S-3034	No closing of schools
S-2881	No feedback at the moment
S-1339	No- fundamental is unsuitable for some families. This is why it is an option not a requirement for the school. If you chose to make another fundamental, you KNOW that it will not run like a true fundamental and will only be called that in name. The biggest threat that fundamentals have is the threat that they can be kicked out to their neighborhood school.
S-2318	No I don’t prefer the fundamental model
S-1638	No I feel like we need to limit options and put programs in the public schools we have. Also maybe looking at the zones for each school. Dunedin neighborhood is zoned for safety harbor which doesn’t make sense.
S-1598	No I think the schools should all be regular and open to students that are in the neighborhood
S-1463	No I would not
S-0737	No I would not. These are not always a proper fit for the local students. Plus over crowding in the fundamental school will hurt the students. They will not get the attention they need and the program is supposed to support.
S-2243	No- I would rather the money be spent on fixing up the neighborhood school instead.
S-0457	No not really I just want east lake middle to be open to east lake residents
S-1673	no opinion
S-2733	no opinion
S-1669	No opinion
S-1062	No qe already have too many
S-2446	No schools here barely meet needs no school closures
S-1032	No there are already several fundamental schools in South St. Petersburg
S-0317	No we already have fundamental schools in this area
S-0850	no we have a brand new middle school in the area
S-0270	No you don’t have enough students as it is
S-1729	No!
S-0290	No!
S-1158	No! Help make neighborhood schools that parents are proud to send their kids to. Slapping the fundamental title on a "choice school" makes it harder for neighborhood schools to retain involved parents.
S-3125	NO! This area has plenty of great options for elementary and middle schools. The best in the county. And they already have two fundamental elementary schools and one middle school.

Q4. Would you support or be interested in a new fundamental elementary or middle school as a choice in this geographic area if it would require the closing or consolidation of a traditional neighborhood school?

S-2067	No! All these special schools for What? Are we really give our kids an advantage. Stats don't lie, we don't rank #1, redistribution of population and maybe pay teachers more money so the good ones stay, that's where it starts…
S-1392	No! Closing current schools to build new ones, especially new ones designed for a limited group of students, is economic waste and abuse. The budget for schools should primarily be focused on supporting schools that are traditional and welcome all students regardless of race, religion, or economic standing.
S-2201	No! Keep our neighborhood schools!
S-2628	NO! Well-supported traditional neighborhood schools are a vital part of healthy neighborhoods!
S-1204	NO!!! Not if you can't run them correctly. Some are a joke, they have not ENFORCED FUNDAMENTAL SCHOOL POLICY for at least 7 years-parents are supposed to ATTEND PTSA or SAC meetings(not get meeting credit for shopping, getting pizza, or nails done from shops across the street) Parents know all they have to do is call the AP who will take away infractions - Fundamental schools can not run unless you have a strong administration who believes in and supports the idea and policy of a fundamental school. Another principal knew how to run the ship. Parents knew to attend PTSA, kids abided by dress code, homework policy, behavior rules, attendance rules, were not tardy, did not put their hands on others or misbehave without consequence. Parents signed homework and agendas. There was such a sense of community - DO NOT ADD ANY MORE FUNDAMENTALS that you can not run
S-0712	No!!!! Support your "regular" schools! Provide more funding! If Florida cannot manage to provide enough, funding to its public schools to compete with private and charters, then go cry to our governor and tell him to man up and go ask the federal government for assistance. Stop wasting money with vouchers that completely go on accounted for. How many millions of dollars went completely on account for this year??! We're not entirely sure because there's no tracking of the funding! Not only that, but if a student goes to a charter and then after the 10 day count decides that they're going to go back to public school in October, the charter keeps all that money for that student and the public school that the student switched to does not get the funding that that (student) would represent. Fix yourselves before you start doing drastic things at the community level. Fix things on the bureaucratic level.
S-2097	No, absolutely not. I think we should improve our ordinary neighborhood public schools. We shouldn't be diverting funds to fundamental or magnet schools if it hurts a traditional school.
S-1269	No, as these kinds of schools are not always a good fit for every child, especially children that require more academic needs and resources. Also, I am not a fan of the demerit system at these schools as well as lack of transportation to and from school. This often falls on the parents and does not take into account working parents.
S-0959	No, because I don't understand how that solves the problem.
S-0526	No, closing one school and opening another wouldn't solve the problem
S-1955	No, focus on traditional public schools that serve ALL students instead of creating unnecessary options
S-2091	No, focus on traditional public schools that serve ALL students.
S-0559	No, fundamentals take too many students from area elementary schools.
S-2839	No, I believe we need more magnet schools, not fundamental schools.

Q4. Would you support or be interested in a new fundamental elementary or middle school as a choice in this geographic area if it would require the closing or consolidation of a traditional neighborhood school?

S-2861	No, I do not believe I would. I don't believe fundamental schools meet the learning needs of all children. Also, it seems expensive to open new schools when there are existing schools with well-qualified staff members.
S-2426	No, I don't think it is necessary in our area.
S-0035	No, I feel like the fundamental programs are enough in the south.
S-2581	No, I feel that the fundamental schools create an elitist mentality amonst neighbors and students. Families and friends have been very vocal about how the current fundamental schools are out preforming all other schools and deminishing the success of the surrounding area schools.
S-1614	No, I have enrolled two children in fundamental. One because he was getting lost in the class, the second because "what you do for one…". We have kept the child in fundamental that was sent because he needed structure. He is doing really well with the clear lines it provides. We switch our daughter back to our assigned school because she doesn't need that structure but is doing better with a bigger school with other focuses. Fundamental isn't for everyone and if we act like it is, it will get muddied until it is.
S-0186	No, I think more fundamental schools take away from neighborhood schools.
S-0395	No, I think parents would like more affordable preschool options in their area, but they would be more apt to bring children to a campus where they can meet their child's future teachers and build community early on as well as having all their young children at 1 location for easier pickup and dropoff
S-1216	No, I think there are a sufficient amount of fundamental schools in north county.
S-2023	No, I would not be interested in a Fundamental School under any circumstances, and would look towards private school options if I was forced into a fundamental. Fundamental is a wonderful model for families that desire it, but is wholly inappropriate for many students.
S-0678	No, I would support East Lake Middle School not being a lottery school, and making it a zoned school for those in the surrounding areas.
S-0728	No, invest in neighborhood schools
S-0810	no, keep our schools
S-1155	No, magnets are a part of the problem. We need to provide neighborhood schools that provide the same high standards as a "fundamental". Consolidating neighborhood schools disguised as a fundamental will not build the community and buy in needed to make a change.
S-2136	no, make the choice to save money instead of opening another school for declining enrollment.
S-2407	no, make the existing school fundamental and use that money to fund other ventures.
S-2990	No, not all students and families are cut out for Fundamental.
S-3100	No, not every family is able to achieve the commitments required of a fundamental school, due to work or family situation.
S-0031	No, Safety Harbor El and Middle are great
S-1014	No, south county does not need to lose any community schools in favor of a DAP program
S-1382	No, the last thing we need is another school kids can only get into by a lottery system that isn't really a lottery.
S-0210	No, there are already too many magnets fighting to get students at their schools and all it does it take more students out of your general population schools like Carwise and Palm Harbor Middle, which does not solve your problem. We should focus on getting students back from charter and private schools! We already have a fundamental elementary in north county.

Q4. Would you support or be interested in a new fundamental elementary or middle school as a choice in this geographic area if it would require the closing or consolidation of a traditional neighborhood school?

S-1153	No, there's enough already. Unless again, the kids could be easily re-zoned to convert it with teachers/staff retaining their jobs
S-2966	No, to me fundamental schools are an anachronism and have little place in modern education.
S-2513	No, we already have a fundamental middle and elementary in this area. Perhaps a fundamental HS
S-0258	No, we already have magnet middle school in east lake and Plato academy charter. Need a traditional middle school in east lake
S-1652	No, we don't need more fundamental schools. We need schools that support parents, even if they can't attend a meeting each month. Kids need transportation to school. And fundamental should no be allowed to dismiss as easily as they do...like every other public school, they should take and keep all students and come up with something other than dismissal as the ultimate discipline.
S-2695	No, we have not heard good things about fundamental schools, the homework, and all the rigidity and rules. Why treat the kids like soldiers and school like a punishment? There should be expectations, but also joy and wonder in education. Close and sell the huge, expansive places like Countryside, and bring students and education back into the neighborhood schools like Dunedin, Palm Harbor, Tarpon Springs, Safety Harbor, and Carwise.
S-1916	No, we love our traditional neighborhood school, Woodlawn Elementary. There are plenty of fundamental and magnet schools in the area for those who prefer to go that route.
S-2076	No, we need more ese focused schools on the south side. Even a k-12 ese center more focused on enrichment a step below Nina Harris
S-2578	No, where i am orginally from, consolidating to many schools is the downfall of the system. These kids are in BIG classes and kids get lost and do not get as much help
S-2743	No, Why close a school to open another?
S-1391	No, zoned schools already losing too many students to add another fundamental into the mix
S-2663	No. Fundamental is not inclusive.
S-1073	NO. Fundamental schools have created a very obvious divide in the equality of education. When schools have the ability to remove students, like the fundamental schools do, and the traditional schools do not, you synthesize a very homogeneous situation which lacks diversity and overall reality. The inability to enforce the strict requirements of the fundamental schools to all populations makes it very obvious which groups of people you are marketing the schools to, and which groups are not really welcome there.
S-1823	No. A K-8
S-0006	No. As a family with two working parents and children who participate in extracurricular activities outside of school the fundamental school approach is a poor fit for us.
S-0534	No. Besides the new Walsingham Oaks location, I don’t believe we have schools with similar square footage to accommodate that.
S-2744	No. Combine the two Fundamental Schools that are already running
S-3101	No. Do not prioritize fundamental formats over "traditional" formats - invest in neighborhood schools!
S-0104	NO. Especially in this area where multiple family income is necessary for standard of living, fundamental schools puts lots of pressure on parents and students
S-2842	No. For profit schools are awful.

Q4. Would you support or be interested in a new fundamental elementary or middle school as a choice in this geographic area if it would require the closing or consolidation of a traditional neighborhood school?

S-0242	No. Fundamental is an antiquated educational model. It's harsh discipline and unfairly penalizes kids who don't have the parents with the means to make it work. A partnership like Mangrove Bay is actually working and the school has a waitlist. I know many families who live in the neighborhood whose kids didn't get in and they are sending them to private or charter schools for middle school. It shouldn't be happening. You need more of those types of offerings because it's clearly popular. Look where there are waitlists and replicate it and create preschool classes too.
S-1789	No. Fundamental schools are rooted in classist and racist ideologies, meant to separate their children from "undesirables" by mandating parent actions that are impossible for many families where both parents work, or only one parent is part of the family. They should all be closed. All kids deserve an excellent education, even if their parents cannot volunteer at school, or drive them to school.
S-0914	No. I am in favor of people keeping their jobs and the district not continuing to cut staff members and negatively impacting students.
S-2748	No. I believe existing neighborhood schools should be preserved and strengthened rather than closed to make way for new programs. Invest in improving current schools through enhanced academics, vocational programs, magnet offerings, and facility upgrades instead of consolidation.
S-2642	No. I believe the South has sufficient fundamental schools
S-2066	No. I don't feel like fundamental is as popular anymore now that private schools are popping up more and more.
S-0273	No. I don't support the concept of fundamental schools. It's a dated concept. It is more about public perception than actual value.
S-0847	No. I don't support this idea because elementary and middle school students are at very different developmental stages. I believe it's important for younger children to learn in an environment designed specifically for their age group and combining them with older students may not be in their best interest.
S-0734	No. I don't think the fundamental programs work because the criteria is not always followed.
S-0041	No. I prefer tradional neighborhood school settings.
S-1886	No. I support neighborhood schools.
S-2996	No. I think if fundamental is something are trying to achieve we can work that into our existing campuses.
S-2671	No. I think it's more important to keep traditional schooling.
S-1324	No. I think we need traditional public schools.
S-0545	No. I wanted to have my rising third grader go to Elisa Nelson for his dyslexia, but he will have to stay at Cypress Woods. I wouldn't want to go anywhere else.
S-2257	No. I would rather see resources invested in maintaining strong neighborhood schools than closing or consolidating them to create new fundamental schools. Based on my son's fourth-grade experience at Sutherland Elementary, I am concerned that instruction was heavily weighted toward English Language Arts and Math, while Science and Social Studies received significantly less attention. Students deserve a well-rounded education with meaningful instruction in all core subjects. I am also concerned about the heavy reliance on computers for both classroom instruction and homework. I would like to see a greater return to textbooks, paper assignments, and hands-on learning, which I believe better supports student engagement and reduces excessive screen time.
S-1787	No. I'm happy with the school(s) that my children attend. Not interested in this program.

Q4. Would you support or be interested in a new fundamental elementary or middle school as a choice in this geographic area if it would require the closing or consolidation of a traditional neighborhood school?

S-1754	No. Improve the schools that are already there.
S-0301	No. In South County, many families face barriers that make it more difficult to meet the expectations required by fundamental schools. Those schools rely heavily on parent and guardian involvement, and students risk removal if those expectations are not met. A child's access to education should not depend on their family's ability to fulfill those requirements. Closing or consolidating a traditional neighborhood school in favor of a fundamental school would limit access for many students who deserve an equitable public education.
S-2747	No. It is my belief that putting those dollar into the school that have served the community for years is the best way to help the community.
S-0331	No. Keep the traditional school and consolidate the students. Why must it be fundamental?
S-3006	No. Leave ELMS alone. If it ain't broke don't fix it. The smaller school size is a big reason one of my kids go there. Most parents want smaller school sizes. We feel they are safer and more "family like". We don't like feeling like our kids are treated like numbers, lost in a crowd
S-2309	No. Leave our schools alone or combine 1st - 8th.
S-3059	No. My child currently attends an A-rated neighborhood school with strong academic programs, and I value having access to a high-performing traditional public school. I would not support closing or consolidating a successful neighborhood school to create a new fundamental school. Families who want a fundamental program already have choice options, while many families depend on their neighborhood schools. I believe the priority should be preserving and strengthening high-performing traditional schools rather than replacing them.
S-0999	No. My reasons are pretty simple: I think the tradeoff is too high. A neighborhood school already serves families in a familiar, accessible way, and closing it for a new fundamental option could disrupt a lot of students without clear proof that the new model would be better.My other concern is access. Choice schools can end up favoring families who have more time, transportation, or know-how to navigate the system, and that can make the benefits less evenly shared. Unless there is strong evidence that the new school would clearly improve outcomes and remain accessible to all families, I'd rather keep the neighborhood school in place.
S-0884	No. Personally I feel like this is kicking our children out of their zoned schools further. I am a former PCS student myself, and schools that I once attended are now fundamental (fundamental is a great option, but not for everyone.), but trying to get my own children into them is challenging. Sure, adding another fundamental school would help combat the capacities, but turning local schools into fundamental increasingly is kicking out our families who do not want their children going to fundamental schools, or choose their zoned school. Then, were causing those families to have to travel farther for school, causing even more transportation issues for the county.
S-0883	No. Schools should stay open
S-1393	No. There are schools that closed and are wasting away.. use one of those schools
S-0480	No. We already have East Lake Middle as a magnet. We need regular schools.
S-1441	No. We already have too many schools. We do not need any more in North County.
S-1439	No. We have 3 children in Sutherland Elementary and it is a great school for many reasons.
S-1283	No. We have two children. One thrived in Fundamental, the other was better fit for traditional. Parents who have never had a child in a fundamental school may not realize how drastic of a change it is. So we will face either softening the fundamental program, or see more kids struggling in that environment with less traditional schools to turn to.

Q4. Would you support or be interested in a new fundamental elementary or middle school as a choice in this geographic area if it would require the closing or consolidation of a traditional neighborhood school?

S-0674	No. While I appreciate that fundamental schools are a good fit for some families, I would not support creating additional fundamental schools at the expense of closing or consolidating a neighborhood school. One of the things I value most about our neighborhood school is its diversity. My children benefit from learning alongside students from different cultures, backgrounds, and experiences. Instead, I would like to see more choice options in the mid-county area, such as STEAM, arts, or other magnet programs. Families in this area currently have limited access to these opportunities without traveling long distances.
S-1363	No. Why are you closing schools and now talk about opening up another one. Although student discipline is important in any setting. Along with strong family support would be nice but, that is hard with working families.
S-0005	No. Why close a traditional public school that is functioning correctly to then open a fundamental school in its place?
S-1316	No. Why not allocate funds to the existing public schools? This is exactly why public schools are experiencing funding issues.
S-1872	No. Why would we close a traditional school just to open another? This feels like a waste of money and time.
S-2819	No...make an existing school fundamental. There's no need for a net new school.
S-0127	None
S-0955	Nope. Not with the teachers and staff the county has now!
S-1038	Not a middle school. Highly populated for sure in South County, I think.
S-0364	Not as interested if problem is overall reduced student count
S-0571	Not at all
S-0226	Not at the expense of tarpon middles arts program.
S-1005	Not at this time
S-0136	Not at this time as our Eastlake neighborhood corridor is desperately in need of a dedicated zoned middle school not another fundamental option
S-1757	Not elementary- Dunedin ES just became an A school after a lot of hard work. Dismantling that site would be detrimental to progress
S-2719	Not fundamental
S-1984	Not if we close important schools like Anona
S-0128	Not if we would have to travel a further distance. We are very happy with our location in relation to our Tarpon traditional neighborhood schools
S-2775	Not interested in fundamental at all
S-2199	Not interested in more elementary fundamental as South St. Pete has several fundamental and magnet schools. I am Interested in a middle school magnet .
S-0102	Not me, personally - but if the parent demand is there, it makes sense.
S-2799	Not necessarily, only if there was community demand for more fundamental schools.
S-2293	Not really, but if it needs to happen I understand
S-0247	Not really. I'm in support of more online options for our children.
S-2403	Not south
S-2723	not sure
S-3146	Not sure
S-2638	Not sure

Q4. Would you support or be interested in a new fundamental elementary or middle school as a choice in this geographic area if it would require the closing or consolidation of a traditional neighborhood school?

S-0653	Not sure - it would depend on how badly the impact of the closure of the traditional school would be.
S-0974	Not sure what the benefits of that would be. I just find it hard to support any closings of current schools if opening a brand new one. I suppose if it were beneficial to everyone keeping their jobs, I would be supportive.
S-0265	Not sure, would need more information
S-3049	Now, there are plenty of existing fundamental options in this area
S-2709	No--why would we create new schools when we are closing them?
S-1688	Offering a fundamental middle school in north county would be great
S-1799	Ok, It will be a good idea.
S-2415	Only if displaced teachers are given priority to staff the new location.
S-2648	Only if it goes through 8th grade is it too stressful for parents to have to go through the lottery system to get into a decent middle school. I think making middle schools smaller or combining elementary and middle schools, as at Sanderland or Mederia, would prevent some parents from sending their kids to private school in elementary school or pulling them later to homeschool in middle school.
S-1442	Only if it sits in the same spot of the school that is closing. Building another school when buildings already exist is a waste of resources.
S-2428	Only if it was run as an actual fundamental school. Thurgood is not a fundamental school. They do not follow fundamental policies and it is a mess. As is the school within a school fundamental at bogie. The only true fundamental are Pasadena, mad beach and Osceola. Don't make one in name. Makes no sense and isn't fair for the families who actually want and follow real fundamental policy.
S-2175	Only if the fundamental or charter school could provide a better educational outcome than the local zoned school.
S-3132	Overall, I think that fundamental schools offer a solid education and parents, teachers and students alike seem to be appreciate them. important to learn how to learn and magnet schools
S-2481	Palm Harbor Middle should become a fundamental. None of the community members in this area complain about the elementary schools or the high school. But they do complain about the middle school. They love Carwise but constantly complain about PHMS. Making it a fundamental could bring more families back from charters in middle..
S-2583	Parents like having good schools to pick from. Especially middle schools. The south could definitely benefit having another fundamental school other than just Thurgood.
S-1388	Parents need more options, more mergers are a great option and each school should have a designated magnet program or draw for the families.
S-1099	Please close traditional neighborhood schools in this geographic area as we support fundamental values at all grade levels.
S-0683	Possibly
S-0951	possibly
S-3133	Possibly
S-0551	Possibly
S-1415	Possibly
S-1576	Possibly
S-2326	Possibly
S-2851	Possibly

Q4. Would you support or be interested in a new fundamental elementary or middle school as a choice in this geographic area if it would require the closing or consolidation of a traditional neighborhood school?

S-2982	Possibly a fundamental
S-2455	Possibly but I would need more detail than that.
S-2431	Possibly but if the county doesn't support fundamental guidelines as written the program becomes less favorable. The district needs to make sure they don’t water down the program. It also leaves non-fundamental schools with more discipline issues. The county needs to provide more support to teachers when they have a discipline issue.
S-0312	Possibly- maybe closing one of the elementary and making another K8 school out of one of them that would probably have to be a little smaller. We would have tried fundamental for those grades but there was no way to make mad beach work for our schedule.
S-1777	Possibly, as long as the integrity of existing programs/extra-curriculars was preserved.
S-2698	Possibly, but I would first make sure the other fundamental schools in the area are at capacity. Fundamental schools are wonderful and I'd like them fully supported.
S-0763	Possibly, depending on where it was located, the costs involved, the closures discussed. In all, it would depend on the details.
S-2582	Possibly, if there was an opportunity for a defined progression and parental involvement/support requirement. Parents tend to tailor their engagement as students progress through our academic system.
S-0976	possibly.
S-2405	Potentially
S-0282	Potentially
S-2506	Prefer special programs (art, music)
S-0026	Really all schools should be ran like a fundamental environment. Bussing students all around when they could just be in their neighborhood school and part of their community.
S-2533	Schools should focus on transportation to these fundamental schools, yes there should be schools that focus on certain trades for the future to better serve the students and attract them to public schools.
S-0483	Seems like a great idea to offer choice and an alternative to families who might otherwise choose a charter school
S-1957	Seminole Elementary has always wanted to be a fundamental school, that would be a great attractor, or a gifted center.
S-2507	Sexton would be an ideal choice due to its central location.
S-2904	Si
S-1561	Since I was in the gifted program in middle school, i think it is important to have opportunities for higher-achieving students but i do believe sometimes not “being gifted” motivated others to not care as much. I believe that the quality of the traditional school would be more important than a separate magnet location.
S-2329	Speaking for my geographic location affecting my children, we already have Eastlake Middle as a magnet but we need another middle school choice. Brooker & Cypress Woods parents have no middle school options if our children don’t get into Eastlake Middle. Driving 20 minutes to Tarpon Middle is unrealistic for many parents. We need another school option over here for middle. Another Fundamental would be amazing.
S-2742	spend more money instead of utilizing the space already being used? No
S-0251	Sure
S-2219	Sure
S-2334	Sure
S-2751	Sure

Q4. Would you support or be interested in a new fundamental elementary or middle school as a choice in this geographic area if it would require the closing or consolidation of a traditional neighborhood school?

S-2873	Sure
S-2667	Sure as long as I get to have a job.
S-1649	Sure as long as it's not a lottery for admission and that the traditional school is over the capacity
S-0329	Sure, but why don't all schools have the standards of fundamental schools to begin with? All staff, at all schools, should have high expectations for our children. Parents and students need to be held accountable at all schools, not just fundamental. This requires dedication and commitment from employees. (Personnel expectations and deficiencies are another subject area that the school system must address and improve.)
S-2947	Sure. As long as the students in that zone was guaranteed seats into the magnet or fundamental program.
S-1387	Tarpon Middle as a Fundamental
S-1031	taxpayers should not build new school if enrollment is declining. if enrollment is an issue rebranding of a traditional to be a fundamental school or tech school could help.
S-1006	Teacher without kids here, so take that for what it is, but my immediate response is no-- losing one school to gain a fundamental one seems like it would limit proximity/access for a lot of families since most if not all of the fundamental schools in the area have a waitlist. If staffing goes down proportionately to students attending, it doesn't sound like that would even out in a way that makes fundamental more accessible. Plus, if part of the fundamental model is a measurable, mandatory parental engagement, fewer family units will be able to realistically keep up with those requirements.
S-2716	That would be nice.
S-0992	That's outside of my scope with a high schooler, but I do like this idea.
S-2451	The east lake area needs a traditional middle school option
S-3091	The would be a second choice after the possible creation of a South county technical high or middle school.
S-0931	There are already so many school options
S-2986	There is already a fundamental school in the area which usually has high numbers. I think you should merge the traditional schools together that are near each other. For example, Maximo and Lakewood could merge.
S-1956	There is already rumblings of closing elementary schools, make one of those schools a fundamental. Do not close a current elementary and then open another. We don't need new schools.
S-3038	There is currently a fundamental school in the area. An additional one would be unnecessary.
S-1234	There was a fundamental school on old coachman years ago. It closed so I not sure if one would be supported.
S-1420	They are about the same in my book. Both are great options both financially and educationally.
S-2609	this does not apply to me since my student is in high school. not sure why a fundamental school would need to be offered if traditional school is closed. if there are resources for the fundamental couldn't those be used for the traditional?
S-2474	This doesn't apply to me.
S-3039	This question doesn't apply to me as my children are older.

Q4. Would you support or be interested in a new fundamental elementary or middle school as a choice in this geographic area if it would require the closing or consolidation of a traditional neighborhood school?

S-2665	This rename a school as hard established into a fundamental school you building something new is not going to make them come! You need to clean up the children that you have in the schools you need to have teachers teaching and not preaching and labeling. You need to have a curriculum worth actually teaching food that's not stale. They can't even read cursive. They can't type unless they take a special class and that's only one semester. Maybe they're freshman junior senior year they get one Spanish class all the other four languages are gone. Where's all the money going? No, please do not open another facility Especially a brand new one work with what you have.
S-1899	Though I'm an involved parent and generally appreciate the fundamental school concept, neither my children nor I would enjoy the additional parental involvement requirements and uniform requirements that typically come with fundamental school sites. If a more modern fundamental school style site could be created without those requirements, then it may be a great concept!
S-3086	TSMS & TSHS could be combined
S-2295	Turn Ridgecrest Elementary into the mid county gifted k-8 center and add a talent component like they have at Midtown Academy
S-3123	Turn westgate to a fundamental school since there are three elementary schools in the area
S-1902	Unsure
S-1991	Unsure
S-2465	Unsure
S-2074	Unsure
S-1029	We already went to Osceola fundamental high and I jist transfer him to st.pete
S-2980	We already a Fundamental so this wouldn't be necessary in my case.
S-2689	We already have mad beach and we have Osceola high. Let's open an arts magnet mid county. it is what middle school needs in this area. Consider a Perkin's like elementary school also in mid -county, A mid county fine arts school. Osceola middle at one time was braining storming this as our choice attractor but due to the fundamental schools we had a traditional program that gave our neighborhood students priority. That was dissolved and ever since, Osceola middle hasn't had an attractor. Mid and north county parents enroll their children in theatre and music and piano outside of school. Why not create one.
S-2462	We already have multiple fundamental schools in this area, and I would be concerned that opening another one could negatively impact enrollment at the existing fundamental schools, which are already beginning to experience some enrollment challenges.
S-0636	We are a fundamental family, but I will say fundamental is not for every family. Not everyone can make the strict commitments required for fundamental schools. I don't think more fundamental schools are the answer. If it's possible to do a K-8 regular public school that prioritizes being an A school that would probably be a better idea if we are trying to make it inclusive for all families.
S-3005	We are at a magnet school and chose that over a fundamental school after much interviewing and research. We feel it best fit our child and family, and would like to keep with the culture of our school: gulf beaches elementary
S-1041	We are at Curtis & love the fundamental program. I think it's beneficial but the drawbacks are becoming more significant. No AP, loosing PE assistant, and our extra help for the students it is making it harder to commit to the school
S-1769	We are currently in a fundamental school and yes would highly recommend that structure to be adopted.

Q4. Would you support or be interested in a new fundamental elementary or middle school as a choice in this geographic area if it would require the closing or consolidation of a traditional neighborhood school?

S-1925	We do not need more magnet or specialized middle schools. We need k-8th options with the teaming schools
S-2585	We have both very near us, but yes, I would support this. I assume they will use existing buildings/schools.
S-0528	We need a middle schoo
S-1701	We need a STEAM school in North county for sure
S-0396	What about magnet schools - requires more bussing - but could consolidate students. Neighborhood schools by definition are very close to their students.
S-2690	Where will you send the students who are too bothersome to retain because they are now OUT of their neighborhoods. Maybe middle, not elementary.
S-0718	While it's not necessarily what I would pick for my kids, I think it can be a good attractor. Depends on where.
S-0769	Who gets tj be in fundamental because largo middle is not assisting with children who fall behind
S-0048	Why can't an existing school just become a magnet or fundamental?
S-0634	Why don't you just turn an existing one into that? You did with Clearwater Fundamental and it is popular.
S-1102	Why not make all schools "fundamental "? Parents need to start being responsible for their children and their behavior. No, I'm not in favor if closing a traditional school for that. It solves nothing.
S-1692	Would need more data
S-1070	Would perhaps support if it was changing a current school to a fundamental school.
S-1263	Would the fundamental be a magnet/choice school? I hate to take away a neighborhood school and replace it with choice, although if it was still open to neighborhood kids (who would sign on with fundamental expectations) that could be a good way to augment the population. (And encourage parental engagement etc., which is a good idea generally.)
S-2104	Yea for middle school.
S-1201	Yes - ALL schools should operate as fundamental schools; that should be the norm, not the exception
S-1137	Yes - at westgate elementary
S-1923	Yes - East Lake needs a middle school
S-1464	Yes - PCS should do everything possible to complete with the surge in private/charter/homeschool openings. A more personal experience is what most parents are wanting.
S-2311	Yes - would like a middle school
S-0821	Yes
S-0182	Yes , middle school for sure in tarpon
S-2682	Yes 100%
S-1794	Yes 100%. As stated previously I believe that is a draw for families who are looking for an environment with less behaviors and more accountablity.
S-2941	Yes a fundamental school would be welcomed.
S-2567	yes- as long as neighborhood students can attend without restriction
S-1674	Yes as long as the school will offer high quality arts instruction to all students

Q4. Would you support or be interested in a new fundamental elementary or middle school as a choice in this geographic area if it would require the closing or consolidation of a traditional neighborhood school?

S-2619	Yes as long as the traditional students won't be lost in the system. Example, at PHU we felt the attention and help went primarily to the programs and not those on a traditional route
S-2860	Yes as supported by those with school aged children.
S-0123	Yes because of the accelerated programs that they offer.
S-0357	Yes but it shouldn't be limited to the lottery
S-2351	Yes but may be difficult for families in South county
S-2449	Yes but must have busing kids should not have to take uber teen to get to and from school. We are lacking safety for kids. High schools should have options as well
S-2182	Yes but not PHU
S-2896	Yes but not to the detriment of disadvantaged families.
S-0682	Yes but only if the current fundamental schools are left in place.
S-1380	Yes but only if those school still allow zoned students to attend without applying into the programs
S-0047	Yes Elementary, definitely a middle
S-1130	Yes For Middle school only
S-0146	Yes for a middle school
S-2090	Yes for a middle school
S-2304	Yes for middle school, no for elementary school
S-2085	Yes fundamental
S-2938	Yes I support
S-0133	Yes I support combining Brooker and CWE so that the Eastlake corridor can have a dedicated Middle School for the Eastlake, Tarpon Woods, and Lansbrook neighborhoods
S-2993	Yes I think it is smart idea
S-0774	Yes I think there is a great need for this
S-3110	Yes I would be interested
S-2184	Yes I would support fundamental elem and/or middle schools. Parent participation is needed now, more than ever.
S-2811	yes i would we need more of them
S-0787	yes if closure is necessary
S-2314	Yes if it is a normal public fundamental school, not a charter or other private or quasi-private school.
S-2999	Yes if it offered hybrid schooling options
S-1144	Yes if staff was able to keep their positions together
S-1171	Yes if the traditional neighborhood school is low achievement
S-2467	Yes make fundamental k-8 too
S-1427	Yes middle for north county
S-2107	Yes provided it didn't involve construction of a new building. Make an existing one the fundamental.
S-1402	Yes- solve overcrowded middle school problem
S-1218	Yes something like ELHS and Discovery Academy of Science and Madeira standards of teachers and offerings
S-1482	Yes south county needs another fundamental school. Thurgood simply cannot hold every child, and Sanderlin is very competitive to get into.
S-0920	Yes technical schools are desperately needed for high school to job transition
S-2652	Yes this area likes fundamental schools and would keep families from going to charter schools.

Q4. Would you support or be interested in a new fundamental elementary or middle school as a choice in this geographic area if it would require the closing or consolidation of a traditional neighborhood school?

S-0945	Yes turn walsingham oak into fundamental and get rid of the current elementary assistant and principal. Put someone there who actually knows how to run a proper k-8 like the old Madeira principal.
S-0253	Yes we desperately need a better middle school option in our area
S-1915	Yes! We need more schools with fundamental policies in place to hold students and parents accountable.
S-0941	Yes! Fundamental schools have been very successful and the new fundamental could feed into Osceola Fundamental High School.
S-0946	Yes! I would love that. My daughter will be in 5th grade this year so we will be looking at middle schools. The options out there scare me . I wish I would have done a K-8. Having a fundamental would be awesome for this area.
S-2794	Yes! Meadowlawn could use a fundamental program. It needs a way to build parent involvement. There are no close fundamental programs in this area of the city. Working families struggle with bussing to other areas of the county due to the middle school start time.
S-0202	Yes! Only if it is a non charter school. We need a fundamental middle school in north county
S-0446	YES! There is a wait list for the fundamental schools. I work at Starkey. We would be a great choice for fundamental as we have always leaned that way with our structures, ideas, and parent involvement. It would be awesome to have Stareky, OMS, and OFHS all fundamental schools.
S-2397	Yes! We need a middle school that local kids are zone for vs one they apply for and not get it instead of having 2 elementary schools within 2 miles of each other in east lake.
S-2069	Yes! We need one in this area so bad! Distance is why we declined acceptance to other fundamentals
S-1721	YES!!!! WE NEED THIS FOR OUR KIDS AND HAVE IT ACCESSIBLE TO THOSE IN OUR AREA. TRANSPORTATION OUT OF NEIGHBORHOOD SCHOOLS.
S-3159	Yes, I would like to see more fundamental schools
S-2809	Yes, a fundamental elementary and middle would be great
S-2613	Yes, a fundamental k-8
S-0039	Yes, a fundamental middle school is needed in South St. Pete
S-2785	yes, a magnate program in general
S-1948	Yes, absolutely. Condense Cypress Woods and Brooker Creek and use the other building for a middle school. You are losing headcount to students who are not accepted to Eastlake Middle. Those families/student base allocation $$$ go directly to Westlake Christian or Plato Academy. The majority of students on my street do not go to ELMS because we are just outside the one mile radius. So those families take that money and use it for private schools or charters instead of bussing their kids 30 minutes away to Tarpon Middle. You are failing to capture a large population of students here in the northeast part of the county just south of Keystone road.
S-0401	Yes, absolutely. I truly believe that one of the many reasons parents are pulling their children out of public schools is because of the lack of accountability among other children and parents, as well as the "lets promote problem kids anyway" attitude that sometimes comes from school administration. It is frustrating for all, and not helping the situation. The grading scale at several schools is laughable, and once again, not helping the situation. There needs to be an overhaul of education standards. Having new fundamental school(s) are much needed and overdue, and I think most parents would welcome the refreshing change.
S-1208	Yes, also for high school
S-2711	Yes, an additional fundamental middle school option for this area

Q4. Would you support or be interested in a new fundamental elementary or middle school as a choice in this geographic area if it would require the closing or consolidation of a traditional neighborhood school?

S-2483	Yes, as long as it promotes MORE jobs.
S-0038	Yes, as long as the class size of any in jeopardy
S-1932	Yes, as long as the staff at the current school that may close would be considered for the new school.
S-0091	Yes, as long as there is zoning for the students in the area to have first priority
S-2233	Yes, because fundamental schools require more parent participation and require better student behaviors, allowing teachers to do their jobs.
S-2159	Yes, but it should only be open to students within a certain distance from the school, impacted by the closure of the traditional school. For instance, if Sawgrass Lake closes and Meadowlawn opens as a K-8, students zoned for Sawgrass or Meadowlawn should be guaranteed a seat at the new school. It shouldn't be filled with kids from other zones.
S-0791	Yes, but only if it’s not affecting the student to teacher ratio and transportation issues-if schools are closed and parents are having to now commute farther out.
S-1233	Yes, but retrofit an existing building or buildings.
S-0150	Yes, create K-8 fundamental and pair it with the leadership conservatory curriculum. The arts and leadership aspects are an attractor for families to certain schools, and fundamental schools seem to always be on a waitlist. Families choose these programs because it offers academic excellence, leadership development and outstanding arts education.
S-0509	Yes, definitely. Make ozona fundamental. Kids already there get to stay if they want.
S-1460	Yes, depends on what the school is doing
S-2118	Yes, especially a middle school
S-2635	Yes, especially a new fundamental middle school north county!
S-3120	Yes, expanding options beyond the traditional public school system provides greater opportunities and choices for both students and parents. It encourages stronger community input and involvement in schools, while also helping to build feeder programs that support long-term student success. Additionally, offering a wider range of options increases variety and healthy competition across the county in areas such as academics, behavior, grades, athletics, and specialized programs. This not only meets the diverse needs and interests of families but also allows public schools to remain competitive with private schools, charter schools, and other educational institutions.
S-2962	Yes, expanding the fundamental program in the Tarpon Springs area would be a valuable addition to Pinellas County Schools. It would provide North County families with equitable access to a fundamental education beyond elementary school while addressing a longstanding geographic gap in school choice. Creating a K-8 or K-12 pathway would allow students to continue in the fundamental program without leaving their community and would better meet the educational needs of families seeking a structured, academically focused learning environment.
S-2874	Yes, expanding the fundamental program in the Tarpon Springs area would be a welcomed addition to Pinellas County schools. It would meet the educational and geographical needs of North County families.

Q4. Would you support or be interested in a new fundamental elementary or middle school as a choice in this geographic area if it would require the closing or consolidation of a traditional neighborhood school?

S-3021	Yes, expanding the fundamental program in the Tarpon Springs area would be a welcomed addition to Pinellas County schools. It would meet the educational and geographical needs of North County families.
S-1985	yes, for sure
S-2532	Yes, fundamental K-8 schools like Mad Beach have demonstrated the value of this type of environment for student learning. I work in a high school and see the quality these programs in the level of success these kiddos have compared to those who went to a more traditional middle school. I think K-8 makes more sense than an elementary or middle on it's own however as this leads to the option to close a school that is not as well attended and bring the benefits of both the K-8 experience along with the fundamental. I believe this would also increase our public school population as I have had multiple conversations with families that demonstrate their willingness to go to private schools if their child does not get accepted into the fundamental or magnet program for which they apply.
S-1590	Yes, fundamental schools are in high demand and would attract families to stay in Pinellas County Schools. Madeira Beach Fundamental is nearly impossible to get into. Opening similar fundamental programs in mid-county could help enrollment numbers for the county. The only fundamental schools with seats available are in south county. Mid county is a better centralized location for families.
S-2014	Yes, Fundamental schools have traditionally been known for stricter discipline and, in many cases, stronger academic performance. But what happens when a student struggles to meet the expectations of a fundamental, charter, or private school, it’s not uncommon for that behavior or ESE student to transition back to their neighborhood public school because those schools are equipped—and legally required—to provide a broader range of services and supports. As a result, public schools often carry the greatest responsibility for educating students with the most diverse and complex needs. That’s one reason many educators say neighborhood public schools face challenges that other school models may not experience to the same extent.
S-2971	Yes, fundamental schools require family participation which leads to better performance in school.
S-2735	Yes, fundamental schools usually have higher parent participation
S-2720	Yes, fundamental schools work when families understand the dynamic and why they are successful.
S-1645	Yes, however, I’d like the option to enroll be open to more students. Many families do not know about or understand the lottery system. New families moving to our area are clueless and find themselves out of luck come the start of school. The process should be explained to families well in advance of the application period so that more families have time to look at different schools.
S-2790	Yes, I believe more parents that are moving to home school or private would like more fundamental schools for their children.
S-0781	Yes, I drive too far for fundamental options
S-0240	Yes, I just wrote in my previous message that Westgate would be an amazing choice for a fundamental school in this area. Our amazing principal has experience from her previous school being a fundamental school.

Q4. Would you support or be interested in a new fundamental elementary or middle school as a choice in this geographic area if it would require the closing or consolidation of a traditional neighborhood school?

S-3111	Yes, I think offering an another fundamental middle school farther north would be excellent idea.
S-3119	yes, I think you start with the elementary school.
S-1217	Yes, I would be interested in supporting a new fundamental elementary or middle school in this area, even if it required the closing or consolidation of a traditional neighborhood school. However, I would want to see a clear and detailed business plan outlining how the transition would work, including the impact on students, families, and staff, before it was implemented.
S-2363	Yes, I would be personally. However, I don't feel that fundamental schools are the best fit for all students and families. I would be interested and supportive, but I believe looking at the school and demographics of the school is also important.
S-2370	Yes, I would consider it. Knowledge is power. The more of that we can give to our children. The better off will be in the future that means actually doing the reading and math passing the test without assistance.
S-0707	Yes, I would support the new fundamental school. This would provide more options throughout the county for a fundamental school. Currently, there are not many.
S-1188	Yes, I would support this option if a school closure was absolutely necessary and other options have been considered.
S-0812	Yes, I would.
S-2932	Yes, I would. My child currently goes to a fundamental elementary school and we are so very fortunate for the high quality education and care that the school, principal, teachers, and supporting staff all provide. The parent involvement component of a fundamental school is a key for a successful school.
S-3094	Yes, if it has great extra curricular programs
S-2371	Yes, if it is within the budget. The property tax issue should be factored into this is of course (if affected)
S-0333	Yes, if it was a program the community feels is beneficial
S-2555	Yes, if the applications support this.
S-2425	Yes, if there is demonstrated long-term community demand and the program can be added in a way that strengthens overall educational opportunities without unnecessarily reducing access to quality neighborhood schools.
S-0092	Yes, if there was a demand for fundamental.
S-1457	yes, if there's the demand and stuture for more fundemental feed in programs, because there good schools.
S-2706	Yes, if we are losing students due to school choices that provide this, we should provide this type of school.
S-1740	Yes, increased parental involvement meant is beneficial to students and the school community
S-0163	Yes, it's a good thought.
S-1538	Yes, I've heard good things about fundamental schools.
S-2705	Yes, might serve as an attractor rather than loose a family to a private or charter school
S-0121	Yes, need more true models like Madeira Beach
S-2231	Yes, North County needs a closer fundamental school than Clearwater. Replace Tarpon Springs high school with a fundamental middle school. Keep Tarpon Springs Fundamental elementary.
S-0989	Yes, Osceola middle being a fundamental or merging with the high school
S-1544	Yes, parents want it and true fundamentals will keep families in the public schools.
S-2245	Yes, see previous response

Q4. Would you support or be interested in a new fundamental elementary or middle school as a choice in this geographic area if it would require the closing or consolidation of a traditional neighborhood school?

S-1514	Yes, SHMS is already a uniform school and has other attributes of a fundamental school. The IB learner profiles can be in line with traditional foundational skills.
S-0488	Yes, specifically for middle school aged kids
S-1232	Yes, that can be an interesting approach.
S-3032	Yes, that would be a great idea having a K-8 in the Tarpon area
S-0887	Yes, there is a huge demand for those programs.
S-3145	yes, those are the type of schools that parents will want to enroll their kids and not to an alternative school. Reputation of poor schools are one of the reasons wny parents want to consider other options.
S-2610	Yes, though my child is too old for middle school now. But I do think the fundamental schools are all very good.
S-3081	Yes, turn Campbell Park and John Hopkins into Fundamental schools. I worked at Southside Fundamental. Fundamentals are great schools.
S-1921	Yes, we are current fundamental and love it
S-2087	Yes, we do not have a fundamental high school in this area or any others except for one in north county
S-0383	Yes, Westgate Elementary as a fundamental
S-0040	Yes, with waiting lists it's obviously needed and appreciated.
S-0533	Yes. As a parent of children who have flourished in the fundamental school model, I think the district should increase the schools that offer this program.
S-1260	Yes. Consolidation makes a lot of sense
S-2734	Yes. I would love to see a new fundamental school. Private school students may come back.
S-0665	Yes. Just like we have elementary and a high school, EastLake needs a middle school.
S-1030	Yes. More magnet schools
S-0567	Yes. Westgate could easily be fundamental
S-1897	Yes. A K-8 fundamental school would be welcome.
S-0135	Yes. Clearwater is too far
S-2877	Yes. Closing fundamental would be a huge detriment as these are the top performing schools. I would LOVE a fundamental K-8 school too if feasible or an additional fundamental middle school in Palm Harbor or Tarpon Springs.
S-1492	Yes. Especially if it is a Highschool.
S-0201	Yes. Fill first the fundamental schools already existing. Maybe make one a K-8. Fundamental schools I feel are becoming more necessary to keep children and parents more accountable.
S-1249	Yes. Fundamental schools Work. Close an under enrolled school and rebrand it. Maybe move Clearwater Fundamental to a larger facility. Additionally Dunedin High School has a successful Partial school Fundamental program already, just expand it.
S-1766	Yes. Fundamental should be county wide. Have some standards!
S-2375	Yes. Fundamentals are excellent
S-1892	Yes. Fundamentals schools are important to keep.
S-1246	Yes. I believe making Bay Point K-8 and fundamental would benefit the students, parents and the community.
S-2438	Yes. I grew up in the fundamental school system and I believe it is the best
S-2452	YES. I know so many people who did the lottery and if they did not get the fundamental school, chose to go private. There is a high demand for fundamental and this would keep more families in the public school system.
S-2600	Yes. I love the fundamental programs

Q4. Would you support or be interested in a new fundamental elementary or middle school as a choice in this geographic area if it would require the closing or consolidation of a traditional neighborhood school?

S-0895	Yes. I support expanding fundamental school options in this geographic area if the program is implemented with fidelity and families clearly understand the expectations and differences from a traditional neighborhood school. Decisions regarding closures or consolidations should be based on responsible use of facilities, enrollment needs, and what provides the best long-term opportunities for students.
S-2453	Yes. I think fundamental and magnet schools will help bring people in.
S-0788	Yes. I think more schools should be fundamental
S-1235	Yes. I unfortunately think the public is losing faith in neighborhood schools in this area
S-1517	Yes. Lynch would be a great fundamental school. Could even be K-8.
S-2496	Yes. Make Osceola Middle a fundamental.
S-1279	Yes. More choices for parents. A fundamental elementary school in mid county would be great.
S-0878	Yes. My children went through fundamental and I think ALL schools should be fundamental. I don't think it should be select-every school should be following the same protocol. Parents need to be involved.
S-0981	Yes. New fundamental and/or magnet elementary schools in mid county would be a great idea.
S-1162	Yes. The demand shows it.
S-1618	Yes. Then parents and students won’t have as far to travel.
S-2951	Yes. There should be a fundamental High School in this region.
S-0275	Yes. This is a good way to compete with private and charter schools. The full fundamental schools have waitlists.
S-0416	Yes. Those schools always have waitlists
S-0250	Yes. We live in Dunedin and our youngest son has attended schools in Tarpon since 6th grade because of his passion for music. Even though his ultimate goal was to attend Tarpon High, he attended TSMS for continuity purposes. Having the ability to send him to a school with a focus on the arts AND fundamental behavior/academic standards would have been a no-brainer.
S-2614	Yes. You need another fundamental middle school in this area. The one you have is full and students do not have any other fundamental middle options nearby.
S-1878	You have to go with change, so yes.
S-0007	No
S-0030	No
S-0058	No
S-0069	No
S-0107	No
S-0144	No
S-0168	No
S-0169	No
S-0174	No
S-0189	No
S-0196	No
S-0198	No
S-0205	No
S-0208	No
S-0271	No
S-0277	No
S-0306	No
S-0330	No

Q4. Would you support or be interested in a new fundamental elementary or middle school as a choice in this geographic area if it would require the closing or consolidation of a traditional neighborhood school?

S-0338	No
S-0340	No
S-0367	No
S-0374	No
S-0378	No
S-0380	no
S-0381	No
S-0458	No
S-0470	No
S-0489	No
S-0495	No
S-0501	No
S-0512	No
S-0519	No
S-0529	no
S-0532	No
S-0541	no
S-0549	No
S-0569	No
S-0573	NO
S-0577	No
S-0580	no
S-0590	NO
S-0593	No
S-0609	No
S-0611	no
S-0614	No
S-0654	No
S-0657	No
S-0659	No
S-0660	No
S-0666	No
S-0705	No
S-0719	No
S-0749	No
S-0752	No
S-0755	No
S-0770	No
S-0777	No
S-0782	No
S-0794	No
S-0805	No
S-0808	No
S-0814	No
S-0818	No
S-0828	No

Q4. Would you support or be interested in a new fundamental elementary or middle school as a choice in this geographic area if it would require the closing or consolidation of a traditional neighborhood school?

S-0830	No
S-0856	No
S-0866	No
S-0877	No
S-0881	No
S-0885	No
S-0888	No
S-0897	No
S-0899	No
S-0901	No
S-0918	No
S-0930	No
S-0978	No
S-0983	No
S-1036	No
S-1043	No
S-1048	No
S-1056	No
S-1069	No
S-1071	No
S-1089	No
S-1100	No
S-1110	No
S-1112	No
S-1127	No
S-1142	No
S-1143	No
S-1154	No
S-1159	No
S-1174	NO
S-1178	No
S-1184	No
S-1202	No
S-1206	No
S-1262	No
S-1285	No
S-1295	NO
S-1303	No
S-1384	No
S-1389	No
S-1396	No
S-1405	No
S-1418	No
S-1440	No
S-1444	No
S-1456	No

Q4. Would you support or be interested in a new fundamental elementary or middle school as a choice in this geographic area if it would require the closing or consolidation of a traditional neighborhood school?

S-1462	No
S-1471	No
S-1493	No
S-1496	no
S-1504	No
S-1525	No
S-1530	No
S-1542	No
S-1587	No
S-1592	No
S-1606	No
S-1631	no
S-1634	No
S-1647	No
S-1661	No
S-1665	No
S-1671	No
S-1677	No
S-1678	No
S-1690	No
S-1718	No
S-1726	No
S-1733	No
S-1753	No
S-1756	No
S-1774	No
S-1775	no
S-1785	No
S-1803	No
S-1807	No
S-1809	No
S-1815	No
S-1826	No
S-1828	No
S-1829	No
S-1838	No
S-1842	No
S-1847	No
S-1850	No
S-1865	No
S-1880	No
S-1889	No
S-1920	No
S-1924	No
S-1931	No
S-1940	No

Q4. Would you support or be interested in a new fundamental elementary or middle school as a choice in this geographic area if it would require the closing or consolidation of a traditional neighborhood school?

S-1949	No
S-1951	No
S-1958	No
S-1961	No
S-1976	No
S-1981	No
S-1995	No
S-1999	No
S-2000	No
S-2027	No
S-2042	No
S-2043	No
S-2044	No
S-2073	No
S-2089	No
S-2095	No
S-2096	No
S-2109	No
S-2113	No
S-2119	No
S-2137	No
S-2152	no
S-2156	No
S-2164	No
S-2220	No
S-2235	No
S-2278	No
S-2287	No
S-2305	No
S-2319	No
S-2327	No
S-2328	No
S-2331	NO
S-2332	No
S-2338	No
S-2348	No
S-2352	No
S-2368	No
S-2385	No
S-2388	No
S-2392	No
S-2417	No
S-2434	No
S-2440	No
S-2444	No
S-2454	No

Q4. Would you support or be interested in a new fundamental elementary or middle school as a choice in this geographic area if it would require the closing or consolidation of a traditional neighborhood school?

S-2463	No
S-2470	No
S-2482	No
S-2484	No
S-2489	No
S-2493	No
S-2497	No
S-2510	No
S-2512	No
S-2514	no
S-2520	no
S-2524	no
S-2529	no
S-2530	no
S-2539	no
S-2545	No
S-2551	No
S-2557	no
S-2558	No
S-2560	No
S-2579	No
S-2586	No
S-2587	No
S-2591	No
S-2604	No
S-2612	No
S-2624	NO
S-2632	No
S-2634	No
S-2646	No
S-2668	no
S-2674	no
S-2683	No
S-2715	No
S-2726	no
S-2741	No
S-2755	No
S-2759	No
S-2760	No
S-2762	no
S-2765	No
S-2768	No
S-2777	no
S-2780	no
S-2784	No
S-2788	no

Q4. Would you support or be interested in a new fundamental elementary or middle school as a choice in this geographic area if it would require the closing or consolidation of a traditional neighborhood school?

S-2830	No
S-2838	No
S-2875	No
S-2890	No
S-2891	No
S-2902	No
S-2919	No
S-2939	No
S-2969	No
S-2974	no
S-2976	no
S-2979	no
S-2989	no
S-2991	NO
S-3000	No
S-3020	No
S-3042	no
S-3054	No
S-3063	No
S-3067	no
S-3070	No
S-3078	No
S-3079	No
S-3099	No
S-3109	no
S-3135	No
S-3147	No
S-3157	No
S-0214	No
S-0589	No
S-0600	no
S-0784	No
S-1082	No
S-1168	No
S-1461	No
S-1481	No
S-1583	No
S-1725	No
S-1959	No
S-2211	No
S-2280	No
S-2316	No
S-2792	No
S-0159	No.
S-0392	No.
S-0704	No.

Q4. Would you support or be interested in a new fundamental elementary or middle school as a choice in this geographic area if it would require the closing or consolidation of a traditional neighborhood school?

S-1194	No.
S-1466	No.
S-2592	No.
S-2807	No.
S-2828	No.
S-3095	No.
S-3128	No.
S-0586	No.
S-0721	No.
S-0954	No.
S-1632	No.
S-1679	No.
S-2746	No.
P-14	No
P-37	No
P-38	No
P-40	No
P-51	No
P-52	No
P-53	No
S-0693	Nope
S-2086	No
S-2847	Yes
S-2680	Yes
S-2269	Absolutely
S-0393	Absolutely
S-1003	Absolutely
S-1830	Absolutely
S-2900	Absolutely
S-1883	Yea
S-1522	Yes absolutely
S-1574	yes absolutely
S-2658	Yes absolutely
S-2850	YES Absolutely
S-0008	Yes
S-0009	Yes
S-0011	Yes
S-0024	Yes
S-0037	Yes
S-0049	Yes
S-0051	Yes
S-0052	Yes
S-0060	Yes
S-0067	Yes

Q4. Would you support or be interested in a new fundamental elementary or middle school as a choice in this geographic area if it would require the closing or consolidation of a traditional neighborhood school?

S-0072	Yes
S-0077	Yes
S-0078	Yes
S-0083	Yes
S-0126	Yes
S-0134	Yes
S-0137	Yes
S-0140	Yes
S-0142	Yes
S-0164	Yes
S-0181	Yes
S-0187	Yes
S-0188	Yes
S-0191	Yes
S-0209	Yes
S-0233	Yes
S-0238	Yes
S-0259	Yes
S-0281	Yes
S-0303	Yes
S-0310	Yes
S-0315	Yes
S-0324	Yes
S-0347	Yes
S-0404	Yes
S-0436	Yes
S-0443	Yes
S-0469	Yes
S-0487	Yes
S-0523	Yes
S-0538	Yes
S-0552	Yes
S-0570	Yes
S-0588	Yes
S-0592	Yes
S-0598	Yes
S-0603	Yes
S-0613	Yes
S-0627	Yes
S-0637	Yes
S-0651	Yes
S-0656	Yes
S-0681	Yes
S-0715	Yes
S-0726	Yes
S-0745	Yes

Q4. Would you support or be interested in a new fundamental elementary or middle school as a choice in this geographic area if it would require the closing or consolidation of a traditional neighborhood school?

S-0771	Yes
S-0780	Yes
S-0795	Yes
S-0799	Yes
S-0807	Yes
S-0848	Yes
S-0854	Yes
S-0858	Yes
S-0879	Yes
S-0892	yes
S-0907	yes
S-0935	Yes
S-0964	Yes
S-0972	Yes
S-0979	Yes
S-0980	Yes
S-1004	Yes
S-1037	Yes
S-1042	Yes
S-1044	Yes
S-1045	yes
S-1049	Yes
S-1065	Yes
S-1068	Yes
S-1108	Yes
S-1141	Yes
S-1169	Yes
S-1170	Yes
S-1182	Yes
S-1191	Yes
S-1209	Yes
S-1211	yes
S-1219	Yes
S-1221	Yes
S-1225	Yes
S-1236	Yes
S-1243	Yes
S-1250	Yes
S-1251	Yes
S-1266	Yes
S-1284	Yes
S-1292	Yes
S-1299	Yes
S-1301	Yes
S-1334	Yes
S-1356	Yes

Q4. Would you support or be interested in a new fundamental elementary or middle school as a choice in this geographic area if it would require the closing or consolidation of a traditional neighborhood school?

S-1357	yes
S-1374	Yes
S-1398	Yes
S-1414	Yes
S-1416	Yes
S-1431	yes
S-1434	yes
S-1445	Yes
S-1454	Yes
S-1467	Yes
S-1479	Yes
S-1485	Yes
S-1488	Yes
S-1506	Yes
S-1520	Yes
S-1543	Yes
S-1545	Yes
S-1547	Yes
S-1580	Yes
S-1584	Yes
S-1597	Yes
S-1615	Yes
S-1620	Yes
S-1622	Yes
S-1650	Yes
S-1663	Yes
S-1664	Yes
S-1670	Yes
S-1672	yes
S-1680	Yes
S-1685	Yes
S-1702	Yes
S-1709	Yes
S-1722	Yes
S-1744	Yes
S-1782	Yes
S-1783	Yes
S-1788	Yes
S-1796	Yes
S-1811	Yes
S-1812	Yes
S-1818	Yes
S-1819	Yes
S-1825	Yes
S-1840	Yes
S-1864	Yes

Q4. Would you support or be interested in a new fundamental elementary or middle school as a choice in this geographic area if it would require the closing or consolidation of a traditional neighborhood school?

S-1870	Yes
S-1876	Yes
S-1894	Yes
S-1896	Yes
S-1898	Yes
S-1900	Yes
S-1907	Yes
S-1908	Yes
S-1917	Yes
S-1930	Yes
S-1934	Yes
S-1936	Yes
S-1937	Yes
S-1945	Yes
S-1947	Yes
S-1950	Yes
S-1954	Yes
S-1960	Yes
S-1963	Yes
S-1965	Yes
S-1974	Yes
S-1975	Yes
S-1987	Yes
S-2003	Yes
S-2004	Yes
S-2006	Yes
S-2008	Yes
S-2009	Yes
S-2013	Yes
S-2015	Yes
S-2022	Yes
S-2031	Yes
S-2032	Yes
S-2046	Yes
S-2052	Yes
S-2054	Yes
S-2058	Yes
S-2060	Yes
S-2061	Yes
S-2070	yes
S-2078	Yes
S-2081	Yes
S-2092	Yes
S-2099	Yes
S-2103	Yes
S-2110	Yes

Q4. Would you support or be interested in a new fundamental elementary or middle school as a choice in this geographic area if it would require the closing or consolidation of a traditional neighborhood school?

S-2122	Yes
S-2123	Yes
S-2127	Yes
S-2130	yes
S-2139	Yes
S-2140	Yes
S-2145	Yes
S-2147	Yes
S-2155	Yes
S-2157	Yes
S-2163	Yes
S-2169	Yes
S-2172	Yes
S-2174	Yes
S-2181	Yes
S-2185	Yes
S-2189	Yes
S-2190	Yes
S-2198	Yes
S-2208	Yes
S-2212	Yes
S-2213	Yes
S-2215	Yes
S-2222	Yes
S-2225	Yes
S-2236	Yes
S-2237	Yes
S-2238	Yes
S-2241	Yes
S-2259	Yes
S-2260	Yes
S-2261	yes
S-2275	Yes
S-2276	Yes
S-2289	Yes
S-2312	Yes
S-2315	yes
S-2322	Yes
S-2335	Yes
S-2345	Yes
S-2350	Yes
S-2356	yes
S-2358	Yes
S-2359	Yes
S-2361	Yes
S-2362	yes

Q4. Would you support or be interested in a new fundamental elementary or middle school as a choice in this geographic area if it would require the closing or consolidation of a traditional neighborhood school?

S-2365	Yes
S-2372	Yes
S-2373	yes
S-2379	Yes
S-2393	Yes
S-2400	Yes
S-2402	Yes
S-2406	Yes
S-2408	Yes
S-2409	Yes
S-2414	Yes
S-2418	Yes
S-2419	Yes
S-2424	Yes
S-2427	yes
S-2445	yes
S-2450	yes
S-2457	Yes
S-2460	Yes
S-2471	Yes
S-2479	Yes
S-2480	Yes
S-2495	Yes
S-2509	Yes
S-2523	Yes
S-2525	Yes
S-2534	yes
S-2537	Yes
S-2538	Yes
S-2540	Yes
S-2547	yes
S-2563	Yes
S-2564	Yes
S-2570	Yes
S-2575	Yes
S-2594	Yes
S-2598	yes
S-2616	yes
S-2617	Yes
S-2620	Yes
S-2623	yes
S-2631	Yes
S-2650	Yes
S-2654	Yes
S-2657	Yes
S-2662	Yes

Q4. Would you support or be interested in a new fundamental elementary or middle school as a choice in this geographic area if it would require the closing or consolidation of a traditional neighborhood school?

S-2672	Yes
S-2673	Yes
S-2678	Yes
S-2694	yes
S-2696	yes
S-2699	Yes
S-2701	yes
S-2714	yes
S-2725	Yes
S-2749	Yes
S-2752	Yes
S-2774	Yes
S-2786	yes
S-2787	Yes
S-2795	Yes
S-2803	Yes
S-2810	Yes
S-2821	Yes
S-2857	Yes
S-2865	Yes
S-2868	Yes
S-2883	yes
S-2885	Yes
S-2893	yes
S-2895	Yes
S-2899	Yes
S-2903	Yes
S-2914	Yes
S-2916	Yes
S-2920	Yes
S-2924	Yes
S-2926	Yes
S-2931	yes
S-2945	yes
S-2946	YES
S-2948	Yes
S-2985	Yes
S-3001	Yes
S-3002	Yes
S-3004	Yes
S-3015	Yes
S-3022	Yes
S-3024	Yes
S-3027	Yes
S-3029	Yes
S-3030	Yes

Q4. Would you support or be interested in a new fundamental elementary or middle school as a choice in this geographic area if it would require the closing or consolidation of a traditional neighborhood school?

S-3035	Yes
S-3041	Yes
S-3045	Yes
S-3053	Yes
S-3058	Yes
S-3061	Yes
S-3084	Yes
S-3085	yes
S-3090	Yes
S-3096	Yes
S-3097	yes
S-3098	Yes
S-3105	Yes
S-3106	Yes
S-3124	Yes
S-3134	Yes
S-3139	Yes
S-3141	Yes
S-3152	Yes
S-0056	Yes
S-0129	Yes
S-0199	Yes
S-0409	Yes
S-0479	Yes
S-0516	Yes
S-0874	Yes
S-1231	Yes
S-1399	YES
S-1593	Yes
S-1693	Yes
S-1882	Yes
S-2029	Yes
S-2094	Yes
S-2264	Yes
S-2291	yes
S-2310	Yes
S-2649	Yes
S-2836	Yes
S-2949	Yes
S-2964	yes
S-3064	Yes
S-3153	Yes
S-0369	Yes
S-1743	Yes

Q4. Would you support or be interested in a new fundamental elementary or middle school as a choice in this geographic area if it would require the closing or consolidation of a traditional neighborhood school?

S-1844	Yes!
S-2244	YES!
S-0595	Yes!
S-1329	YES!
S-1646	Yes!
S-1845	Yes!
S-0289	Yes!!!
S-3056	Yes!!!
S-0179	YES!!!!
S-0417	Yes!!!!
S-1490	Yes!!!!!
S-0224	Yes)
S-0115	Yes.
S-1215	Yes.
S-1519	Yes.
S-1539	Yes.
S-1971	Yes.
S-2033	Yes.
S-0088	Yes.
S-1890	Yes.
S-2297	Yes.
S-2321	Yes.
S-2499	Yes.
S-2641	Yes.
S-2643	Yes.
S-2772	Yes.
S-0453	N/a
S-1122	N/A
S-1791	n/a
S-1806	N/a
S-1912	N/A
S-2252	N/A
S-2531	N/A
S-3137	N/A as I don't have a child in this age range anymore.
S-0459	Na

Q5. Would you support or be interested in a campus that serves both elementary and middle school students (e.g., K-8 grade configuration) as a choice in this geographic area if it would require the closing or

P-01	Yes in Palm Harbor
P-02	Make Eastlake Middle Zone School or add K 8 between Brooker and Cypress . K-8 on East Lake side. Combine Brooker Creek with Cypress making one primary and inter.
P-07	Yes
P-08	No
P-09	Yes K-8
P-13	Yes
P-14	Yes! @ Gulfport elementary
P-15	K-8 is great!!!! All magnet families to have choices
P-16	yes
P-21	Maybe try 6mo-4th grade, 5th - 8th grade & 9th-12th grade.
P-22	yes
P-23	yes
P-24	In addition to K-8, adding Early Child Education.
P-36	No, but I understand that's how it goes sometimes.
P-37	Yes
P-38	What is the data or research on the impact of such configurations on ea. age grp? Beyond practicality, how do such configs. enrich student learning & wellbeing?
P-39	Yes, this could help the middle schools that are over capacity.
P-40	Yes
P-41	Yes. Smaller children in the family can be on the same campus as slightly older siblings.
P-42	I like this-encouraging the older students to help younger. It teaches them & builds empathy.
P-43	Yes
P-51	Yes, but would like to see data on effects on develop, safety, etc.
P-52	Yes
P-53	Perkins K-8 (parents have been asking) We lose kids to Academy Prep
S-0003	Definitely
S-0005	No. The needs of elementary school children are vastly different than the needs of those in middle school, socially, emotionally, and academically. Those differing needs require a different set of administration, safety and mental health/counseling personnel and guidelines. Combining them would skew those resources to only the "squeaky wheels" in my opinion, leaving out so many kids who would absolutely benefit from earlier resources.
S-0006	Yes.
S-0008	Yes
S-0009	Yes
S-0010	Yes
S-0011	No
S-0022	I may be interested in a K-8 school depending on which one it is
S-0023	Na. No longer have kids that age
S-0024	Yes
S-0026	No, absolutely not. That’s ridiculous now you’re just overcrowding a school with many diverse needs. No one will get what they need and will result in more parents pulling their kids out and going to alternative schools.
S-0030	No, I think this could pose dangers for smaller children. Especially if older children have behavioral issues.
S-0031	No

Q5. Would you support or be interested in a campus that serves both elementary and middle school students (e.g., K-8 grade configuration) as a choice in this geographic area if it would require the closing or

S-0032	No closures. I think it is the district leadership's responsibility to accurately determine why charter schools have a more positive appearance to the families we are losing and address it. My hunch is the concept of being "accepted" into a school along with the notion that these schools can reject based on behaviors is highly appealing to parents who are leaving. With the high performing schools in North County, there is no reason PCS should be losing students to charter or private.
S-0034	Yes.
S-0035	Absolutely
S-0037	Yes
S-0038	Yes
S-0039	Yes
S-0040	Yes
S-0045	Yes especially magnet k-8s
S-0047	Yes especially in the Azalea and Gulfport area
S-0048	Yes I would support it if care was taken to keep k-5 & 6-8 as separate as possible
S-0049	Yes
S-0051	Yes
S-0052	Yes
S-0056	Yes
S-0057	Only if the middle schools students still had the same opportunity for electives and enrichments (band, sports, orchestra, foreign lang, theater) that the 6-8 schools had.
S-0058	No
S-0059	I would be interested in a campus that serves both middle and elementary school students.
S-0060	Yes
S-0067	Yes
S-0069	Yea
S-0072	Yes
S-0075	yes
S-0076	Yes. Interested in both
S-0077	Yes
S-0078	Yes
S-0079	Yes, as long as all ages had the same opportunities as other elementary/middle students at stand alone campuses such as sports and electives.
S-0083	Yes
S-0088	Yes
S-0091	Yes, I think k-8 would be helpful
S-0092	Yes
S-0102	If it can easily be done at a relatively low cost and minimally disruptive à la Walsingham Oaks. That just made sense. Look for those obvious opportunities first.
S-0104	Combining school financially is a great idea. Suggestions k-7 and 8-12.
S-0107	I would agree to closure of a traditional school to consolidate into a K-8, but no closures of schools with specific attractors or curriculum.
S-0115	Yes
S-0121	Yes
S-0123	Yes
S-0126	Yes please!

Q5. Would you support or be interested in a campus that serves both elementary and middle school students (e.g., K-8 grade configuration) as a choice in this geographic area if it would require the closing or

S-0127	None
S-0128	Our kids are now of middle and high school age, so it would not be of much impact to us
S-0133	Yes
S-0134	Yes
S-0135	Yes and no. It would depend on which schools would combine. Sunset hills has a better reputation than Tarpon elementary
S-0136	YES, the consolidation to K-8 for Brooker Creek and/or Cypress Woods would be an amazing option for our area
S-0137	Yes
S-0138	North county on this side of Lake Tarpon needs a middle school option that is closer. However, I do not believe it should close one of the two elementary schools. You will easily bring numbers back to Pinellas with opening the middle school spots as a result you will need both schools. The middle school option will keep us from loosing families that leave. Make Brooker Creek a Fundamental k-8. It will be a winner for everyone and keep Pinellas STRONG!
S-0140	Yes
S-0142	Yes
S-0146	Yes
S-0150	Yes. Use this opportunity to create a L-12 Leadership Conservatory pathway. Opening more seats in a fundamental school option and leveraging the proven excellence of strong leadership and arts education
S-0152	No
S-0159	Yes
S-0163	Yes
S-0168	Yes
S-0169	Yes
S-0173	Yes
S-0174	Open to the idea
S-0179	YES!!!
S-0181	Yes
S-0182	Yes. If it’s absolutely needed
S-0186	Yes!
S-0187	No
S-0189	No
S-0191	Yes
S-0196	I think that is a great idea as it provides more consistency as the students move up in grade levels.
S-0198	Yes
S-0199	Yes
S-0201	Yes.
S-0202	Only if this becomes a fundamental k-8
S-0205	Yes
S-0208	Yes
S-0209	Yes
S-0210	We already gained Oldsmar K-8, so no.
S-0214	No
S-0224	Yes

Q5. Would you support or be interested in a campus that serves both elementary and middle school students (e.g., K-8 grade configuration) as a choice in this geographic area if it would require the closing or

S-0226	It would have to offer the amount of electives and flexibility of at least east lake middle. A k-8 with limited middle school electives is not attractive.
S-0231	Consolidation.
S-0233	Yes
S-0234	Absolutely!
S-0238	Yes
S-0240	I would rather have fundamental with elementary schools going to 6th grade and taking 7th& 8th grade graders and moving them to high school. I think this would prepare them more for the transition to high school.
S-0242	Maybe
S-0247	No
S-0250	I think K-12 would have more of an appeal for parents making the decision to go out of their neighborhoods while softening the blow of losing a zoned school.
S-0251	Yes
S-0253	Yes
S-0258	Yes
S-0259	Yes
S-0265	Would consider
S-0270	No you don’t have enough students as it is
S-0271	Yes
S-0273	Yes
S-0275	Yes. This would help with the very poor reputations of all the middle schools in the area.
S-0277	No
S-0280	Yes, k-8. only as necessary if all other options were looked into first.
S-0281	Yes
S-0282	No
S-0289	No
S-0290	No!
S-0301	No. While a K-8 campus offers benefits such as continuity and fewer school transitions, I would not support creating one if it requires closing or consolidating a traditional neighborhood school. Neighborhood schools play an important role in providing accessible education and strong community connections. Families should have access to quality educational options without reducing opportunities or disrupting existing school communities.
S-0303	Yes
S-0306	I would support K through 8. Eastlake area desperately needs a middle school option especially for those zoned for Tarpon middle.
S-0307	If there were no other choice.
S-0310	Yes
S-0312	Yes but only if it’s fundamental
S-0313	I would support a K–8 campus if there was clear evidence that it would improve student outcomes and provide long-term benefits for families. This allows families to come without an application process. However, I would not support closing a successful neighborhood school solely to create a new K–8 campus. Any decision should be based on student needs, community impact, and strong data not just enrollment or building capacity.
S-0315	Yes
S-0317	Yes

Q5. Would you support or be interested in a campus that serves both elementary and middle school students (e.g., K-8 grade configuration) as a choice in this geographic area if it would require the closing or

S-0323	Yes, many parents leave K-5 schools in 4th grade to go to a K-8 since they prefer that environment. But that would be much more dependent on facility availability. But this needs to have facilities for electives considered in advance. Woodlawn seems like a great candidate for that as it has massively under utilized facilities, and could easily add extra seats with a remodel.
S-0324	Yes
S-0327	Yea
S-0329	Yes
S-0330	Yes
S-0331	Only if it is where it is needed such as East of Tarpon Lake. There are enough middle schools to the west.
S-0333	Not sure; I would need more information on how this model works
S-0335	We already have a few in this area so no need for more at this time.
S-0336	As long as it was in the best interest of students, then I think that would be a great recommendation
S-0338	Yes
S-0340	Yes
S-0347	Yes
S-0357	Yes
S-0361	Combine Bauder Elem. and Seminole Middle to K-8
S-0364	Yes. Would need to create security for young students if shared busing. Create a new type of school experience like parochial schools so that the older students interact with and mentor younger students
S-0367	Only if it was attached to a successful magnet and would continue the work.
S-0369	Maybe. My greatest concern is the safety of the younger, especially female, students.
S-0374	No
S-0378	No
S-0380	maybe
S-0381	No bad idea to have elementary and middle school kids together
S-0388	Yes, but K-8 at Gulfport Elementary campus.
S-0392	Yes. I have two children (2 year age gap) that I would like to keep in the same school location as long as they require my supervision in transport because it is more convenient and safer for them to be together.
S-0393	Yes
S-0395	Yes
S-0396	Yes. Or how about K-7
S-0401	Yes, as stated previously for several reasons. As both a staff member and a parent, I also believe in outside time for middle school age children. This is most easily accomplished by having a K-8 configuration.
S-0403	Absolutely
S-0404	Yes
S-0405	East Lake corridor needs a dedicated zoned middle school consolidate or create k-8 programs in the area to address low enrollment
S-0409	No

Q5. Would you support or be interested in a campus that serves both elementary and middle school students (e.g., K-8 grade configuration) as a choice in this geographic area if it would require the closing or

S-0411	When you create a new option, you simply start to drain attendance from neighboring schools. Oldsmar K-8 will siphon students off from surrounding elementary schools. You aren't solving a problem as much as hastening the decline in enrollment for nearby schools.
S-0416	Yes. My kids go to a K-8 school now and were very happy there
S-0417	Yes!!!!
S-0420	Yes, specifically east lake area.
S-0428	If it was a difference concept - like a Montessori school, yes, I would support it. Montessori are public schools in Utah and other areas. We should try it here.
S-0436	No
S-0440	Yes, if one of the elementary schools could accommodate extending thru 8th grade to serve the students who reside nearby.
S-0443	Yes
S-0446	I would not
S-0448	No. Kids should be separated and have their own learning spaces.
S-0451	Absolutely
S-0457	I don’t want schools to close but I would be open to a k-8
S-0458	No
S-0459	Na
S-0469	Yes
S-0470	No
S-0478	No
S-0479	Yes
S-0480	Yes. That is an excellent idea for Brooker or Cypress Woods.
S-0483	Yes
S-0487	Yes
S-0488	Yes, OR put the middle schoolers on same campus as HS students
S-0489	Yes
S-0495	Possibly. Depends on which elementary is closing
S-0501	Yes
S-0505	Yes
S-0509	Yes
S-0511	Yes, I would be ok with this
S-0512	Yes
S-0516	No. Maturity levels are too varied
S-0519	No
S-0523	Yes
S-0526	Yes (Rawlings and PPMS perhaps?)
S-0528	Yes
S-0529	sure
S-0532	Yes
S-0533	Yes
S-0534	No
S-0538	Yes
S-0545	No

Q5. Would you support or be interested in a campus that serves both elementary and middle school students (e.g., K-8 grade configuration) as a choice in this geographic area if it would require the closing or

S-0549	In the East Lake corridor, there needs to be some type of consolidation to keep the students from having to travel to Tarpon Springs 1.5 hrs a day. Making Brooker Creek and Cypress Woods a K-8 schools would help.
S-0551	No. We need Middle school!!
S-0552	Yes
S-0557	That's fine
S-0559	Yes
S-0565	Yes, but only if it's separated and kids don't cross
S-0567	Yes. In the hopes it would make middle school a less desired option. There are NO good middle school and the transition needs to be better Perhaps new heights would be large enough and in a good central location
S-0569	Yes
S-0570	Yes
S-0571	Possibly but East Lake Middle is doing great and has a wait list. If anything put them into a bigger facility like Brooker Creek
S-0573	Yes
S-0577	No
S-0578	Yes. If it would keep parents enrolled in public schools, I think K-8 options would be great. Many parents leave public school to go to private just for middle school due to fears about the middle school environment and the locations/zoning for middle school.
S-0580	yes
S-0581	Yes as long as teachers and students maintain jobs and close locations to home.
S-0586	Yes
S-0589	Yes
S-0590	YES
S-0593	Possibly
S-0595	Yes!
S-0598	Yes
S-0599	yes
S-0600	sure
S-0603	Yes
S-0609	No
S-0611	yes
S-0613	East lake corridor needs a dedicated middle school. K-8 would be okay second option
S-0614	Yes
S-0620	Neaveh And erson
S-0627	No
S-0633	Make Seminole Middle and Seminole Elementary K-8
S-0634	I think a K-8 school is fine. Let's kids stay together, helps transportation issues, etc
S-0636	My children are currently in a K-8 school, I love the convenience of being able to drop off both kids to one location, but also that they are getting to stay together with friends.
S-0637	Yes
S-0651	Yes
S-0653	No
S-0654	Yes
S-0656	Yes

Q5. Would you support or be interested in a campus that serves both elementary and middle school students (e.g., K-8 grade configuration) as a choice in this geographic area if it would require the closing or

S-0660	Yes, if the school were more focused. Many areas of the country use this model, especially in private school or parochial schools. The current middle schools are a huge jump for 6th graders who often could benefit from the opportunity not to jump into the independence and responsibilities of the current model that look like high school
S-0665	Consolidating some of the elementary schools makes sense. Cypress Woods and Brooker Creek specifically
S-0666	Yes
S-0667	Before closing or consolidating a traditional neighborhood school, the district should provide transparent data showing whether enrollment declines are due to families leaving the district, lower birth rates, or students choosing other educational options. The underlying cause of declining enrollment should drive the solution.
S-0674	No. Based on my family's experience, I would not support expanding K-8 schools unless they can offer the same opportunities as a traditional middle school. Students should have access to comparable athletics, electives, clubs, and extracurricular activities, along with age-appropriate before- and after-school programs. Our experience was that these opportunities were limited, and it ultimately led us to transfer our child to a traditional middle school. If the district pursues additional K-8 campuses, ensuring an equitable middle school experience should be a priority.
S-0678	No, I much prefer neighborhood schools to avoid such long bus rides for students.
S-0679	I am very pleased that the county decided to create the Oldsmar K-8 school. It would be best to let this school develop, grow, and become well-established before exploring adding more K-8 schools.
S-0681	Yes
S-0682	I believe that elementary students and middle school students should not be together. If they are consolidated there should be enough support staff to include full time nurses, social workers and counselors at each school.
S-0683	Possibly
S-0684	I would not support the closing of a traditional neighborhood school to add another school unless it was absolutely necessary, such as a neighborhood school with very low enrollment.
S-0693	No
S-0704	No.
S-0705	Yes
S-0707	No
S-0712	I don't think you should be closing traditional schools at all. I think you should stop cutting units and let those traditional schools have lower student to teacher ratios. That will increase the quality and effectiveness of instruction, which will increase the school grade, which will naturally bring people back to that public school overtime. Y'all are being so incredibly shortsighted when you've known for years what trends look like and you did nothing to prevent it and rather put systems in place that made the problem even worse.
S-0715	Yes
S-0718	Yes. But on a middle school campus because of things like a gym and track. A k-8 on an elementary campus feels like it’s lacking in opportunity for kids.
S-0719	No
S-0721	Potentially.
S-0724	Yes
S-0726	Yes

Q5. Would you support or be interested in a campus that serves both elementary and middle school students (e.g., K-8 grade configuration) as a choice in this geographic area if it would require the closing or

S-0728	I would not choose that for my children
S-0730	Of course! I work at one now and love it.
S-0731	We already have a K-8 school in this geographic area. I don't think I would support another one if it required schools to close.
S-0734	Possibly
S-0737	If the schools are already close together physically and in the school feeder set up maybe. But only if this won't cause overcrowding. Portables are not the answer to this. You already use those far to often.
S-0743	Yes as long as transportation is being provided. If not, then no.
S-0745	Yes
S-0747	Absolutely NOT! Middle school students are too large and may hurt elementary school aged students. In no circumstances would I want my elementary school student being around ANY middle school aged students. They are in a different part of life at middle school age biologically and I see nothing but problems with this.
S-0748	Yes. As long as the younger kids are not in the same areas are the older kids. With money that will be saved with closing potential schools can possibly have lunch areas for those in elementary as well as bathrooms only on the elementary side for those students and so on. Safety is always #1 for all students!
S-0749	Yes
S-0752	Sure
S-0755	Yes
S-0756	Yes
S-0763	Again, possibly. I would like to see the comprehensive plan the county would put together to ensure the function and safety of that campus. For example, I would not want a 1st or 2nd grader interacting with some of the behaviors taking place at the middle school level. Those barriers need to be clear and firm up front.
S-0767	Yes
S-0769	No
S-0770	No I do not support K-8 schools
S-0771	Yes
S-0774	I think that works fine
S-0777	Not really, no.
S-0780	Yes I think K-8 is a good options for families that need wrap around care. I found it very difficult to get my son through school or make him attend in middle school when his school start time was 940am and I had to be to work by 7 or 8
S-0781	Yes
S-0782	YES
S-0783	Absolutely.
S-0784	No. Too wide an age range
S-0787	yes, if necessary
S-0788	No
S-0791	Yes, but I feel like it would be beneficial to have separate elementary and middle school administrations.
S-0794	Yes
S-0795	Yes
S-0799	No

Q5. Would you support or be interested in a campus that serves both elementary and middle school students (e.g., K-8 grade configuration) as a choice in this geographic area if it would require the closing or

S-0805	No
S-0807	Yes
S-0808	No
S-0810	don't close our schools
S-0812	Yes, I would.
S-0814	No
S-0816	No
S-0818	No
S-0828	Possibly
S-0830	No
S-0847	No. I don't support this idea because elementary and middle school students are at very different developmental stages. I believe it's important for younger children to learn in an environment designed specifically for their age group, and combining them with older students may not be in their best interest.
S-0848	Yes
S-0854	Yes
S-0856	Yes! Opinion was given on prior question
S-0858	Yes
S-0866	No
S-0871	I'm supportive of schools that maintain high academic standards, as long as they don't incorporate religious instruction into the public school curriculum or present an incomplete or sanitized version of history.
S-0873	Not sure, as an employee I am concerned about losing my position.
S-0874	Yes
S-0877	Yes if we could keep the preschool programs in the school as well
S-0878	Absolutely.
S-0879	Yes
S-0881	No
S-0883	No. Schools should stay open.
S-0884	No. K-8 is growing in popularity, but with this configuration, pre-k is not offered. As a parent and educator, I know my children have had great success because of their experiences from the start. They have all attended Pre-K programs and I do believe their success started early because of pre-kindergarten. As a prekindergarten educator myself, I can also attest to many children having a greater readiness for kindergarten when they attend a pre-k program. With such rigor beginning in kindergarten, it is absolutely necessary for a child to be in a program before that. There is a lot of focus on elementary age, please also consider pre-kindergarten ages and where that falls as well. Our students are prepared when coming to kindergarten because of our wonderful pre-kindergarten programs around the county. Fundamental schools offer k-8, but no option for Pre-K.
S-0885	No. I think this could increase bullying, and expose younger children to issues, language and content that they do not need exposure to.
S-0887	Yes, I think that would be a reasonable option.
S-0888	No
S-0892	as long as there was enough separation in the space, room to move, where older kids aren't too involved with the primary age kids

Q5. Would you support or be interested in a campus that serves both elementary and middle school students (e.g., K-8 grade configuration) as a choice in this geographic area if it would require the closing or

S-0895	Yes. I would support a K–8 grade configuration if it is part of a thoughtful plan based on enrollment, facility utilization, and community need. A successful K–8 model would require clear separation between elementary and middle school students while maintaining strong, consistent expectations, behavior systems, and administrative support across both grade levels. The success of combining these age groups would depend on ensuring that the needs of both younger and older students are appropriately addressed.
S-0897	No
S-0899	Yes
S-0900	yes
S-0901	Yes
S-0902	I can be supportive as long as the campus is broken into distinct areas for K-5 and 6-8. Plus, I like the idea of students being able to stay in one school setting for a longer duration providing a sense of stability and familiarity,
S-0907	No not k-8th together that would not be good kids need some transition in their life to be able to handle it in the future and that's to many different mindsets in one building.
S-0911	Yes
S-0913	Yes
S-0914	No because I do not believe we should be closing schools. We are people trying to survive just like you. We are already being underpaid and are understaffed as it is and you want to contribute to the problem.
S-0918	Yes
S-0920	These HAVE TO offer tutoring that can be paid via the step up scholarship
S-0930	No
S-0931	Sure
S-0935	No, don't want my toddler with teens at a poorly run school with major behavior issues
S-0941	Yes
S-0944	absolutely not.
S-0945	Yes
S-0946	Yes, I would love that!
S-0950	Only if they would offer a robust middle school experience.
S-0951	yes
S-0954	No.
S-0955	Would be easier for parents with mixed age groups instead of having their children split in different schools half hour away from each other.
S-0959	I don’t understand how that solves the problem at hand and I don’t agree with kindergarteners sharing the bus with 6/7/8th graders. Maybe instead of k-8, Pinellas considers a small town approach. “Primary School” for K-2, “Grade School” for 3-5, “Intermediate School” for 6-7, “Junior High” for 8-9, “High School” for 10-12.
S-0964	Yes
S-0972	Yes
S-0974	Yes, I have worked in a Pre-K -8 public school in Key Largo (Monroe County) and it was a wonderful model. Wonderful campus and very close knit community. I felt like this model created a closer feeling of community!
S-0976	Possibly, not most likely not. It would depend on the school and the area
S-0978	No

Q5. Would you support or be interested in a campus that serves both elementary and middle school students (e.g., K-8 grade configuration) as a choice in this geographic area if it would require the closing or

S-0979	Yes
S-0980	Yes
S-0981	Yes, but I don't see where this would be done. All others were combining campuses and there doesn't seem to be the opportunity to do it again.
S-0983	Yes
S-0989	Not applicable to me
S-0992	This exists already in other states/regions so I don’t see why this couldn’t work, but I also think it would depend on the campus footprint.
S-0993	Yes
S-0997	For that age group, I think that would help
S-0999	I’d lean yes on a K-8 choice campus, but only if the district can show solid data on student outcomes, safety, and family impact first. A model like that can work well, but I would not want it to be adopted just because it sounds efficient or innovative.My biggest concern would be consolidation becoming a cost-cutting move. If it means fewer counselors, fewer support staff, or larger caseloads for the same adults, then the school may save money but give students less support. That would be especially concerning during a transition like this, when students usually need more attention, not less.I’d also want to know about class sizes, special education services, transportation, and whether the neighborhood school would lose its community role. Those things matter just as much as the building or the schedule. So overall, I’d support it only if the district can prove it improves education and does not simply reduce staff and support behind the scenes.
S-1002	I’m concerned about how leadership will be handled. I work at a new proposed k8 school and there has been a lot of unethical behavior in regards to leadership? If we can’t trust that, how can I trust anything?
S-1003	Yes. K8 in North St Pete
S-1004	Yes
S-1005	Yes and even if there was a direct track to keep the elementary kids together in middle school
S-1009	Love these. Sanderlin K-8 is great
S-1011	With Bay point becoming a K-8 and Sanderlin already there I don't think we need anymore options this far south. Maybe mid and North county K-8 options.
S-1014	I am not in favor of k-8 for the sake of the k-2nd aged kids easing into a more personalized education experience
S-1022	Yes
S-1027	Yes
S-1029	Uea
S-1030	Yes
S-1031	ot opposed k-8 configuration if schools can model a safe and inclusive culture free of bigotry and bullying that can come with familiar faces. All campuses within PCS would need to reflect similar values so students dont meet critiria to attend schools for elected scholars. if we can keep classrooms accomidating and practical for educators, why not? i believe young adult need 9-12 finishing school. I see the numbers game but I dont play. These are lives
S-1032	Possible
S-1036	Yes
S-1037	Yes
S-1038	Yes
S-1040	Yes

Q5. Would you support or be interested in a campus that serves both elementary and middle school students (e.g., K-8 grade configuration) as a choice in this geographic area if it would require the closing or

S-1041	That’s a good option
S-1042	Yes because dunedin only has one middle school
S-1043	Yes
S-1044	Yes
S-1045	yes
S-1048	No
S-1049	Perhaps
S-1050	YES!
S-1051	Yes
S-1056	No
S-1062	K-8 would work but not combining middle and high school together.i feel that those poor middle schoolers would get disrespected
S-1063	Yes, only as an alternative to simply closing the schools
S-1064	Again, I think a K through eighth would be wonderful. A lot of charter schools are K -8 .
S-1065	Yes
S-1068	Yes
S-1069	Yes
S-1070	Yes
S-1071	As long as the teachers were able to keep their jobs and it was a smooth transition for students
S-1073	Yes, as long as the schools were run independent of each other. There is dramatic difference between a kindergarten student and an 8th grade student.
S-1074	Yes, I support combining elementary and middle schools.into K-8 models.
S-1077	Yes
S-1082	Maybe
S-1087	If the change can be shown to improve student outcomes, strengthen community services and make efficient use of district resources Possible yes
S-1089	Possibly
S-1094	Maybe? My kids are more interested in magnet programs.
S-1099	I am only interested in K-8 at a fundamental school.
S-1100	No
S-1102	I think as long as there is a way to keep the older kids away from the littles, that would be fine. It might not be my first choice, but if it makes the most sense financially I do understand that.
S-1108	Yes
S-1110	Yes
S-1112	Yes
S-1113	Unknown
S-1115	No
S-1117	Consolidation is not a bad choice providing transportation for students of closed schools.
S-1122	N/A
S-1127	Yes
S-1129	Sanderlin is already doing this successfully, so if it meant preserving the magnet programs, then yes,
S-1130	yes
S-1132	I feel like younger Elementary age students, Pre-K to grade 2 or 3 should be kept together while a consolidation of grades 3 or 4 through eight would be more reasonable.
S-1134	Sure

Q5. Would you support or be interested in a campus that serves both elementary and middle school students (e.g., K-8 grade configuration) as a choice in this geographic area if it would require the closing or

S-1137	No, Tyrone is too close and a lot of our kids already move to fundamental or magnet schools when they leave us.
S-1141	Yes
S-1142	No
S-1143	Yes
S-1144	Yes, again, if staff can simply move to the K-8 school
S-1147	Yes
S-1149	Yes. Priority should be given to those in that area
S-1153	No. BIG difference in age groups, not appropriate to have them in the same areas.
S-1154	No
S-1155	Again, no. We need to build up neighborhood schools to create change.
S-1158	See previous comments
S-1159	No
S-1162	Absolutely. This model creates smoother transitions with more stability, less stress, stronger academic continuity, a unified school culture with more family engagement because their children are all in one place and not on separate schedules.
S-1166	yes
S-1168	No
S-1169	Yes
S-1170	Yes
S-1171	Again, yes if the traditional neighborhood school is low achievement
S-1173	Yes
S-1174	NO
S-1178	No
S-1179	Potentially
S-1181	Only if the campus was set up to distance the younger students from the older ones as there are many issues arising that did not use to be common in an elementary school setting. I wouldn't want younger students exposed to certain behaviors from middle school students. There should still support for elementary and middle (such as multiple counselors) to help students be successful instead of cutting corners.
S-1182	Yes
S-1184	Maybe
S-1188	While I think that K-8 models can be very beneficial to students, I would not prefer this option over utilizing already existing school campuses to better meet the needs of our students.
S-1190	No
S-1191	Yes
S-1192	Yes, 100%.
S-1194	Yes.
S-1197	No. Middle school students and freshmen in this district are difficult to manage and shouldn't be around the younger students.
S-1201	Yes
S-1202	If necessary and if 2 separated wings

Q5. Would you support or be interested in a campus that serves both elementary and middle school students (e.g., K-8 grade configuration) as a choice in this geographic area if it would require the closing or

S-1204	No - I think smaller schools run better and offer more opportunity for students to be and feel a part of a learning community. I also think its not a good idea to have older kids and younger kids together - much more adult supervision is needed when you have large numbers and such different ages k-8 on same campus. Smaller schools are easier to run.
S-1206	Yes
S-1208	No
S-1209	Yes
S-1211	maybe, but this seems like it would work better if it started in a certain grade level and moved up each year rather than merging 2 schools suddenly.
S-1215	Yes.
S-1216	Yes, I think K-8 schools would be appropriate.
S-1217	Yes, I would be interested in supporting a K–8 campus in this area, even if it required the closing or consolidation of a traditional neighborhood school. However, I would want to see a clear and detailed plan outlining how the transition would work, including the impact on students, families, and staff, before it was implemented.
S-1218	Yes K-8 seems to be ideal not as much problems as a stand-alone middle school
S-1219	Yes
S-1221	No
S-1225	Yes
S-1229	Yes
S-1231	Yes
S-1232	Yes, that when done correctly, can be a great alternative that's needed in the area.
S-1233	No
S-1234	I find the age gap between k-2 and middle school worrisome. To be housed in the same school building would not be ideal.
S-1235	Yes, I like the idea of a k-8 but it's not the only determining factor
S-1236	Yes
S-1240	Absolutely not!
S-1243	Yes
S-1244	No
S-1245	Yes
S-1246	The district plans to close Bay Point Elementary and consolidate it with Bay Point Middle making it K-8. If in addition, the new K-8 were a fundamental school it would benefit the community. I understand that fundamental schools have stricter behavior and academic requirements, and more teacher input. As a member of the community, I have observed frequent behavior issues with the middle school students. Perhaps a fundamental school would help to alleviate some of these issues.
S-1249	K-8 schools have some merit. If you have a large enough middle school that is under enrolled and elementary schools in the area that are unenrolled, it would make sense to combine the schools.
S-1250	Absolutely
S-1251	Yes
S-1252	i'm not fully into this option but i see the appeal. i just think middle school age is such a difficult transition period, im not sure combining with younger elementary is positive. i could be convinced if the campus was shared but separated in some way administratively and space wise.

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S-1255	Yes
S-1258	Yes
S-1260	yes i think closing and consolidating is the way to go
S-1261	This is a very good option.
S-1262	Yes
S-1263	I think the K-8 solution could be a good one, though the only middle schools I know through personal experience are Morgan Fitzgerald and Largo Middle -- both of which are deeply engaged with their magnet programs. What would this do for the magnets?
S-1266	No
S-1269	yes.
S-1279	K- 7th grade, then 8-12th. See previous comments.
S-1283	No. I think that would create a major shock to those children going from middle to high school. Middle school is a really important transitional period.
S-1284	Yes
S-1285	No
S-1292	Yes
S-1293	I will NOT support nor will be interested in such school. This question presupposes that children currently attending public school might be forced by the county to enroll into fundamental school instead, artificially increasing enrollment into charter school that is subsidized by tax payers money but is not held accountable to the public. The question then rises, if the county sponsors charter school that might otherwise be lacking enrollment?
S-1295	Yes
S-1297	I don't think we need that in North County. Also I would be concerned about Elementary School kids being around middle school kids. My grandkids showed me video from Palm Harbor where the kids are now fighting in bathrooms and stairwells to avoid the cameras.
S-1299	Yes
S-1301	Possibly. I need more info of how the campus would function.
S-1303	NO
S-1316	I would support this only if it was staffed by competent, certifies Florida teachers.
S-1325	No
S-1329	Yes
S-1334	No
S-1339	Yes. But I then fear for some of our more historic properties, schools that have character and don’t look institutional, will be in danger of closing.
S-1347	Yes
S-1350	It depends on how it was selected to be ran. I must say I am not too thrilled about how Baypoint elementary and Baypoint Middle new Principal processes being selected there’s a lot of unethical and a lot of underhandedness that’s going on that should be brought to light if we’re keeping everything on the up and up.
S-1352	yes
S-1356	Yes
S-1357	yes
S-1360	Yes

Q5. Would you support or be interested in a campus that serves both elementary and middle school students (e.g., K-8 grade configuration) as a choice in this geographic area if it would require the closing or

S-1363	Are you talking about closing a neighborhood school or a magnet school? By keeping a magnet school open, you are giving the parents and the children what interest them the most with hands-on learning?
S-1368	I don't honestly know where it would go and which property could withstand the number of students and classrooms as well as recess/ lunch locations. Not opposed but would be intrigued as to how it would work out in the area in which I work.
S-1372	Yes
S-1374	Yes
S-1380	Yes
S-1382	No you can't have middle school kids and elementary kids on the same campus. You are asking for trouble.
S-1384	Maybe
S-1387	Sunset Hills combined with Tarpon Middle as a K through 8
S-1388	Yes, we need more K-8 schools, I believe more parents would keep their kids enrolled and it would benefit the children to have a place they are familiar with for their middle school years.
S-1389	No
S-1391	Yes
S-1392	No. It does not make sense to close schools in order to build new ones that are non-inclusive.
S-1396	Yes
S-1398	I do not believe a K-8 would best serve this geographical location based and behaviors displayed.
S-1399	YES because parents in south county greatly depend on the magnet and fundamental programs as the neighborhood school educational experience does not even compare!
S-1402	Yes
S-1405	Yes, but only if it had appropriate resources including space, staff and services.
S-1414	Yes
S-1415	Possibly
S-1416	Yes
S-1417	Once again, I would support it if they made it easily accessible for parents and students to participate in. Will there be before and aftercare that isnt astronomical in price for parents that have to work?
S-1424	Yes
S-1427	Yes north county
S-1428	No...
S-1431	yes
S-1434	yes
S-1435	Absolutely
S-1437	definitely
S-1439	No. It is not needed. Also young children should not be in the same school as older children that should be in middle school.
S-1440	No
S-1441	No, if there is a school closing due to declining enrollment, why would we approved building a new school?
S-1442	Turning Southerland into a K-8 and not building another school next door can work. Although traffic is already a nightmare but it's better than 2 schools next to each other.
S-1443	yes

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S-1444	No
S-1445	Yes
S-1454	Yes, this is a preferred format
S-1457	yes because Consolidation works best when there are established feeder programs especially in areas where middle schools and elementary schools in the same area. by Strengthening these pathways helps build continuity for students both academically and socially. In addition, schools that serve broader grade ranges, such as K–8 campuses, can provide added convenience for families by allowing parents with multiple children to engage with just one school community. This can improve parent involvement, communication, and overall student support. It is also important to consider schools that serve as community hubs. Campuses that actively host events, athletic programs, and after-school activities play a vital role beyond academics. These programs not only support student development but also strengthen neighborhood connections and local pride also a larger and central location for community shelters when needed.
S-1458	No
S-1460	Yes! That is a good idea
S-1461	Yes
S-1462	Yes
S-1463	Possibly
S-1464	Yes - this model would be preferable. Restructuring neighborhood schools and keeping those numbers slightly up will retain staff and offer a more personalized education.
S-1466	yes
S-1467	Yes
S-1471	No
S-1472	I really like the idea of k-8
S-1479	Yes
S-1481	No
S-1482	No
S-1485	Yes
S-1488	Yes
S-1490	Yes
S-1492	Yes
S-1493	Yes. Safety Harbor Elementary and Safety Harbor Middle.
S-1496	maybe
S-1498	I would support it. Whatever needs to be done to be competitive with private or charter.
S-1502	Interested
S-1504	Yes
S-1506	Yes
S-1514	Yes, consolidating Safey Harbor Elem. and Middle would be a welcomed transition to the community.
S-1517	Closing Mwadowlawn and making Sexton and Lynch K-8 is a great idea. Keeps the elementaries full.
S-1519	Yes

Q5. Would you support or be interested in a campus that serves both elementary and middle school students (e.g., K-8 grade configuration) as a choice in this geographic area if it would require the closing or

S-1520	This is a good idea if it is feasible
S-1522	Yes, maybe make it fundamental or magnet also
S-1525	Yea
S-1527	No. I think it is a necessary part of childhood to have to move from elementary to middle school and middle school to high school and have the experience of meeting new people. Surrounding children with the same group for 8 years wouldn't allow them to grow socially, as they need to meet new people aswell as different groups of people
S-1530	Possibly. Brining the IB program at largo middle to mildreds campus could be an idea.
S-1538	I'm not sure how I feel about middle schoolers mixed with elementary-school children. It might be best to keep those groups separate.
S-1539	Yes.
S-1542	Maybe
S-1543	Yes
S-1544	Yes, this is another model parents favor. At my school we have heard again and again I wish it was K-8. I was a parent at my school as well, I wish my school was K-8 and my student had not had to endure her middle school experience, especially after coming from such an amazing elementary.
S-1545	Yes
S-1547	Maybe
S-1555	I think Woodlawn ES would be a good choice for this as it has a massive capacity, and even more if there is some remodeling done
S-1558	You just opened one of these. Why would you make another in this area?
S-1561	I have heard from families that they enjoyed their time at a k-8 but i'm not sure if it would be better to have middle schoolers separate so that they can figure out some independence at that crucial time of their lives.
S-1565	I am for a K-8.
S-1574	yes i would hear you out on this
S-1576	If it were my child's school - garrison jones elementary
S-1580	Yes
S-1583	Yes
S-1584	Yes
S-1587	Yes
S-1588	No I would NOT be in support of this
S-1590	Yes I would. It would be more convenient for pickups and dropoffs
S-1592	Only if geographically close
S-1593	Yes
S-1595	We have done this in the past and it was no issue for us. Our kids will be high school age so no impact to us.
S-1597	Yes
S-1598	Yes
S-1600	K-8 models have been very successful. If closure is required creation of a K-8 school is a viable option. I have seen the 6-12 model also work in other districts, but I do not know if there is a site in North county where this many students could physically be housed.
S-1606	No

Q5. Would you support or be interested in a campus that serves both elementary and middle school students (e.g., K-8 grade configuration) as a choice in this geographic area if it would require the closing or

S-1609	Yes
S-1612	I would support a a K-8th school as families like the idea of not changing and staying with familiar staff and admin.
S-1614	I have heard pros and cons to this. I would be more open to learning about it if I knew 7-8 grades were in a separate section. Maybe 6th grade, but logistics would need to allow them to grow away from the more gentle elementary set up so they are prepared for high school.
S-1618	Yes. Students and parents would be familiar with the facility. Hopefully would ease the travel burden. Also students would experience a community school in the upper grades.
S-1620	Yes
S-1622	Yes, I wish they would make Gulf Beaches K-8
S-1631	yes
S-1632	No.
S-1634	Depends on the schools and proximity to other schools
S-1638	If it would be a way to keep the majority of schools open then yes
S-1645	Yes as I mentioned in my first comment.
S-1646	Yes!
S-1647	Already have an K-8 in my aera Oldsmar Elementary School
S-1649	No. I feel they should be separated
S-1650	Yes
S-1652	I would, and I wish when we had looked into this at my oldest child's elementary school that we had pushed forward like Sanderling and made a K-8. We didn't because it would shrink the kindergarten by one class, and we wanted to serve the community and fill as many proximity spots as possible. But I do think this works better for controlling behavior issues.
S-1659	Yes-
S-1661	If kept as separate as possible,
S-1663	Yes
S-1664	Yes! I really like the k-8 model and I honestly feel that there are not great middle school options here (but very good elementary & high schools)
S-1665	No
S-1669	Yes
S-1670	Yes
S-1671	Yes, if comprehensive arts programs are prioritized
S-1672	yes
S-1673	yes
S-1674	Yes. As long as access to high quality arts education (performing and visual arts) is available to all students.
S-1675	Yes
S-1677	Yes
S-1678	Yes
S-1679	Yes.
S-1680	Yes
S-1685	Yes
S-1687	I like a K-8 merger over a fundamental school. I worked at Sanderlin when they transitioned to K-8 - it’s a good solution if there’s low enrollment at all levels.

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S-1688	I could support this blended K-8 so long as the specials are available age appropriately- like middle school band/chorus should still be an offering while there is another specialist specifically K-5 - one specialist could not service all grades well.
S-1690	Not really
S-1692	If demographics support it.
S-1693	No; these kids need to be kept separate for multiple safety reasons
S-1701	No
S-1702	Yes
S-1707	Same as my previous answer: as long as it didn't affect the jobs of teachers/staff and guaranteed job security for these employees.
S-1709	Yes
S-1714	Based on the charts of schools in this East Lake area, there does not seem to be capacity for a new K-8 campus but I could certainly see that being a proper decision in other parts of North County Pinellas.
S-1718	No
S-1720	No
S-1721	Depends on the program. Fundamental, yes. Programs that enforce high expectations, yes. Programs just on paper and not truly implemented, no.
S-1722	Yes
S-1725	No
S-1726	No
S-1729	No!!
S-1733	No
S-1740	I would support a gradual consolidation of an elementary and middle school. For example, increasing the school from K-5 one year to K-6 the next until the school is K-8 This would allow continuity for the students.
S-1743	No
S-1744	No
S-1753	No
S-1754	No, make each traditional school K-8 and serve the students who live in that neighborhood. Make class sizes smaller so students can receive the individualized instruction they need to succeed. Instead of bringing in “coaches” to pull kids from reading and math, let the teachers have smaller classes and give them time to tailor their instruction to the needs of every student.
S-1756	No
S-1757	Potentially- as long as educators and specialists retain their position
S-1766	With proper campus monitoring- yes.
S-1769	Depending on the size of campus to served the age range that needs tailored approaches.
S-1774	yes
S-1777	Yes, as long as programs and staff are not cut from the arts or other referendum funded programs.
S-1782	Yes
S-1783	Yes
S-1785	Yes
S-1787	yes-parents might be more invested if students are at the campus a longer period of time

Q5. Would you support or be interested in a campus that serves both elementary and middle school students (e.g., K-8 grade configuration) as a choice in this geographic area if it would require the closing or

S-1788	Yes
S-1789	Yes, I believe that K-8 education benefits most children more than the traditional middle school model of 6-8.
S-1791	no
S-1794	Mid county yes, south county NO! The behaviors in south county are concerning and unless it a magnet or fundamental I do not think it's appropriate unless behaviors are fixed
S-1796	No
S-1799	Yes, it is good.
S-1803	Yes
S-1806	N/a
S-1807	Yes
S-1809	If necessary to maintain the traditional neighborhood school only.
S-1811	Yes
S-1812	Yes
S-1815	No
S-1816	Yes
S-1818	Yes
S-1819	Yes
S-1823	Yes!
S-1825	Yes
S-1826	No
S-1827	Less interested in this. I find keeping elementary and middle separate is often beneficial.
S-1828	yes
S-1829	Yes
S-1830	This makes me nervous but other schools have shown that it can be done. I think over time it's a great idea for building relationships with families for years.
S-1838	Yes
S-1840	Yes
S-1842	No
S-1844	Yes.
S-1845	I'm not opposed
S-1846	Yes
S-1847	No
S-1850	No
S-1864	No
S-1865	No
S-1870	No
S-1872	If it would help to save cost and benefit the children and staff, yes
S-1876	They already opened Walsingham K-8 during the 25-26 school year in the Largo area.
S-1878	What happens to PreK?

Q5. Would you support or be interested in a campus that serves both elementary and middle school students (e.g., K-8 grade configuration) as a choice in this geographic area if it would require the closing or

S-1879	Yes, I would support a K–8 school configuration if it improves long-term enrollment stability, makes more efficient use of district resources, and provides a strong educational experience for students. Reducing the number of school transitions can benefit students and families, and consolidating underenrolled schools into a well-planned K–8 campus may be a more sustainable option than maintaining multiple underutilized buildings. Any decision should be based on enrollment data, transportation impacts, and preserving high-quality educational opportunities for the affected communities.
S-1882	Yes
S-1883	Yes
S-1886	Yes
S-1889	Yes
S-1890	No.
S-1892	Yes
S-1894	Yes
S-1896	No. Middle schools offer a lot of electives that wouldn't be possible at elementary school.
S-1897	Yes
S-1898	No
S-1899	I think, in general, the K-8 concept seems to work better than the 6-8 middle school concept. I currently have elementary aged students and am seriously evaluating private school options for middle school due to the poor reputation of most middle schools in the area, specifically Safety Harbor Middle School.
S-1900	Yes
S-1902	No. The age groups should be separate.
S-1907	No
S-1908	Yes
S-1912	N/A
S-1915	Yes but not if it means building something new because that is not a money saver.
S-1916	Yes
S-1920	Yes
S-1921	Yes
S-1923	Yes
S-1924	Yes
S-1925	Yes
S-1926	Yes
S-1927	No
S-1930	Yes, definitely
S-1931	Not in this area, but if the schools would be a bad grade then yes. It's a good idea for elementary and middle together. In this area we have good grade schools both teachers and kids have work hard and it shows.
S-1932	Yes.
S-1934	Sure
S-1936	Yes
S-1937	No
S-1938	Absolutely not.
S-1940	No
S-1942	Yes

Q5. Would you support or be interested in a campus that serves both elementary and middle school students (e.g., K-8 grade configuration) as a choice in this geographic area if it would require the closing or

S-1945	Yes
S-1947	Yes
S-1948	Yes, I think there are many benefits to a K-8 school and counties surrounding us have been doing it for years! (ie: Hillsborough, Hernando, Manatee)
S-1949	Yes
S-1950	No
S-1951	No
S-1953	yes
S-1954	Yes. K-8 is a great model
S-1955	No
S-1956	No
S-1957	K-8 is a great option.
S-1958	No
S-1959	Yes
S-1960	Yes
S-1961	Possibly
S-1962	I would be uncomfortable having kindergarteners mixed with middle schoolers. It would also be a logistical nightmare for the individual schools.
S-1963	No
S-1965	Yes
S-1971	Yes.
S-1974	Yes
S-1975	Yes
S-1976	No
S-1977	No
S-1980	K- 8 grade
S-1981	No
S-1985	Yes
S-1987	Yes
S-1990	I know that k-8 is a good model for some areas but it depends on the area.
S-1991	Unsure
S-1993	Yes
S-1995	Yes
S-1997	Again, my son is going to Sanderlin. I don’t love the idea of him being around such older kids. I think elementary and middle should be separate.
S-1999	No
S-2000	Yes
S-2002	I prefer upper middle and high
S-2003	Yes
S-2004	Yes
S-2006	Yes
S-2007	K-8 grade configuration
S-2008	Yes
S-2009	Yes
S-2011	Yes, but with a fundamental school aspect to it so parents are involved.
S-2013	Yes

Q5. Would you support or be interested in a campus that serves both elementary and middle school students (e.g., K-8 grade configuration) as a choice in this geographic area if it would require the closing or

S-2014	Yes
S-2015	No
S-2018	no
S-2022	No
S-2023	I don't have any objection to a K-8 campus as a zoned option, even if it means consolidating some schools. I believe you could create a K-8 campus at either Brooker Creek or Cypress Woods, and have a very positive reception from the East Lake community, as many would welcome a zoned alternative to Tarpon Middle. However, I would not support any closure or dilution of the East Lake Middle School Academy of Engineering, as its one of the most well-loved and well-rated magnet programs in the county. I do think that you could move to the normal 20% proximity priority for ELMS (for NEW incoming students) if you gave East Lake residents a zoned K-8 option on the east side of the lake. That would actually strengthen the magnet further, as it opens up more spots in a high demand program for students that are genuinely interested in engineering.
S-2027	No
S-2028	Yes
S-2029	Yes
S-2031	Yes
S-2032	Yes
S-2033	Use K-8 schools as much as possible.
S-2040	Yes, but I truly think that elementary school should be K-6, middle should be 7-9 and high school should be 10-12
S-2042	No
S-2043	No
S-2044	Yes
S-2046	Yes
S-2051	Yes
S-2052	Yes
S-2053	Yes K-8
S-2054	Yes
S-2058	Yes
S-2060	Yes
S-2061	Yes
S-2066	Sounds ok to me
S-2067	No! Moved from another county to here due to this! It was shit experience for the middle schoolers.
S-2069	Yes!
S-2070	yes
S-2072	K-8 schools seem to be a pretty good idea. I could even see K-7 and then adding eighth grade to high school seeing that most eighth graders are taking high school classes already
S-2073	No
S-2074	No
S-2076	Yes

Q5. Would you support or be interested in a campus that serves both elementary and middle school students (e.g., K-8 grade configuration) as a choice in this geographic area if it would require the closing or

S-2078	Yes
S-2081	Yes
S-2085	Yes
S-2086	Yes, in some cases
S-2087	Great idea
S-2089	Yes
S-2090	Yes
S-2091	No
S-2092	Yes
S-2094	Yes
S-2095	Yes
S-2096	If there were no othe
S-2097	No
S-2099	Yes
S-2103	Yes
S-2104	Only if it were a magnet
S-2106	Yes. I strongly support K-8 campuses, especially for specialized choice programs. Keeping students on one campus longer reduces transitions, builds stronger relationships with teachers and peers, and provides greater stability. This model is especially beneficial for neurodiverse students, students with disabilities, and those with anxiety or executive functioning challenges. If a neighborhood school must be repurposed, I would rather see it become a K-8 specialized choice school than close completely. This would preserve a valuable community asset while offering families innovative educational options that better meet the diverse needs of Pinellas County students.
S-2107	Yes. The K-8 models make sense in the current climate.
S-2109	Yes
S-2110	Yes
S-2113	Yes, there is no middle school in the East Lake area other than East Lake middle which is a lottery/magnet. That school is really a “fake” magnet as 90% of those who apply just want to be in a school near their house, rightfully so. Otherwise, they are busing to Tarpon Middle for an hour a day each way! This is probably the worse issue in the east lake area. The lack of a middle school. Make East Lake Middle a zoned middle school and use the campus of the high school to explain it since enrollment is down in the HS.
S-2118	As long as it becomes/stays a fundamental school (like Madeira Beach), then yes
S-2119	No
S-2122	No
S-2123	Yes
S-2126	Yes
S-2127	Yes
S-2130	no
S-2131	Yes, but I still prefer the idea of smaller schools (especially middle schools) and closure of bigger campuses.
S-2133	I would support this, given that the new school can accommodate the population well into the future.
S-2136	yes
S-2137	No

Q5. Would you support or be interested in a campus that serves both elementary and middle school students (e.g., K-8 grade configuration) as a choice in this geographic area if it would require the closing or

S-2139	No
S-2140	No
S-2145	Yes
S-2147	Yes
S-2152	no
S-2153	I support K through 8 schools because it supports community and family environment
S-2155	Yes
S-2156	No
S-2157	No, because of age gap and might be the reason for bullying
S-2158	Yes
S-2159	Yes, with guaranteed seats for the students impacted.
S-2161	Yes I think could be reasonable as long as the teacher to student ratio is reasonable. It seems like pick ups and drops off would be a nightmare.
S-2163	Maybe
S-2164	No
S-2169	Yes
S-2172	Yes
S-2174	Yes
S-2175	Open to the idea. There is ease of logistics, but there are some concerns for combining the very young kids with the older kids
S-2176	Yes
S-2179	Yes
S-2180	Yes. I strongly support K-8 campuses, especially for specialized choice programs. Keeping students on one campus longer reduces transitions, builds stronger relationships with teachers and peers, and provides greater stability. This model is especially beneficial for neurodiverse students, students with disabilities, and those with anxiety or executive functioning challenges. If a neighborhood school must be repurposed, I would rather see it become a K-8 specialized choice school than close completely. This would preserve a valuable community asset while offering families innovative educational options that better meet the diverse needs of Pinellas County students.
S-2181	Yes. K-12 would also be fantastic
S-2182	No
S-2184	Yes, k-8 schools can offer unique opportunities that traditional schools cannot.
S-2185	Yes
S-2186	Yes. I would much prefer this than 2 separate schools and drop offs for my kids. Please combine Highland Lakes Elementary with Carwise, they are the ones that make the most sense to combine based on enrollment, locations of students, and proximity.
S-2189	Yes
S-2190	Yes
S-2194	I think this is something parents with multiple kids are interested in, especially when bussing isn't an option. I would have loved my kids to have been at the same school for longer.
S-2198	YES
S-2199	Yes
S-2201	Yes
S-2203	Yes
S-2205	I think we should fund the schools we already have better

Q5. Would you support or be interested in a campus that serves both elementary and middle school students (e.g., K-8 grade configuration) as a choice in this geographic area if it would require the closing or

S-2206	Yes
S-2208	Yes
S-2211	Yes
S-2212	Yes
S-2213	Yes
S-2215	Yes
S-2217	Consistent community for families with kids in both age ranges ,one drop off,shared events ,familiar staff ,some studies suggest K-8 structures reduce the middle school dip'in academic performance when kids change school s right at early adolescence.
S-2219	Yes
S-2220	No
S-2222	Yes
S-2225	No
S-2231	Yes, absolutely! Close Tarpon High and maybe Tarpon Elementary and use the large HS campus for K-8. High schoolers go to East Lake High on the other side of Tarpon Springs and Palm Harbor UHS.
S-2233	Yes, if needed
S-2235	Yes
S-2236	Yes
S-2237	Yes
S-2238	Yes
S-2239	Oldsmar K-8 just opened in North County and is not enrolling many students
S-2241	Possibly
S-2243	No
S-2244	Only if it were fundamental or magnet
S-2245	I'm not sure. My children are in middle school and I would hate to see the elective opportunities lost at the middle school level
S-2247	Yes, and see previous response about children in the neighborhood in which the school closure would take place.
S-2250	Yes, particularly if it increases services/options.
S-2252	N/A
S-2254	No
S-2255	Yes. Especially if transportation was provided or it was located within walking distance.
S-2257	I am not opposed to a K-8 campus, but I would not support closing a successful neighborhood school to create one. Personally, I believe the district should consider expanding K-12 or 6-12 options, which provide greater continuity, stronger relationships, and fewer disruptive school transitions for students.
S-2259	Yes
S-2260	Yes
S-2261	Yes
S-2263	That makes me nervous. Although where I used to live they turned a lot of schools into k-8 and they are fine. So maybe that may be a solution.
S-2264	No too old
S-2269	No, I do not agree with having children with such age gaps on the same campus in the Public school
S-2275	Yes

Q5. Would you support or be interested in a campus that serves both elementary and middle school students (e.g., K-8 grade configuration) as a choice in this geographic area if it would require the closing or

S-2276	As long as people aren't displaced that shouldn't be
S-2278	No
S-2280	10 years ago yes, today no
S-2285	I think we need to consider more unique scenarios such as k-6 or k-7 and 7-12 or 8-12. However a k-8 option is reasonable on a current middle school campus.
S-2287	No
S-2289	Yes
S-2291	Yes
S-2293	No
S-2295	Turn Ridgecrest Elementary into the mid county gifted k-8 center and add a talent component like they have at Midtown Academy
S-2297	Yes
S-2298	It depends on which schools.
S-2304	No
S-2305	Yes
S-2309	Probably
S-2310	Yes
S-2311	Yes.
S-2312	Yes
S-2313	Maybe
S-2314	Yes if it is a traditionally funded public school; no if it is a charter, private or quasi-private school.
S-2315	yes
S-2316	Possibly, would love to see K-8 at Northshore
S-2318	This does not apply to me
S-2319	Yes as long as no programs and electives are cut for all grades levels.
S-2321	No.
S-2322	Yes
S-2326	Yes
S-2327	Yes
S-2328	No
S-2329	Personally I would not want my children to go to a K-8 school if it reduces their experience. Many K-8 schools don’t have as much funding which results in cutting extracurricular classes, language classes, clubs and sports for the middle schoolers. If this was not an issues, I wouldn’t mind. But I also wonder if this reduces readiness for high school because they are too comfortable in their adolescent settings.
S-2331	Yes a traditional K-8 building
S-2332	No
S-2335	No
S-2336	Yes
S-2338	Yes
S-2342	No - this is ridiculous for populous areas. Schools have way too many problems with discipline, bullying, drugs, etc., and trying to focus on academics as is. If you have 5 year olds and 14 year olds under the same roof, you will have exponential problems.
S-2343	You are already doing that with BayPoint.
S-2345	Yes

Q5. Would you support or be interested in a campus that serves both elementary and middle school students (e.g., K-8 grade configuration) as a choice in this geographic area if it would require the closing or

S-2348	Yes, as long as the younger students are safe.
S-2350	No
S-2351	Yes
S-2352	Yes
S-2356	No. Too much drama, no time for lunch, parking would be lacking
S-2358	Yes
S-2359	No
S-2360	If I had no other choice then yes but no ideal
S-2361	Yes if it's a fundamental school otherwise, no
S-2362	no
S-2363	I would prefer to keep elementary and middle school separate but realize that's not always feasible
S-2365	Yes
S-2368	no
S-2370	Same question different answer how many kids are are there at the school? How many actually go to school every day not just like 10 students out today how about 50% of the school just not going. close it?
S-2371	Yes
S-2372	Yes
S-2373	yes
S-2378	I would support considering a K–8 model as an option, provided there is evidence that it improves the educational experience, maintains or raises the quality of instruction, and the benefits outweigh the costs and impacts of closing or consolidating a neighborhood school.
S-2379	Yes
S-2380	Yes, if adequate transportation is provided
S-2385	No
S-2388	No
S-2389	Maybe
S-2392	Yes
S-2393	Yes
S-2396	No
S-2397	Yes! We need a middle school that local kids are zone for vs one they apply for and not get it instead of having 2 elementary schools within 2 miles of each other in east lake.
S-2400	Yes.
S-2402	Yes
S-2403	Not south
S-2404	Yes.
S-2405	Potentially
S-2406	Maybe
S-2407	yes, I think this can close gaps in middle grade education.
S-2408	Yes
S-2409	Unsure
S-2414	Yes
S-2415	Yes

Q5. Would you support or be interested in a campus that serves both elementary and middle school students (e.g., K-8 grade configuration) as a choice in this geographic area if it would require the closing or

S-2416	No. I worry about the liability of a K-8 school. What happens if an eighth grader assaults a young child? One appeal of K-8 schools is less pickup times and locations for parents. But studies show that middle schoolers need more sleep and their circadian rhythm is often out of wack during puberty. Late start times help our middle schoolers learn. Also, as a performing arts teacher, I worry about specials staff who become overextended, or who teach out of their best area of expertise. For example, participating in BOTH middle school and elementary All-County ensembles may overextend staff. There are only 24 hours in the day. At a certain point, workers will have to start saying no to time-consuming opportunities for their students. That would be a shame for the kids. Continuing with my example, All-County isn't any less of a time commitment, even if a school has a smaller number of students enrolled in the grade that participates.
S-2417	Yes. 6th graders are NOT ready for MS
S-2419	Yes
S-2424	Yes
S-2425	Yes, if data demonstrate educational and operational benefits. Reducing the elementary-to-middle school transition can provide greater continuity for students while making efficient use of district resources and preserving strong neighborhood communities whenever possible.
S-2426	Yes.
S-2427	yes
S-2428	No
S-2429	Absolutely
S-2431	No, unless it was a fundamental model that was supported.
S-2432	I would only support a K-8 campus if there is strong evidence that it would improve student outcomes, maintain high-quality education, and minimize disruption for families. Existing neighborhood schools should only be closed if there is a clear educational benefit.
S-2434	No
S-2437	I don't like this Idea. !st graders and 8th graders should not be in the same school.
S-2438	Yes
S-2440	Yes
S-2443	Yes if parents in the designated area prefer that model.
S-2444	Yes
S-2445	maybe
S-2446	No too many people here kids will be growing into these schools soon
S-2449	If it's like Maderia. Maybe Azeala middle could be an A school with both???
S-2450	yes
S-2451	Yes
S-2452	yes
S-2453	YeS
S-2454	Yes
S-2455	Maybe.
S-2457	Yes

Q5. Would you support or be interested in a campus that serves both elementary and middle school students (e.g., K-8 grade configuration) as a choice in this geographic area if it would require the closing or

S-2460	Yes
S-2462	Yes
S-2463	No
S-2464	Considering our city demographic's, the combination of middle and elementary would not be accepted well. Working in an elementary school, I gage our parents concerns on placing their 5th graders in the middle school here in town and many have opted to pull their students to either another PC middle school or pull to private or charter. If you are now asking KG parents to place their kids in K-8 school here in Tarpon they will pull their kids elsewhere. With the reputation of this middle school, I feel parents of younger kids will not want them there for fear of negative behavior and things getting out of hand. Maybe selecting another area of North county to combine an elementary school and middle might have better results. Just not in Tarpon. Too much of divided demographics for parents to feel safe.
S-2465	No
S-2467	Yes
S-2470	Yes
S-2471	Yes
S-2474	K-8 is a good design option.
S-2475	yes
S-2476	Tarpon
S-2479	Yes
S-2480	Yes
S-2481	You're already trying that with Oldsmar but the marketing for that program wasn't great. The 6th Grade enrollment is so low that those kids aren't getting a middle school experience, its just like a 5th grade teaming situation again. What is going to make Oldsmar stand out from Carwise, SHMS, and ELMS?
S-2482	Yes
S-2483	Yes, again as long as it promotes More jobs & less jobs cuts. If it will support the student growth population if it increases over the years and not cost more money because that factor wasn't taken into consideration.
S-2484	Yes
S-2489	Yes
S-2493	Maybe
S-2495	Yes
S-2496	Yes Seminole Middle and Seminole Elementary could be a K-8
S-2497	yes
S-2499	Definitely
S-2504	No.
S-2506	Yes
S-2507	No
S-2509	Yes
S-2510	Maybe
S-2512	Yes if absolutely necessary.
S-2513	It’s hard to envision what this would look like, but I’m not opposed to it. Provided the littlest students are never intermingled with the oldest
S-2514	no

Q5. Would you support or be interested in a campus that serves both elementary and middle school students (e.g., K-8 grade configuration) as a choice in this geographic area if it would require the closing or

S-2518	I would be open to a K-8 campus if there is strong evidence that it would benefit students academically and socially while making effective use of district resources. A K-8 model can provide greater continuity for students, reduce the number of school transitions, and help build lasting relationships among students, families, and staff.
S-2519	Yes especially if it’s a fundamental
S-2520	yes
S-2523	Yes
S-2524	yes
S-2525	Yes
S-2528	Make the Center for Gifted Studies at Ridgecrest a K-8 program for mid-county, while remaining a k-5 program for the neighborhood portion of the school. Then make Morgan Fitzgerald a fundamental program.
S-2529	no
S-2530	yes
S-2531	N/A
S-2532	Yes.
S-2533	Yes
S-2534	yes
S-2535	Yea both elementary and middle school
S-2537	Yes
S-2538	Not really as we already have a couple of these.
S-2539	no
S-2540	Yes
S-2541	Yes, but I think tutoring support should be provided for struggling readers
S-2545	Yes
S-2547	yes
S-2548	Possibly
S-2549	Possibly
S-2551	Only as a last resort.
S-2555	YES - This configuration has proven effective and would reduce the transitional anxiety and of middle school. In addition, the result may support student learning with an increase in 6th and 7th grade test scores.
S-2556	Yes
S-2557	yes
S-2558	No
S-2560	No, I don’t think a kindergartener should be exposed to the behavior of a middle school student.
S-2563	Yes
S-2564	Yes
S-2567	yes, as long as neighborhood students can attend without restriction
S-2570	Yes
S-2575	Maybe
S-2578	No, I would not want my elementary child with the middle schoolers. I see what the middle school kids are like. They should be separated.
S-2579	Yes
S-2581	Not for my children.

Q5. Would you support or be interested in a campus that serves both elementary and middle school students (e.g., K-8 grade configuration) as a choice in this geographic area if it would require the closing or

S-2582	I would support both a K-8 and a 6-12 model if the focus was tailored appropriately.
S-2583	At Baypoint Middle that has already happened. I don't see the problem if more schools will need to merge to save money.
S-2585	I would support this. Partially utilized campuses are a waste. Combine and close campuses.
S-2586	Yes
S-2587	Yes
S-2591	No
S-2592	I don't like the idea of 8th graders in the same space as kindergarteners.
S-2594	No
S-2598	yes
S-2600	Yes. I grew up in a school like that in iowa.
S-2604	No
S-2607	I don't think it would be a bad idea but there would have to be boundaries and more watching or care as the middle schools are rough in this county and to mix with little ones k-5 is a big step.
S-2609	I think k-8 options are nice for parents and students (they provide stability). I believe these were offered years ago even k-12
S-2610	I would be okay if this had to be considered, so long as the younger children were separated from middle schoolers as much as possible, e.g. separate buildings or wings.
S-2612	No
S-2613	Yes
S-2614	No. They shouldn't be mixed.
S-2616	no
S-2619	Yes
S-2620	Yes
S-2624	NO
S-2628	I support K-8 neighborhood schools if they allow kids' schooling to remain embedded within their neighborhood.
S-2629	Sure
S-2631	Yes
S-2632	Yes interested
S-2634	It's already happening.
S-2635	NO!
S-2637	Yes
S-2638	No
S-2640	Yes
S-2641	Yes
S-2642	Yes
S-2643	No they need to stay separated.
S-2646	No

Q5. Would you support or be interested in a campus that serves both elementary and middle school students (e.g., K-8 grade configuration) as a choice in this geographic area if it would require the closing or

S-2648	I think it would depend on the specific school. I don't believe bigger schools with more students are the answer; however, adding a middle school path to existing schools that have low behavior problems and that are doing well while decreasing the size of existing middle schools might work. Another favorable idea is consolidating some elementary schools while at the same time making middle school 5th-6th and then creating junior high campuses for 7-8. 6th graders developmentally should not be with 8th graders. If we fix the middle school problem, more families would stay in public school.
S-2649	Yes, if there is an appropriate building that would work with keeping elementary and middle separated.
S-2650	Yes
S-2652	Yes
S-2654	Yes
S-2655	if necessary
S-2657	Yes
S-2658	Yes that would be great
S-2662	Yes
S-2663	Yes.
S-2664	If structured properly, sure. But not at the risk of teacher and faculty positions.
S-2665	Again, look back at my first response you most certainly can do shift work. It will work out for families. It will work out for teachers. It will work out for the community as a whole instead of just one start time and one stop time you can have multiple start times you could have teachers that they may find that a little more appealing.
S-2667	Yes, but with prek
S-2668	absolutely not
S-2671	Yes.
S-2672	No
S-2673	Maybe: 6-12 is better
S-2674	yes
S-2678	Yes
S-2679	Sure as long as the 6-8 graders are kept in a separate area within the school from K-5.
S-2680	no
S-2682	Yes
S-2683	Yes
S-2688	Maybe, though I am concerned about the developmental variances of children being mixed together in that kind of situation.
S-2689	we already have the k-8 at walsingham which is a traffic jam and we have Mad -beach, not all parents want their K kids around 8th graders for obvious reasons. Middle school kids can be rough.
S-2690	No matter the set up, elementary and middle school should be as much of a neighborhood school as possible. If need be, use the neighborhood schools as Pre-K to 2nd grade. Make kids school ready.
S-2691	Yes I'm fine with that. Again I think offering program for younger groups would maximize capacity. I would pay if it meant the program would be comparable to the good daycares like magnolia day school.
S-2694	Yes

Q5. Would you support or be interested in a campus that serves both elementary and middle school students (e.g., K-8 grade configuration) as a choice in this geographic area if it would require the closing or

S-2695	Yes. K-8 is a great model of the school is small enough. A massive K-8 is not a good solution, though.
S-2696	yes
S-2698	yes
S-2699	No
S-2701	Yes as long as there was actually enough space and students weren't packed in with overwhelmed teachers
S-2704	yes, I am a product of a 1-8 school.
S-2705	Yes
S-2706	If this is the necessity, then yes. It is better than options that cut programs.
S-2709	No--I am not in support of closing schools. I am in support of spreading the students out and making smaller class sizes. There are so many benefits to this!
S-2710	I would be open to considering a K-8 choice school, but I would be concerned about closing or consolidating a traditional neighborhood school to create it. Any decision should be based on demonstrated community demand, the impact on students and families, and the overall educational benefit. Neighborhood schools are an important part of many communities and should not be replaced without clear evidence that the change would better serve students.
S-2711	Yes
S-2712	yes
S-2714	yes
S-2715	Yes
S-2716	I would support that
S-2719	Yes
S-2720	Maybe, I don't have enough information to make an informed choice
S-2723	yes
S-2724	I would definitely be interested in K-8 schools. I have serious concerns about the benefits and implications of middle school for students and am very supportive of a more nurturing and beneficial atmosphere for middle school students.
S-2725	Yes but only if additional safety measures were added. I would want the elementary completely separated. I would not be comfortable with my 5 year old sharing hallways, cafeterias, bathrooms etc with 13 year olds. I would expect an increase in security around the school as well. And I would not be comfortable with my small child sharing a school bus with older kids.
S-2726	Yes
S-2727	Yes
S-2733	no opinion
S-2734	It would not be my first choice. I would try the fundamental first.
S-2735	yes
S-2736	If the K-8 was at a middle school site that had a gym and track I would support it. Converting an Elementary campus to a K-8 is not as appealing to me.
S-2740	Meh. Not a huge fan.
S-2742	No, developmentally I don't believe five year old students should be mixed with 13 year old students.
S-2743	Yes, If that would help with population concerns.
S-2744	No
S-2746	I would consider it

Q5. Would you support or be interested in a campus that serves both elementary and middle school students (e.g., K-8 grade configuration) as a choice in this geographic area if it would require the closing or

S-2747	No, not at all. Closing any school is a bad idea.
S-2748	No. I do not support a K–8 campus if it requires closing or consolidating existing neighborhood schools. Instead, I support strengthening our current schools by investing in academic excellence, career and technical education, attractive magnet programs, modern facilities, arts, athletics, and student support services. Families should have quality choices without sacrificing schools that have long served their communities.
S-2749	No preference.
S-2751	Sure
S-2752	Maybe
S-2755	No, Middle school students should be separate from Elementary students
S-2758	Maintaining neighborhood schools is important because they provide families with accessible locations, shorter transportation times, and a sense of community. While new school models can offer opportunities, they should not come at the expense of existing schools that are successfully serving students and families.
S-2759	Yes
S-2760	No
S-2762	yes
S-2765	Yes
S-2768	No
S-2770	That is already happening in South County.
S-2771	No!
S-2772	Yes
S-2774	Yes, I attended a K-8 school and my family loved it.
S-2775	possibly
S-2777	yes
S-2779	Yes
S-2780	no
S-2781	yes
S-2784	Yes, as long as all of these transported children have proper transportation
S-2785	more k-8 are great
S-2786	I think K-8 schools can work, as they did at Sanderlin when I was there, but I also think the middle school may need to be selective, since it shares a campus with younger students. I felt like our students (Sanderlin) knew that it was a privilege to be there and not a given, which helped with behavior issues and recourse. With littles on a campus with big kids, there just needs to be consideration in what behaviors they see with such a range.
S-2787	Yes
S-2788	I would prefer to maintain separate elementary and middle schools
S-2789	yes
S-2790	Yes.
S-2792	Yes
S-2794	YES!!! Middle school selection and school choice has been a nightmare. Every single family I know was stressed about it this year! To be able to maintain the same school K-8 would be amazing.
S-2795	Yes
S-2796	that is too large of an age gap and will cause issues amongst the developing children, keep them separate.

Q5. Would you support or be interested in a campus that serves both elementary and middle school students (e.g., K-8 grade configuration) as a choice in this geographic area if it would require the closing or

S-2799	Sure! Seems like an efficient way to consolidate schools and ease the middle school transitional phase
S-2800	Yes , if the children are kept somewhat separate.
S-2801	No. I feel that 5th graders should be put in with Grades 5-8 as to not set inappropriate examples for the younger ones.
S-2803	Yes
S-2804	Yes I love K-8!
S-2805	Yes, if my kids are provided with educational teaching to prepare them for the future.
S-2807	Maybe.
S-2809	yes
S-2810	Yes, but not closing the Fundamental. Parents want Fundamental - there are waiting lists.
S-2811	yes
S-2813	Yes.
S-2819	Absolutely NOT. Elementary school kids don't need to be in that close proximity to middle school kids
S-2821	yes
S-2828	No
S-2830	No
S-2833	Yes
S-2836	Yes
S-2838	No. Keep the traditional neighborhood schools open as a priority over other types of schools
S-2839	Yes, I believe K-8 schools can be successful.
S-2842	No. That overcrowds the facility.
S-2845	Yes. I would support a K–8 campus in the Mid-County area if it provides long-term educational and operational benefits for students and families. If closing or consolidating a traditional neighborhood school is necessary, the decision should be based on careful consideration of enrollment trends, facility use, and the overall needs of the community. A well-planned K–8 campus can offer greater continuity for students, strengthen school communities, and make efficient use of district resources.
S-2847	Yes
S-2849	yes
S-2850	Yes
S-2851	Absolutely
S-2856	I love the K-8 campus idea.
S-2857	I'm not sure. It's not the best solution. The idea of a kindergartener being on the same campus with an 8th grader is kind of scary. The best option would be to keep schools open and reduce class sizes.
S-2860	Yes
S-2861	If the current traditional schools in the area must be either be closed or consolidated, then creating K-8 schools might be a viable option. However, it would be important that the middle school level students have access to the same courses and extracurriculars that students at regular middle schools have available. We shouldn’t be robbing students of quality educations inside and outside of classrooms. That needs to be in the forefront of our minds when making these difficult decisions.
S-2862	Yes
S-2865	Yes

Q5. Would you support or be interested in a campus that serves both elementary and middle school students (e.g., K-8 grade configuration) as a choice in this geographic area if it would require the closing or

S-2867	Only if the buildings are separate on the campus where the K-5 attend separately from the 6-8. I think Madeira Beach was like this some years ago. Bay Point was also. Two different campuses and it worked fine.
S-2868	Yes
S-2873	Sure
S-2874	Yes, I would support the idea of expanding the fundamental program by transitioning Tarpon Springs Middle School to a K-8 school if this meets the educational, fiscal and geographical needs of Tarpon Springs families.
S-2875	Yes
S-2877	Yes
S-2878	No
S-2881	Yes
S-2883	yes
S-2885	Yes
S-2890	No
S-2891	Yes
S-2893	yes
S-2894	Absolutely NOT
S-2895	No
S-2896	No.
S-2899	Yes!
S-2900	Yes
S-2903	No
S-2904	Si
S-2914	No
S-2916	Yes
S-2917	no
S-2919	No
S-2920	No
S-2921	Yes.
S-2924	Yes
S-2926	Yes
S-2931	yes
S-2932	Yes, I would be in support of a K-8 campus. The continued education and care for a child as they develop at a single location can be paramount to their success.
S-2938	I support
S-2939	No
S-2941	no
S-2945	yes
S-2946	YES
S-2947	Yes, this would be fantastic as we know Middle School can be a challenging transition.
S-2948	Yes
S-2949	Yes
S-2951	Yes
S-2961	Yes

Q5. Would you support or be interested in a campus that serves both elementary and middle school students (e.g., K-8 grade configuration) as a choice in this geographic area if it would require the closing or

S-2962	Yes. I would support expanding the fundamental program by transitioning Tarpon Springs Middle School into a K-8 fundamental school if it meets the educational, fiscal, and geographic needs of Tarpon Springs and North County families. A K-8 campus would provide a continuous educational pathway, expand school choice, and make the fundamental program more accessible while ensuring district resources are used efficiently.
S-2964	yes
S-2966	When I was a kid K-8 schools were common where I grew up.
S-2967	NO, I would prefer to keep K-5/ 6-8 not combined
S-2969	No
S-2971	No, I don't like the ideas of kindergarteners being together with 8th graders in activities such as busses, bus stops, and other "away from school" activities. I am sure faculty and staff would keep them divided during learning times.
S-2974	no. to many kids
S-2976	yes
S-2977	Yes
S-2979	no
S-2980	In some northern states elementary schools are K-6th grade. Then 7& 8th is Junior High. Maybe that would work where Middle schools and High schools have low enrollment.
S-2982	Yes
S-2983	Interested as a neighboring school, Oldsmar El is becoming a k-8 school. My school is FLE and is also in Oldsmar however I don't see how FLE could close and we are the only 2 elementary schools east of McMullen Booth and North of 580.
S-2985	Yes
S-2986	We already have a K-8 school in our area. Another one would lesson school choice, unless you made the existing fundamental a K-8. However, the current fundamental schools would not be able to accommodate three more grades as their numbers are close to capacity. So further north, that may be a good suggestion, although it may take numbers away from south county fundamentals.
S-2987	Yes, I support transitioning Tarpon Springs Middle School into a K–8 fundamental school if it meets the educational, fiscal, and geographic needs of the Tarpon Springs community.
S-2989	no
S-2990	Yes
S-2991	Possibly. Depends on how many students will be there and class sizes.
S-2992	yes, as long as the student to teacher ratio is good
S-2993	yes more k-8
S-2996	No I think adding to our existing campuses to achieve this goal would be better. ca campuses
S-2999	N0
S-3000	No
S-3001	Yes, middle school is such a challenging time for kids i think it's supportive to have them continue in an environment they already feel familiar with!
S-3002	No
S-3004	Yes

Q5. Would you support or be interested in a campus that serves both elementary and middle school students (e.g., K-8 grade configuration) as a choice in this geographic area if it would require the closing or

S-3005	I have been advocating for that for gulf beaches for 3 years, served on a committee to apply for it and have spoken to countless families and staff who desire it. Panicked in the future after 5th grade, many families leave early and secure a seat at a private school or the local fundamental school not because they aren't satisfied with our school, but because they want the certainty for themselves in the future. Every family I've interviewed that has left stated that no middle school was the reason and they would have stayed if we had o e at gulf beaches. We want consistency and future promise and place for our children.
S-3006	Please don't close Cypress Woods. My youngest will be going there for kindergarten next year and we're within walking distance. Our whole neighborhood is within walking distance: We've all been looking forward to walking to school together. There's about 7 of us.
S-3015	I would be supportive if it included a gifted/magnet program.
S-3017	Yes
S-3020	Yes
S-3021	Yes, I would support the idea of expanding the fundamental program by transitioning Tarpon Springs Middle School to a K-8 school if this meets the educational, fiscal and geographical needs of Tarpon Springs families.
S-3022	Yes
S-3024	Yes
S-3025	Merge them! Past leaders would be upset, but he wanted students to have quality education. Sadly, PCS ended up killing him by stressing him out with the area bus superintendent position! The hate discrimination and racism is so upsetting in this area .
S-3026	I could support a K through eight school
S-3027	Yes, Tarpon Elementary and Tarpon Middle
S-3028	Only if admittance was fair. Many times, it is almost impossible for new students to be admitted to k through middle school lottery programs. However, if it was more fair for new students to get in, I would like the idea. The circulium continuity is good.
S-3029	Yes
S-3030	Yes
S-3032	Yes
S-3034	Yes
S-3035	Yes
S-3036	Yes, I think a consolidated school makes sense.
S-3037	Yes for Brooker Creek to become K-8
S-3038	Yes
S-3039	This question doesn't apply to me as my children are older.
S-3041	Yes
S-3042	maybe
S-3044	yes
S-3045	This would not be my choice as I believe the younger children are exposed to many older children. And the older children are not getting that feeling of getting into a higher level grade.
S-3049	Yes
S-3053	Yes
S-3054	Impartial
S-3056	Yes

Q5. Would you support or be interested in a campus that serves both elementary and middle school students (e.g., K-8 grade configuration) as a choice in this geographic area if it would require the closing or

S-3058	Yes
S-3059	No. I prefer to keep elementary and middle schools separate. Each grade level has different academic, social, and developmental needs, and separate campuses allow schools to offer age-appropriate programs and a wider variety of extracurricular activities. Combining them into a K–8 school could require programs, electives, and extracurricular opportunities to be reduced due to shared space and resources. I would not support creating a K–8 campus if it meant closing or consolidating a traditional neighborhood school.
S-3061	No
S-3063	No
S-3064	Yes
S-3066	No
S-3067	no
S-3070	Yes
S-3072	I grew up attending K–8 school, so staying in one school through middle school feels like a positive model to me. I would support it if there is clear evidence it improves student outcomes and the transition benefits outweigh the impact of closing a neighborhood school.
S-3074	Yes
S-3076	Yes, I would support an K-8 school.
S-3078	No
S-3079	No
S-3081	Yes. Make Campbell Park and John Hopkins into one school 8f you must but try smaller class sizes first.
S-3084	Yes
S-3085	yes
S-3086	Not the best option
S-3087	In my experience, the leadership and teachers are more important. If Dr. Wilson from OGE, for example, were running the school, then yes, I would be in support.
S-3090	Yes
S-3091	Possibly.
S-3092	No
S-3094	Yes as long as it felt safe and inclusive
S-3095	Yes.
S-3096	Yes
S-3097	yes
S-3098	Yes
S-3099	No
S-3100	Yes.
S-3101	No. The impacts of such consolidations across these age groups on **students** remains unclear, whereas all the reasons we've heard are about the **convenience** of such combinations. If such combinations do not offer clear **benefits** to students - not just for their academic/ intellectual development but **especially** regarding their emotional, social-behavioral, and other such factors across these critical ages - then they are a NO GO.
S-3105	No
S-3106	Yes
S-3109	no

Q5. Would you support or be interested in a campus that serves both elementary and middle school students (e.g., K-8 grade configuration) as a choice in this geographic area if it would require the closing or

S-3110	K-8 I'm not interested in, it causes more problems with the mix of elementary kiddos and middle schoolers.
S-3111	I feel like it makes the most sense for Dunedin El and Dunedin Middle to be consolidated as they are already so close to each other. However, if there are any vacant schools, I hope they are not sold to a competing charter or private school.
S-3114	Eastlake corridor needs a dedicated middle school
S-3117	I would support it as a potential solution. Madeira Beach Fundamental has functioned well as a K-8.
S-3119	Yes.
S-3120	Yes for example, if there are nearby school properties, consolidation can be a practical option. Combining campuses can reduce costs while improving overall quality, safety, and efficiency, especially when schools are located in the same neighborhood or serve similar communities. For instance, an elementary and middle school in close proximity could be combined into a single K–8 campus if there is sufficient demand. Similarly, pairing a middle school with a nearby high school could create a 6–12 model, allowing for shared facilities, stronger program alignment, and smoother student transitions. In areas where schools already feed into one another and are located close together, consolidating or increasing collaboration can strengthen academic programs, expand opportunities, and make better use of existing resources.
S-3121	Is there a reason traditional neighborhood schools can't be transitioning to a K-8 format?
S-3123	Yes
S-3124	No
S-3125	No! Keep neighborhood schools with separate elementary and middle. The pendulum will swing back to parents preferring elementary and middle -not K-8. Separating the age groups is more beneficial than satisfying today's parents' and students' desires to stay in one place for comfort.
S-3126	If this is a more cost-effective model and in order to provide the existing population with a fundamental learning environment, then yes.
S-3127	I like this option
S-3128	No.
S-3131	It would be tough for those kids to go from basically an elementary school straight into a high school
S-3132	K-8 in some cases.
S-3133	No
S-3134	Yes
S-3135	No
S-3137	Yes
S-3139	Yes
S-3141	Yes
S-3142	No, not in this area
S-3144	I went to school in a K-8 and it was great. I would suggest maybe K-7 and then doing 8-12 so kids have a year to acclimate in highschools. It would help increase size of highschools as well. I would hate to see highschools close as they have the better facilities. I would rather middle or elementary close and leverage highschools more for their gyms, auditoriums, and sports fields.

Q5. Would you support or be interested in a campus that serves both elementary and middle school students (e.g., K-8 grade configuration) as a choice in this geographic area if it would require the closing or

S-3145	yes
S-3146	Sure
S-3147	No
S-3152	Yes
S-3153	Yes
S-3155	My kids are lucky enough to be enrolled at a K-8 school already. I would support more schools like this, as I think the transition from 5th to 6th grade can be a big jump and difficult for many children, it could be a great environment for kids to move on from elementary to middle school but still be in a familiar environment. That time in a child's life can be hard (grade change, changes in hormones), and some familiarity or consistency could help a student acclimate better as a middle school student. I also love that my kids' program fosters a buddy program where elementary students are paired up with a middle school student and they meet monthly. It helps to build a sense of support and camaraderie between the different age groups on campus. There is a sense on inclusion to seeing the older students interact and acknowledge their younger buddies in the hallway.
S-3157	No
S-3159	One per so many square miles (not sure of the logistics). And then leave the other elementary schools alone for several years. Not every school should be a K-8.
S-3160	Yes if there were enough staff to support both elementary & middle school student needs.

Q6. Would you support, or be interested in, a campus that serves both middle and high school students (e.g., grades 6-8 and 9-12 on the same campus) as a choice in this geographic area if it would require the closing or consolidation of a traditional neighborhood school?

P-01	Yes, as long as there are clear delineations for age bands. & more program arts, technical etc.
P-07	No 12 year olds should not be in school with 18 year olds
P-08	No
P-13	No
P-14	Yes! This would give families easy about middle schools & big changes
P-15	I think this is a hard sell
P-21	K-6 school, 7-12 school if needed
P-22	Grade 7, 8 & 9 students are very hard to teach, combining MS & HS into a single campus sounds like a terrible idea..does research support the idea?
P-23	Transportation is an issue on any closure where students need to move out of the neighborhood.
P-24	Age groups separated but yes.
P-25	6th graders are not ready for middle school as it is & to be exposed to older topics from a high school student level would not be to theri best interest.
P-26	No! The age difference btw 6th graders & 12th graders is too much.
P-27	No
P-28	6th graders are too young to be with high schoolers.
P-36	Yes-Grade 6-12 would give Pinellas schools a level playing field with private schools in athletics. Which are a big magnet for HS. It also gives MS students more time with coach mentorship.
P-37	I support K-8 but oppose 6-12.
P-38	No, I would not support 6-12 but would support K-8.
P-39	No
P-40	No-I think the age gaps and exposure is too great to combine.
P-41	No!
P-42	If Ms & HS need separate buildings.
P-43	No-I think middle & high shool students should be separated.
P-44	K-12- Just seperate in different blds. Cohesive
P-45	Yes, but have separate bldgs.
P-46	What is the data/research aon the effects or impact of such combinations on holistic wellbeing and learning of the students? Sure, it's practical, but is it effective for STUDENTS?
P-51	I would like to see more data on this and impacts on the cohorts -> safety, achievement, bullying, different stages of development.
P-52	Use best practices as regards impacts of different mixed-age cohorts on: bullying shared facilities shared educators Is k-8 better than 6-12?
S-0003	Definitely
S-0005	No, for the same reasons as I wouldn't want it for elementary and middle school, I wouldn't want it for middle and high school. Their needs are different, as our the needs of the schools that serve them. It is important to keep them separate so that they can provide for the specific needs of the population that they serve
S-0006	Yes.
S-0008	No

Q6. Would you support, or be interested in, a campus that serves both middle and high school students (e.g., grades 6-8 and 9-12 on the same campus) as a choice in this geographic area if it would require the closing or consolidation of a traditional neighborhood school?

S-0009	I think it's more appropriate to incorporate K through 8 than 6 to 12.
S-0010	Yes, can be beneficial for extracurricular activity options and certification programs.
S-0011	No
S-0022	I’m not sure 6 graders need to be at the same school as high schoolers
S-0023	Yes
S-0024	Yes
S-0026	No see previous answer.
S-0030	Yes, these age groups could support one another through growth and adolescence
S-0031	No, that sounds like a plethora of new issues with the age variance
S-0032	East lake is basically doing this. Parents want another middle school in this area rather than requiring their student to ride a bus all the way to TSMS.
S-0034	Yes
S-0035	Absolutely, a school like Gibbs or Bogie have plenty of space to house that and have the facilities to make that happen.
S-0037	No
S-0038	Yes
S-0039	No. I think high schoolers should be on a separate campus
S-0040	No
S-0045	Yes!!! This was a new idea. I heard of this meeting. I love the idea of 6-12 configurations and the Jhop Gibbs combo for an arts magnet
S-0047	Yes
S-0048	I would support it if care was taken to keep 6-8 & 9-12 as separate as possible.
S-0049	No
S-0051	No
S-0052	No
S-0056	Yes
S-0057	As long as the groups are separate yes. I worry about 11 and 18 year olds being on the same campus and interacting.
S-0058	No
S-0059	Yes, a middle school and a high school combined is also a great option .
S-0060	No
S-0067	Yes
S-0069	Yes
S-0072	Yes
S-0075	yes
S-0076	Yes
S-0077	Yes
S-0078	No. From working with youths in that age range at a local church, I have noticed that the maturity level of those age groups doesn't seem to work well together.
S-0079	No, I believe the age range is just too large with too varied of interests.
S-0083	No
S-0085	K-6 and 8-12 maybe a good way to consolidate schools in a geographical area.
S-0088	No

Q6. Would you support, or be interested in, a campus that serves both middle and high school students (e.g., grades 6-8 and 9-12 on the same campus) as a choice in this geographic area if it would require the closing or consolidation of a traditional neighborhood school?

S-0091	No, 12 year olds should not be in the same school at 18 years olds. I would support a model where there is a k-7 and 7-12.
S-0092	Yes
S-0102	In practical terms, that means adding middle grades to the high school campus. I don’t see that at the present time for mid county. Some of our south county high schools have shrunk a lot and it may make sense, but not mid county right now.
S-0107	In this geographic area, mid-county- I do not think a secondary combination would be successful
S-0115	No
S-0121	Yes
S-0123	Yes
S-0126	Yes
S-0128	No- I do not think middle schoolers should be combined with high schoolers
S-0133	Yes
S-0134	Yes
S-0135	Im not sure. If they would be separated at all times, yes, but not if they ever had the chance to mingle.
S-0136	Yes as long as with doing so, the Eastlake corridor would get a designated middle school with this consolidation option
S-0137	Yes
S-0138	Not in favor of middle high combo in our area being on this side of lake Tarpon. We truly need a k-8 since our only High (East Lake) in the area already has a middle connected to it.
S-0142	No
S-0146	Yes
S-0147	Look at Tarpon side
S-0152	No
S-0157	100% yes
S-0163	Yes, if it is like east lake middle and east lake high where students don't interact.
S-0164	No
S-0168	Yes Tarpon Middle combined with Tarpon High would be excellent especially with the Leadership Conservatory
S-0169	No, concerns about how it would affect extracurriculars
S-0173	No
S-0179	YES!!!
S-0181	Yes
S-0182	Not really
S-0186	Yes!
S-0187	No
S-0189	Yes
S-0191	No
S-0196	No, I think high school grade levels should remain separate from middle school.
S-0198	Yes
S-0199	Yes
S-0201	Yes
S-0202	No. Middle grade students should not be with high schoolers

Q6. Would you support, or be interested in, a campus that serves both middle and high school students (e.g., grades 6-8 and 9-12 on the same campus) as a choice in this geographic area if it would require the closing or consolidation of a traditional neighborhood school?

S-0205	No
S-0208	Yes
S-0209	No
S-0210	No, I do not believe that east lake high and Eastlake middle would benefit from merging. Both schools are working great and already saving money by not having the middle school principal on a middle school principal's salary. I would not support this elsewhere.
S-0214	No
S-0224	Yes
S-0226	Maybe, I could see it working well at tarpon with the arts programs but I have big reservations about my 6th grader going to middle school let alone with high schoolers. Maybe offering an "early high school" as a program for 8th graders who are taking high school classes anyway?
S-0231	No. Not in the Tarpon Springs area. Please continue to keep Tarpon Middle as a school that feeds into Tarpon High for the Cambridge/Arts programs but keeps them separate.
S-0233	Yes keep the younger grades separate on campus and separate lunches.
S-0234	Sure
S-0238	No
S-0240	Yes - I like the idea of middle and high school students together.
S-0242	Noooooo. The possibility of sexual assault gets too high
S-0247	Not really.
S-0250	Yes, I believe that the TSLCA magnet program could be a backbone of this while providing stability and enrollment to one of the country's most prestigious arts programs.
S-0251	Yes
S-0253	Yes
S-0258	Yes
S-0259	Yes
S-0265	Would consider
S-0270	That actually makes sense since you have multiple almost empty buildings all over this district
S-0271	Yes
S-0273	Depends on how it is implemented. If the younger students are not mixing with older students, I think it is a great use of space. For example, if Boca Ceiga became a 6-12, Azalea Middle could disperse between there, Tyrone, Thurgood Marshall and Pinellas Park Middle. Though it would be a shame to lose that beautiful campus. 6-12 schools are common in other areas of the country.
S-0275	A 6th grader and a senior sharing a campus is not ideal. They would need separate buildings, offices, etc. This might work if they are sharing programs like Jhop arts moving on Gibb's campus.
S-0277	No

Q6. Would you support, or be interested in, a campus that serves both middle and high school students (e.g., grades 6-8 and 9-12 on the same campus) as a choice in this geographic area if it would require the closing or consolidation of a traditional neighborhood school?

S-0280	In Tarpon, no. The middle school and high school should be kept separate as it has been for many, many years.
S-0281	No
S-0282	No
S-0289	Yes
S-0290	No!
S-0293	No.
S-0301	No. I would not support closing or consolidating a traditional neighborhood school to create a combined middle and high school campus. Middle and high school students have different academic, social, and developmental needs, and neighborhood schools are an important part of their communities. Expanding school choice should not come at the expense of reducing access to traditional public schools or disrupting established school communities.
S-0303	No
S-0306	Not if it would require closing a traditional neighborhood school.
S-0307	Yes, provided that there is some way to segment the student population so that we don't have middle and high schoolers co-mingling.
S-0310	No
S-0312	I would support 8th-12th but not 6th-12th. Maybe a breakdown of like K-4, 5-7, 8-12.
S-0313	This is a difficult decision, and I'm not sure there's a clear answer. It might work under the right circumstances, but I would have concerns about the significant differences in age, development, and needs between middle and high school students. These groups require distinct academic approaches, social environments, and support systems, so combining them would need to be carefully planned and supported. I would also be cautious about closing a successful neighborhood school, as the disruption to students, families, and the community could be significant. Any decision like this should be based on strong evidence that it would truly benefit students and make the best use of district resources.
S-0315	No
S-0317	Maybe
S-0323	Only if the populations are separated during the school day, outside of some electives. It would need to have a higher discipline standard to be effective though. It would be best to extend the High schools down to middle school in that case, then offer extra acceleration programming and dual enrollment with more consistent pathways and articulation.
S-0324	Yes
S-0327	No. Those age groups are not ideal together.
S-0329	Yes; however, campus areas would need to be defined, and student interaction would need to be well thought out. The right leader and staff could make this successful.
S-0330	Yes
S-0331	Yes, if a middle or high school ends up east of lake tarpon
S-0333	Possibly
S-0335	Perhaps combine Osceola middle and high school
S-0336	As long as it's a good choice for all scholars, I think that would be a great recommendation, and it would have to be all inclusive of every neighborhood scholar, and I believe that every kid in the area should have the same access to all programs not just magnet kids

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S-0338	No
S-0340	No - 6 & 7 graders should not mix with 8-12
S-0347	Yes!!!
S-0357	No
S-0361	Seminole Middle and High combined
S-0364	No. Too young for high school
S-0367	Absolutely not
S-0369	Yes
S-0374	No
S-0378	No
S-0380	no
S-0381	Yes
S-0388	Yes, to Gulfport Elementary and Boca Ciega High School.
S-0392	No.
S-0393	No
S-0395	Yes
S-0396	Yes, but I would argue for keeping 6th and maybe 7th grades with elementary.
S-0401	No I would not.
S-0403	That may cause student behaviors. Many fights would happen, vaping in the bathroom, and increase in bulling students . The student behaviors are sometimes overlooked , or not consistently addressed.
S-0404	This one is more difficult. I support the 6-12 schools less than I would support K-8 schools. High school can be difficult and unruly as teens are going through a lot of changes and finding their places in the world. I think it's best to keep high school's separate.
S-0405	East Lake corridor needs a dedicated zoned middle school consolidate or create k-8 programs in the area to address low enrollment
S-0409	No
S-0411	I thought the idea of moving John Hopkins to Gibbs was worth exploring.
S-0416	No. High schoolers need their own space.
S-0417	Yes!!!
S-0420	Yes
S-0428	Putting 6-8 together and 9-12 together is a better fit. This was how my high school was organized and it was a great experience.
S-0436	Yes
S-0443	No
S-0446	I would need more information. However, the age groups are so vast that combining students within one school could cause different issues.
S-0448	As long as you aren't closing elementary schools.
S-0451	Maybe, as long as the kids were appropriately separated.
S-0453	N/a
S-0454	Yes
S-0457	Absolutely not- middle and highschool students should not be at the same school
S-0458	No
S-0459	Na
S-0469	Yes

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S-0478	Yes
S-0479	No
S-0480	Yes. east Lake Middle and high would be perfect for this. If east lake became our zoned school.
S-0483	No
S-0487	Yes
S-0488	Yes
S-0489	Yes
S-0495	No
S-0501	No
S-0505	No
S-0509	No
S-0511	Yes, I would be ok with this
S-0512	No
S-0516	No. Age and maturity are too diverse.
S-0519	Maybe
S-0523	No
S-0526	Maybe
S-0528	Yes
S-0529	no
S-0532	No
S-0533	I don’t know. I would have concerns about these two age groups being commingled at the same school.
S-0534	I’m not sure that would work well unless rezoning were to happen to adjust student numbers.
S-0538	Yes
S-0545	No
S-0549	No
S-0551	Maybe, but I don’t think we should close any schools
S-0552	Yes
S-0557	That’s fine as well
S-0559	Yes
S-0565	Yes, but only if it’s separated and kids don’t cross
S-0567	No I think putting middle with high school would be detrimental and the Littlers would grow up too fast
S-0569	Yes
S-0570	No
S-0571	Possibly
S-0573	Yes
S-0577	Maybe
S-0578	I don't think that's a good idea. There is a huge gap in maturity between high school and middle school kids.
S-0580	yes
S-0581	Yes as long as teachers keep jobs and students stay close to their homes.
S-0586	Yes
S-0589	Yes

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S-0590	Possibly
S-0593	Possibly
S-0594	No
S-0595	No
S-0598	No
S-0599	yes
S-0600	no
S-0603	Yes
S-0609	No
S-0611	no
S-0613	Okay third option.
S-0614	No
S-0620	Neaveh And erson
S-0627	No
S-0634	If you have to… but not ideal
S-0636	It’s a big jump from eighth grade to ninth grade, I’m not sure this would be the best idea unless they keep it separated in two different buildings like Madeira Beach does. The maturity level of middle schoolers compared to high schoolers (not all) is a lot.
S-0637	No
S-0651	No
S-0653	No
S-0654	No
S-0656	No
S-0660	No. If you expand high school, please only start with 8th grade and not all the way to 6th grade.
S-0665	Expanding the middle school at EastLake would serve the community best
S-0666	No
S-0667	Is this change being proposed because it's better for students, or because it's more cost-effective? Those aren't necessarily the same thing, and I'd want to see data showing that student outcomes will improve—not just that the district will save money.
S-0674	I would be open to considering this option if it is carefully planned. Unlike K-8 schools, middle and high schools are more likely to be able to share facilities and offer a wider range of athletics, electives, and extracurricular activities. However, it would be important to ensure middle school students have age-appropriate spaces, schedules, and support while still benefiting from the expanded opportunities. Any decision should prioritize maintaining a high-quality educational experience for both age groups.
S-0678	I would prefer you make East Lake Middle School a traditional neighborhood school (and not a lottery school) for the surrounding students who currently have to bus over 30 minutes across the lake to Tarpon Springs.
S-0679	Many families in my local community have expressed fear and concern over middle schools and high schools being much larger in scale than elementary schools. I personally know families who will enroll their students in elementary school until 3-5 grades and then switch them to non public school settings that offer smaller campuses for when their student goes to middle school and high school. Therefore making an even larger campus would not benefit my community. Perhaps exploring creating smaller auxiliary high school campuses that are academically focused on one area of study.

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S-0681	Yes
S-0682	No
S-0683	Possibly
S-0684	Combining middle school and high school students does not seem like the best idea for the students. I do not support closing a traditional neighborhood school for this.
S-0693	No
S-0704	No; high school should always remain separate. Middle school years are volatile enough as it is.
S-0705	No
S-0707	no
S-0712	Absolutely not. 19-year-old should not be in the same school as 11-year-olds. Unless you provide extra, and I mean a lot extra, funding to those schools so that there's increased security and highly structured separation between the middle school and the high school, then absolutely not.
S-0715	Yes
S-0718	I prefer k-8.
S-0719	No
S-0721	No
S-0724	Yes
S-0726	No
S-0728	I’ve heard of success in schools that reformat to k-3, 4-6, 7-9, 10-12
S-0730	Yes!
S-0731	I would absolutely not support middle school and high school being together in the same campus.
S-0734	No. If anything it should be grades PK-7 and 8-12
S-0737	No those groups need to be separated. Younger students do not need the exposure to older student social and romantic relations that occur with high schoolers that up close. This would be a horrible mix for you to do.
S-0743	Yes! But again, transportation would need to be offered.
S-0745	Yes
S-0747	I support this for more than mixing middle school students with elementary school students but I'd wish that this wouldnt happen either due to overcrowding of schools.
S-0748	Yes. With the same circumstances as stated regarding elementary and middle schools combining but I would rather have elementary and middle and combine high schools students with high school students
S-0749	No
S-0752	Sure
S-0755	No
S-0756	Maybe
S-0763	Same concern as the K-8. Possibly, but I would need to see the county's plan for developing, enforcing, and maintaining behavioral expectations for the VERY different clientele you are dealing with from those two populations.
S-0767	Yes as long as the MS and HS kids are separated
S-0769	NOPE high school is sec and drugs
S-0770	Possibly however I feel like middle school is a special age group
S-0771	Yes

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S-0774	I like the idea of k to 8 bette
S-0777	Definitely not. The attendance of students declining is a systemic issue. Students rely solely on being taught by computers and how well they perform on the dozens of standardized tests. The only real concern is the superintendent’s growing salary. Parents realize their kids aren’t being taught and that teachers don’t have the proper resources. Quit acting like this isn’t an inside issue
S-0780	Yes this would be another good option but I would be slightly worried about the older kids influencing the younger ones. I’d prefer k-8
S-0781	Yes
S-0782	YES, If it improves students academics and provides a safe environment for students to learn
S-0783	Absolutely not. You can't have 6th graders and high school students together. They are way too different and have very different needs, events, etc. Middle schoolers are basically taller elementary kids with similar behavior issues. The jump to high school is a path toward adulthood and requires separation.
S-0784	No, unsafe for a number of reasons. Too much of an age range
S-0787	no
S-0788	Possibly
S-0791	NO!
S-0794	Maybe
S-0795	Yes
S-0799	Yes
S-0807	No
S-0808	No
S-0812	Yes, I would.
S-0814	No
S-0816	No
S-0818	Maybe
S-0819	Absolutely not - The social difference between a 12 year old and an 17 year old is drastic
S-0828	I would need to hear more.
S-0830	Yes
S-0847	No. I don't support this idea because middle school students and high schoolers are at very different developmental stages. I believe it's important for younger children to learn in an environment designed specifically for their age group and combining them with older students may not be in their best interest.
S-0848	Yes
S-0854	No
S-0856	Yes
S-0858	Yes
S-0866	No
S-0871	I'm supportive of schools that maintain high academic standards, as long as they don't incorporate religious instruction into the public school curriculum or present an incomplete or sanitized version of history.
S-0873	Not sure.
S-0874	Yes
S-0877	Yes

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S-0878	Yes.
S-0879	No
S-0881	No
S-0883	No. Schools should stay open.
S-0884	I think I would be more interested in a school like this. Having two middle schoolers myself, I can remember how nervous I was leaving middle school to go to a bigger school. It is such a challenging age for these kids. They get established in a school, and no sooner that they do, they are headed off to high school. They get the fundamental experiences in elementary education, and then they transition into the next school to complete their educational experiences. I think the continuity of learning would be amazing.
S-0885	ABSOLUTELY NOT! same reasons I listed for previous question.
S-0887	Yes, but only if we can keep the middle and high school students separated.
S-0888	Maybe
S-0892	as long as the campus was large enough to not have the different age groups which are also at different maturity levels interacting much, if at all. Block scheduling maybe?
S-0895	I would be open to considering a 6–12 campus model if it is a thoughtfully designed choice program with strong separation between middle and high school students. However, the developmental differences between middle and high school students would require intentional planning, dedicated leadership, consistent behavior expectations, and structures that ensure younger students are supported. Any consolidation should prioritize what best serves students academically, socially, and emotionally.
S-0897	No
S-0899	Yes
S-0900	yes
S-0901	Yes
S-0902	I am not sure if I could be as supportive with a middle/high configuration. Not enough info.
S-0907	No once again to much in one building and children need the transition
S-0911	No. High School kids should not be mingling with middle schoolers.
S-0913	No
S-0914	No
S-0918	Yes, if separation is maintained between the two age groups.
S-0920	Again, tutoring and tech classes are desperately needss
S-0930	Yes
S-0931	No
S-0935	Yes
S-0941	No. Middle school students need that reset that happens when they move to the high school setting.
S-0944	nope. terrible.
S-0945	No
S-0946	Yes
S-0948	No
S-0950	Possibly. But it needs to have a strong parent support system.
S-0951	no

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S-0955	Yes
S-0959	Absolutely not. This approach would 100% make me consider homeschool, FLVS, or moving.
S-0964	Yes
S-0972	Yes
S-0974	Yes, would support.
S-0976	possibly.
S-0978	No
S-0979	Less interest in this idea.
S-0980	Maybe
S-0981	Yes
S-0983	Yes
S-0984	Osceola middle and high could merge as a fundamental school
S-0989	Yes, merge Osceola middle and high school, turning them both into fundamental
S-0992	No. I think this presents other challenges.
S-0993	Yes
S-0997	I would keep high school separate from middle school student. And only combine middle with elementary.
S-0999	I would be hesitant to support a campus that combines middle and high school students, especially if it means placing 11- to 18-year-olds together. Those are very different developmental stages, and I'd worry about the impact on safety, bullying, and overall student comfort. Younger students may not be ready for the social environment of older teens, and I think that can create real challenges even if the campus is structured carefully. I'd also want to know whether teachers and staff are actually trained to work across that full age range, because middle school and high school students need very different approaches. Without strong evidence that the model works well, I would prefer to keep those age groups separate. So unless there is compelling data showing clear benefits and strong safeguards, I am a no.
S-1002	That is too large of a gap. There should be some separation.
S-1003	No
S-1004	Yes
S-1005	No I do not think that would be a good mix.
S-1006	I think 6-12 is a good model (as long as they're separate, of course)-- middle schoolers can see high schoolers as a reminder of where they are headed, and high schoolers can see middle schoolers as a reminder for how far they've come and from where.
S-1009	no
S-1011	I would support a combination of Gibbs and JHop.
S-1014	I would be supportive of a 7-12 over a k-8 model
S-1022	No
S-1029	Yes
S-1030	Yes
S-1031	Not opposed if scholars needing resources or accomedations are left behind or tossed into overcrowded classrooms. If grade 6-12 consilidated campus to raise education funds for all students could and outreach is availble for all students
S-1032	No
S-1036	Yes
S-1037	No

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S-1038	No. As a Sub Teacher, I don't think this would work. It create high levels of discipline problems that would interfere in a significant way with instruction. Maybe, consider K-7 & 8-12, if you had to.
S-1040	Yes
S-1041	Yes
S-1042	Yes because it would be similar to eastlake middle and high sharing a campus
S-1043	No
S-1044	No
S-1045	no
S-1048	No
S-1049	No
S-1050	No
S-1051	Yes
S-1056	Yes
S-1062	No
S-1063	Yes, only as an alternative to simply closing the schools
S-1064	I think a 6 to 12 is a bad idea.
S-1065	No
S-1068	No
S-1069	No
S-1070	No
S-1071	No
S-1073	Yes, with both schools being run independent of each other.
S-1074	Yes, if programs can be expanded to middle school students that are offered at the high schools.
S-1077	Yes, I think we need to think creatively about grouping kids, K-3, 4-8, or VPK-2, 3-6, 7-12. Don’t know the exact formula that would work but worth a thought.
S-1082	Yes possibly especially as a track for parents who are not happy with middle schools.
S-1087	With caution and was support for study before endorsing why spread implementation
S-1089	No
S-1094	Less so. But if it was a magnet program that one of my kids was interested in, absolutely
S-1099	I would be interested in a true Fundamental 6-12 as these children will interact with respect. Dunedin is not following any Fundamental values.
S-1100	No
S-1102	Absolutely not. That is a crime scene waiting to happen.
S-1108	No
S-1110	No
S-1112	No
S-1113	Unknown
S-1115	Yes
S-1117	I feel providing there is distinctive separation of the lower grades on a joined campus would be okay, but not mixed within the same buildings or areas due to the maturity and developmental divide in these age groups. Example: Lowndes County, GA is a great model to reference.
S-1122	N/A
S-1127	Yes

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S-1129	Yes, again, if it means preserving the magnet programs.
S-1130	YES!!! Consolidate magnet programs so they are 6-12 like JHop Arts Magnet moving to Gibbs campus for a direct feeder to PCCA.
S-1132	Considering our elementary schools currently house eight levels of education from pre-k 3 up to 5th grade, it's reasonable to consolidate grades 6 through 12.
S-1134	Yes
S-1137	No
S-1141	No
S-1142	No
S-1143	Yes
S-1144	Yes
S-1147	No
S-1149	No
S-1153	No
S-1154	Yes
S-1155	This may work, it is not ideal but if there is adequate space than I am for it.
S-1158	Middle and high combined is a bad idea developmentally.
S-1159	No
S-1162	No. Data has proven 6th graders have a hard enough time transitioning to middle and to throw them in with high schoolers would be overload and not productive. The transition needs to be smooth and done in an environment they feel welcomed and safe in, not overwhelmed by all the differences.
S-1166	yes
S-1168	Yes
S-1169	Yes
S-1170	Yes
S-1171	Same answer
S-1173	Yes
S-1174	NO
S-1178	No
S-1179	As long as any specialty type programs offered at the high school level were not impacted.
S-1181	Only if there is proper support for the students and not cutting corners in the amount of staff to support (social workers, psych, counselors, etc.)
S-1182	Yes
S-1184	Yes- but use magnets to group the students
S-1188	No
S-1190	No
S-1191	No
S-1192	If only done the right way. I grew up in Michigan and went to a school that was 6-12. The middle and high schoolers rarely interacted / still felt like unique schools. This is a must.
S-1194	Yes.
S-1197	Absolutely not. 9th grade should be with 7th and 8th as it is. What school would you use? Building a new one should not be an option with programs being cut due to money.
S-1201	Yes

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S-1202	If necessary and if 2 separate wings. I went to a school structured like that and it was fine. Never saw the other group
S-1204	NO WAY!!!! Too many hormones, different needs, and I am not convinced Pinellas County could provide enough supervision to safely do this - behavior, safety, and socialization are huge concerns as it is.
S-1206	No
S-1208	No
S-1209	No
S-1211	no
S-1215	Less so.
S-1216	I am not opposed to creating 6-12 if the programs for the school starts in 6th grade and goes through 12th grade (i.e. STEM, Fundamental, Engineering, etc.)
S-1217	No, I would not support a campus that combines middle and high school students in this area, especially if it would require the closing or consolidation of a traditional neighborhood school. In my opinion, middle school and high school students are at very different stages of maturity and development, both socially and academically, and combining them on one campus could create challenges that outweigh the potential benefits.
S-1218	No unless configured like ELHS seperate but together in regards to programs and academics
S-1219	Yes
S-1221	Yes
S-1225	Yes
S-1229	Yes
S-1231	Yes
S-1232	Yes, that can also be something that can help our reluctant students stay motivated to stay in school.
S-1233	Yes
S-1234	I think there are pros and cons to this. If it was the difference between educators keeping their jobs or not, then I would accept the age differences in the same building.
S-1235	Not sure.
S-1236	Yes
S-1240	No
S-1243	No
S-1244	No
S-1246	No. I think a K-8 might be more helpful to the community.
S-1249	No. High school is too different from middle school.
S-1250	No would be too hard on middle students. I prefer K-8th
S-1251	No
S-1252	similar to previous answer, 11 or 12 and 18 is a pretty big age gap to be colocated in my opinion.
S-1255	No
S-1258	Yes
S-1260	I think it is a good idea. I think that this helps students and staff
S-1261	Mixing middle & high school is tough. This might work for technical programs where students know what field of work, they want to go into as an adult. Technical programs could include computer engineering, plumbing, electrical, cooking, sewing, etc.

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S-1262	I would support this in both south and mid-county but would hope the facility chosen could separate the schools in different buildings or wings.
S-1263	I'm going to be blunt here: NO. I think K-8 would be good because it would encourage the 6-8 kids to be leaders and might even make them stronger coming into 9th grade, but I feel that 6-12 would be a nightmare in terms of the students' development of maturity. Other issues: -- High school has many "high school specific" activities and traditions such as homecoming, etc. -- how would that look in a 6-12 school? 6th graders at the homecoming dance? -- Athletics would be challenging to cover with required coaches/hours -- we already have JV and Varsity, but would need a middle-school level as well. -- Would teachers be expected to teach across the middle & high school spectrum? Teaching several different levels across 7 years of schooling would be mindbending.
S-1266	Yes
S-1269	yes
S-1279	No. I think grade 6 and seven should be separated from high school. It might be good to have 8th graders with the high schools since many take 9th grade classes in middle school. I don't think 6 and 7 graders are mature enough for high school setting.
S-1283	Possibly. But I also think there would have to be adequate staff to keep all kids safe.
S-1284	Yes
S-1285	No
S-1292	No
S-1293	No, I will not support closing or consolidation of middle and high schools in the area, especially the schools that are ranked high nationwide.
S-1295	Not as favorable
S-1297	Only if they were in separate buildings like Mitchell and Seven Springs Middle School
S-1301	Possibly. Again I need more information about how the campus would function.
S-1303	NO
S-1316	No
S-1325	No
S-1329	No, I think those are 2 very hard age groups to combine. I'd rather see a K-5 and a high school on the same campus- this of all the great things that could take place with those ages.
S-1334	No
S-1339	Yes! This is a wonderful idea. But then 6th grade should be Elementary.
S-1347	No
S-1350	Only if they were truly separated, not how the proposed separation is going to go for Baypoint literally the elementary students and the middle school students will still be by each other so this whole notion that they will be in two separate wings is a complete lie.
S-1352	yes
S-1357	no
S-1360	Not 6th with highschool
S-1363	The rules would have to be different for the young students compared to the older students. Would it force the younger kids to grow up faster? The younger students may be subjected to things that they should not know yet by the older students.

Q6. Would you support, or be interested in, a campus that serves both middle and high school students (e.g., grades 6-8 and 9-12 on the same campus) as a choice in this geographic area if it would require the closing or consolidation of a traditional neighborhood school?

S-1368	I think this would be a better solution instead of a K-8 school
S-1372	Yes
S-1380	Yes but it would need to offer some benefit college courses dual language programs something that can continue through all the years
S-1382	No combine high schools if you have to but combining grade levels is not the best way to go.
S-1384	Maybe
S-1387	Tarpon Middle and Tarpon High... the Leadership Conservatory would feed right Ito the high school
S-1388	I believe pre k through grade 8 would be a better fit than 6-12th; 6th graders are still very young and impressionable to be grouped with students that are almost adults. I believe that could draw more negative than positive behaviors.
S-1389	No
S-1391	Yes
S-1392	No! There is a reason traditional schools have separate locations for specific age and grade groups. History has proven that older high school students are more likely to bully or harass younger middle school students if given the opportunity. It is bad enough now between Senior and Freshman students. This is a sad part of human nature.
S-1396	No
S-1398	I am unsure as I work in elementary. I am unsure if the high-school population would be a good influence on the middle school population.
S-1399	that is less appealing to me. i want strong public high school who would give my college bound student the most exceptional experience. k-8 makes more sense. 9-12 should be it’s own experience.
S-1402	No
S-1405	No
S-1414	Yes
S-1415	Possibly
S-1416	Yes
S-1417	No. Cannot trust teens near middle school aged children. They could potentially influence them even more in harmful ways.
S-1418	No
S-1424	No
S-1427	No
S-1428	No...
S-1431	no
S-1434	yes
S-1435	Absolutely.
S-1437	no
S-1439	No. It is not needed and middle and high school children should not be in the same school.
S-1440	No
S-1441	No. Same answer as previous question.

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S-1442	No, Palm Harbor High is also an A rated school. Actually the Southerland Elementary, Palm Harbor Middle and Palm Harbor High schools are A rated. Adding a new school or even closing one of them doesn't make sense. Before closing then reopening under a new name. My son went to Palm Harbor Elementary. This area of Palm Harbor has very good schools why mess with it.
S-1444	No
S-1445	No
S-1454	No
S-1457	Combining middle and high schools can work depending on the school's size, and how well safety between younger and older students is managed. If both schools offer similar programs, feeder classes, electives, and activities especially with growing youth sports and improved facilities then yes it would be beneficial and great However, if it creates safety concerns, overcrowding, or other risks, then it may not be a good idea.
S-1458	No
S-1460	Yes! Makes the transition a lot less stressful
S-1461	No
S-1462	No
S-1463	Yes
S-1464	After working with middle schoolers for a full year in a blended building I saw that the maturity of MS students was just not there to put into the same building as HS age demographics.
S-1466	absolutely not
S-1471	No
S-1472	I think that's a great idea too. Really love the Eastlake high school/ middle set up.
S-1479	Yes
S-1481	No
S-1482	Maybe
S-1485	Yes
S-1488	Yes
S-1490	Middle and high school should remain separate unless that fundamental aspect is included. Simply for parents to have eyes on who their child interacts with
S-1492	No.
S-1493	No
S-1496	yes
S-1498	I would support it. I think having another option such as st Pete collegiate would be even better
S-1502	Interested
S-1504	Yes
S-1506	No
S-1514	Negative. Too many factors including teens and young adults on the same campus is not something parents would be on board with.
S-1517	No
S-1519	Yes
S-1520	No

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S-1522	Yes but that should be fundamental to ensure parents are active in the education and schooling as middle schoolers can be easily influenced and at a vulnerable age--having them around high schoolers would require active parent involvement to be sure they continue to make the best choices academically and socially
S-1525	No
S-1527	No. I think it is a necessary part of childhood to have to move from elementary to middle school and middle school to high school and have the experience of meeting new people. Surrounding children with the same group for 8 years wouldn't allow them to grow socially, as they need to meet new people aswell as different groups of people
S-1530	No
S-1538	No. I do not think middle schoolers and high schoolers should be on the same campus.
S-1539	No.
S-1542	Maybe
S-1543	No
S-1544	No. I think the age range is too great and exposes our younger students to potentially dangerous situations.
S-1545	Yes
S-1547	Maybe
S-1551	Yes
S-1555	Maybe, for instance expanding some of the high schools to include middle schools especially the underutilized ones.
S-1558	No
S-1561	I think that the high schoolers would not be open to having younger students on the campus. If it was necessary I believe they should be as separated as possible since there is a lot of potentially bad things that younger impressionable middle schooler could see on the high school campus. for example: fights, drug use in bathrooms, sneaking out of class, being argumentative with teachers.
S-1565	I think high school should be separate
S-1574	maybe putting 6th with elementary and 7-8 with HS
S-1576	Not necessarily
S-1580	Yes
S-1583	Yes
S-1584	No
S-1587	No
S-1588	No , I would NOT be in support of this
S-1590	Yes
S-1593	Yes
S-1595	No, our current high school and middle school have their own issues and combining I feel will only escalate the issues.
S-1597	Yes
S-1598	Yes

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S-1600	Thinking about middle schools that are small enough to be absorbed into a near high school I do not know if there are high schools with enough empty seats to successfully make this work. As a high school coach, please be aware placing middle schools physically on the same location as a high school makes middle schools athletes eligible to participate in FHSAA sports.
S-1606	Yes
S-1609	Yes. Keep the students and don't let them go to the voucher system
S-1612	I would especially in that area of Sexton, Northeast and Meadowlawn you have room to expand or connect. If Northeast needed more buildings to support 6-12, Sexton could easily be connected to accomodate that growth or vice versa with Meadowlawn. These 3 schools have opportunities for that kind of combining especially with the development in the area that would be able to support them.
S-1614	No, 9th grade is when GPA changes. Responsibility changes. 10th grade students are learning to drive. The division between 8th and 9th grade allows a physical reminder, the clock starts on your GPA, you'll be driving next year and going into the real world from here. The growing pains of middle school ages need a chance to be left behind.
S-1618	Only if middle and high school students were guaranteed separation. I could see upper classes not wanting to be bother by some lower classes silliness and immaturity.
S-1620	Yes
S-1622	No
S-1631	no
S-1632	No.
S-1634	Yes
S-1638	Prob not. I think high school should prob be kept separate
S-1645	No. There is a significant developmental change that doesn't happen for many boys until far into 8th grade. For girls it's slightly earlier. Mixing high school students with middle school students would be developmentally inappropriate. It is different when it comes to mixing middle and elementary. Elementary kids still walk in lines, they are seldom left to be on their own. Whereas middle and high school could easily co-exist promoting an increase in safety measures.
S-1646	No
S-1647	not sure, But there is 1 in in this area already East lake middle/High school
S-1649	No. They should be separated
S-1650	Yes
S-1652	No, 6th graders don't belong on a campus with students who are 17 and 18.
S-1661	Yes
S-1663	I'm not sure the maturity difference of middle to high school would be compatible
S-1664	I like this less than k-8. Middle school is a very sensitive time and I think they'd benefit from a being k-8, not 6-12
S-1669	No opinion
S-1670	Yes
S-1671	Yes, if comprehensive arts programs are prioritized
S-1672	unsure if this is safe for middle school students
S-1673	no

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S-1674	Yes. As long as middle and high school students have access to high quality performing and visual arts education at all grade levels.
S-1675	Yes - but it would need to be well segregated. Students should not be well supervised and grades separated.
S-1677	No
S-1678	No
S-1679	Yes.
S-1680	Yes
S-1685	No
S-1687	Terrible idea. Can't fathom the chaos of grade 6-8 kids trying to show out to 9-12 - also this is not a good idea in terms of inappropriate romantic relationships between students. This would create problems the district probably hasn't thought about. There's a big difference between being 12 versus 16 legally when there may not be as much of a physical difference (particularly for girls that look older than they are). High school is too grown for any child under 15.
S-1688	I am less supportive of 6-12 on one campus
S-1690	Maybe
S-1692	If demographics support it
S-1693	No; keep them separate
S-1701	Yes
S-1702	Yes
S-1707	As long as it guarantees the jobs of the teachers and staff that are currently employed at the campuses that are considered to be closed.
S-1709	Yes
S-1714	East Lake Middle /High already has this dynamic and it seems to be working quite well. Something like a Countryside Middle / Countryside High seems logical.
S-1718	No
S-1720	No
S-1721	Depends.....
S-1722	No
S-1725	Yes
S-1726	No
S-1729	No!
S-1733	No
S-1740	This is another good alternative. However, it would be important to keep the youngest students and the oldest students separated.
S-1743	No
S-1744	No
S-1753	No
S-1754	Again, keep all schools open. Make the school 6-8 and 9-12, but hire more teachers and make classes smaller. Build the sense of pride and community in the neighborhood schools. Make school an experience, not an institution.
S-1756	No
S-1757	I'm supportive of a combined secondary site
S-1766	If necessary also yes. Again, campus policing and monitoring is critical.

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S-1769	Depending on the size of the campus facility to be able adequately support the children in different range.
S-1774	No
S-1777	yes, same as above.
S-1782	Yes
S-1783	No
S-1785	No! Keep those age groups separate. Middle school students shouldn't be exposed to some of the issues that high school students experience.
S-1787	possibly...
S-1788	No
S-1789	I neither desire it or oppose it.
S-1791	absolutely not
S-1794	No, I don't think that age group should be together.
S-1796	No
S-1799	It is good too.
S-1803	No
S-1806	Yes
S-1807	No
S-1809	Maybe. I have not thought to high school yet.
S-1811	No
S-1812	No
S-1815	No
S-1816	Yes
S-1818	No
S-1819	No
S-1823	Yes
S-1825	Yes
S-1826	No
S-1827	Again, I find it beneficial to keep them separate if possible
S-1828	yes
S-1829	Yes
S-1830	No
S-1838	Yes
S-1840	No
S-1842	No
S-1844	yes
S-1845	No.
S-1846	Yes
S-1847	No
S-1850	No
S-1864	No
S-1865	Yes
S-1870	Yes

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S-1872	If this is what is best for students and staff, yes. But I believe they should be separated by wings or buildings. Middle schoolers being combined with high schoolers is difficult and may not be developmentally appropriate.
S-1876	Possibly, but the school layout/arrangement would need to support separate areas to keep the 6-8 and 9-12 students apart.
S-1878	Not sure
S-1879	I would be open to a combined middle and high school campus if there is clear evidence that it would improve enrollment stability, make better use of district resources, and maintain or enhance educational quality. However, these campuses should be carefully planned to ensure age-appropriate learning environments, extracurricular opportunities, and student safety. If a combined campus provides better long-term sustainability than operating multiple underenrolled schools, it is a reasonable option to consider.
S-1882	No
S-1883	No
S-1886	No
S-1889	Yes
S-1890	No.
S-1892	Yes
S-1894	Yes
S-1896	No. Sixth graders and seniors shouldn't be mixed. Then you would have disabled students who are younger like sixth and seventh grade in with high schoolers which will just lead to so many bad things that will happen.
S-1897	No. Middle school students are in a different place developmentally. Combining them is inviting problems.
S-1898	No
S-1899	I think High School wants to be its own experience, not a mixed 6-12 site.
S-1900	Yes
S-1902	No. Keep these age groups apart
S-1907	Yes
S-1908	Yes
S-1912	No
S-1915	Yes- and that might be more practical with the class switching than an elementary and middle configuration.
S-1916	Yes
S-1920	Yes but keep populations separate as much as possible
S-1921	No
S-1923	Yes
S-1924	No
S-1925	No
S-1926	We already have that at East Lake.
S-1927	No
S-1930	Yes
S-1931	No, those ages are very delicate to be mixed together.
S-1932	Yes.
S-1934	No

Q6. Would you support, or be interested in, a campus that serves both middle and high school students (e.g., grades 6-8 and 9-12 on the same campus) as a choice in this geographic area if it would require the closing or consolidation of a traditional neighborhood school?

S-1936	Yes
S-1937	Yes
S-1938	No
S-1940	No
S-1942	I am not sure.
S-1945	No
S-1947	No
S-1948	Yes
S-1949	Yes
S-1950	No
S-1951	No
S-1953	yes
S-1954	Absolutely not. This is a not a safe model.
S-1955	No
S-1956	Yes
S-1957	Good option
S-1958	No
S-1959	No
S-1960	No
S-1961	No
S-1962	I would be interested in that.
S-1963	No
S-1965	Yes
S-1971	Yes
S-1974	Yes
S-1975	Yes
S-1976	No
S-1977	Yes
S-1980	Yes
S-1981	No
S-1984	No
S-1985	Yes
S-1987	No
S-1990	That’s tricky. Combining the lower grades might be successful. Make a 8-9 center but middler’s aren’t mature enough for a high school setting.
S-1991	Unsure
S-1993	Yes
S-1995	Yes
S-1997	Same idea. Those kids should be separated.
S-1999	No
S-2000	Yes
S-2002	Yes. I work at p.h.i. now and love it
S-2004	Yes
S-2006	Yes
S-2007	Yes

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S-2008	No
S-2009	No. The grades/ages should not mix
S-2011	I would be okay with a middle and high school campus being an option, as long as there is designated areas for each age group. Seniors in high school should not interact with sixth grade students unsupervised.
S-2013	No
S-2014	No
S-2015	No I believe it would create too many problems-6-8 too young to be mixed with high school
S-2018	no
S-2022	No
S-2023	I think K-8 is more palatable than 6-12, just from a social and safety standpoint. It's tough to manage 6th graders and 12th graders in the same spaces safely. But with appropriate design that keeps the younger and older grades somewhat segregated, I do see how it could work. It could also be advantageous academically, as many middle schoolers begin taking high school level courses in 7th and 8th grade. This is already modeled somewhat at East Lake, with the shared but segregated campus for middle and high school students.
S-2026	No
S-2027	No
S-2028	Yes
S-2029	Yes
S-2031	Yes
S-2032	Yes
S-2033	Not unless its unavoidable. Middle school students are highly impressionable. They should not be interacting with 17–18-year-olds.
S-2040	Absolutely not
S-2042	Yes
S-2043	Yes
S-2044	No
S-2046	No
S-2051	Maybe
S-2052	No
S-2053	No I don’t care for that age gap in 6 and 11/12th graders
S-2054	No
S-2058	Yes
S-2060	Yes
S-2061	Yes
S-2066	No. The maturity difference is too great.
S-2067	No! We have enough issues with older teens talking to or bullying younger ones… are you all asking for a lawsuit!? Seriously, what does it take to be on the school board?
S-2069	No
S-2070	yes
S-2072	I don’t know if sixth graders and 12th graders on the same campus would be a good idea

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S-2073	No never students mature at different rates putting kids of all those grades in one place would be asking for disaster
S-2074	No
S-2076	Yes
S-2078	No
S-2081	No
S-2085	Yes
S-2086	No I don’t think it would be beneficial to the high school students to share a school with middle school ages
S-2087	Yes, great idea
S-2089	No
S-2090	Yes
S-2091	No
S-2092	No
S-2094	No
S-2095	No
S-2097	No
S-2099	No
S-2103	No
S-2104	Possibly.
S-2106	I would support a combined middle/high school only if it was intentionally designed to meet students’ needs, not just to save money. For many students, especially those with autism, ADHD, dyslexia, anxiety, or other disabilities, remaining on one campus with consistent supports can reduce stress and improve outcomes. However, I would place a higher priority on specialized K-8 campuses and functional-life programs that provide continuity, individualized instruction, and preparation for adulthood. The educational model should drive the decision, not simply the grade configuration.
S-2107	No. High school age students should be separate from lower grades. Some of the older students are actually of adult age. I don’t think it would be a good mix.
S-2109	Yes
S-2110	No
S-2113	Yes, as mentioned in my previous answer. Consolidate East Lake middle and high, and make it all zoned.
S-2118	No. I think K-8 would be more ideal and better suited for student growth/maturity than merging middle and high school age range
S-2119	No
S-2122	Yes
S-2123	No
S-2126	No - high school should be kept separate
S-2127	Maybe
S-2130	no
S-2131	Would rather big schools close and small neighborhood schools stay.
S-2133	Again, I would support a combined grade campus given that it is a better opportunity if existing s schools are closed.
S-2136	no

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S-2137	No
S-2139	No
S-2140	No
S-2145	No
S-2147	No
S-2152	no
S-2153	I do not support the consolidation of middle school and high school students unless the grading structure changes. Sixth graders are completely different from an eighth grader, and even more different than a high schooler. The school should be considering placing students closer who there social, Educational and emotional development.
S-2155	Yes
S-2156	No
S-2157	No, for the same reason, because of age difference
S-2158	No
S-2159	Yes - As long as all the impacted students are guaranteed seats.
S-2161	Yes again as long as the teacher to student ratio would be reasonable. Also it may be needed to separate middle school and high school spaces due to the large age gap.
S-2163	Yes
S-2164	No
S-2169	Yes
S-2172	No
S-2174	No.
S-2175	Open to it, I would want to see a comparison on the developmental appropriateness of combining the older vs younger grades.
S-2176	No
S-2179	Yes
S-2180	I would support a combined middle/high school only if it was intentionally designed to meet students' needs, not just to save money. For many students, especially those with autism, ADHD, dyslexia, anxiety, or other disabilities, remaining on one campus with consistent supports can reduce stress and improve outcomes. However, I would place a higher priority on specialized K-8 campuses and functional-life programs that provide continuity, individualized instruction, and preparation for adulthood. The educational model should drive the decision, not simply the grade configuration.
S-2181	No this is a terrible idea. 9th graders barely belong with upperclassmen as it is.
S-2182	No. Middle and high shouldn't mix
S-2185	No
S-2186	I think the combination of elem and middle school is better for the students development vs. middle and high. I'd rather have elementary and middle combined.
S-2189	No
S-2190	Yes
S-2191	No. This does not sound like a good idea at all.
S-2194	I would lean more towards K-8 than 6-12.
S-2198	No
S-2199	Yes

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S-2201	Yes
S-2203	No
S-2205	Fund our existing schools
S-2206	yes
S-2208	Yes
S-2211	As a last resort and only if the HS is a magnet school.
S-2212	No
S-2213	No
S-2215	No
S-2217	Age appropriate supervision and social separation)12 year olds and 9-year sharing Bus routes and enrollment Zone changes.
S-2219	It makes sense from a population standpoint
S-2220	No
S-2222	No
S-2225	No
S-2231	No! The behavior problems would be enormous and learning would cease for those students stuck in Tarpon Springs combined middle and high.
S-2233	Yes
S-2235	Yes, on a high school campus with high school hours
S-2236	Yes
S-2237	Possibly
S-2238	Yes
S-2241	Possibly
S-2243	No
S-2244	Probably not, more interested in K-8
S-2245	Yes I think that would work. I worked in a another Florida school district that has several Jr/Sr 7-12 grade schools and it was a good model
S-2247	Same response as previously stated.
S-2250	No, high schools should remain separated from middle schools.
S-2252	N/A
S-2254	Maybe
S-2255	No. I support grade K-8 consolidation but not grade 6-12.
S-2257	I am open to a 6-12 campus if it offers the same academic quality, extracurricular activities, and support services as traditional schools. My biggest priority is preserving flexibility for families. School performance, student needs, and family circumstances can change over time, so parents should continue to have options rather than being limited to one pathway.
S-2259	K-6. 7-12
S-2260	Yes
S-2261	Yes
S-2263	Nope! Bad idea. Honestly you all need to move to k-6 in elementary, 7-8 in middle then 9-12. That was how we did it when I was in school. Maybe move 6th grade down and then if you move 7-8 to high school, make it 7-9 and isolate that group. 8th and 9th grade are rough grades
S-2264	Yex
S-2269	No
S-2275	No

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S-2276	As long as it's separate
S-2278	No
S-2280	Sure
S-2285	Yes
S-2287	No
S-2289	No
S-2291	no
S-2293	No
S-2295	No
S-2297	No. There is too much of a difference in these age groups.
S-2298	I would not.
S-2304	Yes
S-2305	Yes
S-2309	No
S-2310	No , to large of a age gap
S-2311	This could work but that age range is little more concerning than a K-8
S-2312	No
S-2313	No
S-2314	Yes if it is a traditionally funded public school; no if it is a charter, private or quasi-private school.
S-2315	no
S-2316	Yes
S-2318	No, I believe the combination of elementary and middle makes a lot more sense than middle and high school. The points of life those kids are in are on extremes.
S-2319	Yes as long as no programs, electives, arts or sports are cut.
S-2321	No.
S-2322	Only if there are double sessions
S-2326	Yes
S-2327	No
S-2328	No
S-2329	Absolutely not. Although in Texas, middle schoolers are 7-9 which I've always found interesting.
S-2331	No
S-2332	Yes
S-2335	Yes
S-2336	No.
S-2338	Yes
S-2342	No, leave them separate for appropriate development.
S-2343	Absolutely not
S-2345	Yes
S-2348	Yes
S-2350	Yes
S-2351	Yes
S-2352	Curious on how it would look.
S-2356	No

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S-2358	Yes
S-2359	Yes
S-2360	Again, if I had no other choice then yes but not ideal
S-2361	No, unless it’s a fundamental school
S-2362	no
S-2363	Yes, I would. I am more comfortable with consolidating 8-12 than K-8th.
S-2365	No
S-2368	no
S-2370	Bad idea 6 to 8th graders will get killed by the ninth through 12s especially when you start busing the people that destroyed their schools up to our good schools leave the A schools alone
S-2371	Yes
S-2372	Yes
S-2373	no
S-2378	I would be willing to consider a combined middle and high school campus, provided there is evidence that it will offer a better education and ensure the complete safety of every child, given the different age groups involved.
S-2379	Yes
S-2380	No, I think mixed maturity levels of the children would be a concern
S-2385	No
S-2388	No
S-2389	No
S-2392	Yes
S-2393	Yes
S-2396	Absolutely nit
S-2397	Yes! We need a middle school that local kids are zone for vs one they apply for and not get it instead of having 2 elementary schools within 2 miles of each other in east lake.
S-2400	No. I don't recommend mixing middle school and high school students. 6th graders should not be exposed to this environment.
S-2402	Yes
S-2403	No
S-2404	No
S-2405	No
S-2406	No
S-2407	no
S-2408	Yes
S-2409	Possibly
S-2414	No
S-2415	No

Q6. Would you support, or be interested in, a campus that serves both middle and high school students (e.g., grades 6-8 and 9-12 on the same campus) as a choice in this geographic area if it would require the closing or consolidation of a traditional neighborhood school?

S-2416	No. In a 6-12 school, middle schoolers could be pressured by older peers into behavior that is not healthy for them. Even if school administration can keep behavior in line during the school day, what happens when sixth graders become friends online, or on the bus, with eleventh grade schoolmates? It is our responsibility to keep the children safe. I'm sure you can imagine what could happen when poorly behaved high schoolers become too familiar with middle schoolers… Could the school be held liable if something terrible happened between children of very different ages who attend school on the same campus? I don't know, but is a precedent of families who sue traditional 6-8 and 9-12 schools for bullying. Imagine how a hypothetical court case could unfold for a school with larger age gaps.
S-2417	No
S-2419	No
S-2424	Yes
S-2425	Yes, if thoughtfully designed. A combined middle and high school campus can improve continuity for students, simplify transportation for families with children in multiple grades, strengthen long-term school communities, and make efficient use of district resources.
S-2426	Yes.
S-2427	no - best to keep those grades separate. Maturity levels and influence are quite different.
S-2428	No
S-2429	Yes if it were an accelerated track option for Gifted that would be fabulous. MS takes HS and HS goes collegiate. Utilize test history re IQ as parameters for admission not FAST. Consider allowing radical acceleration. PCSB is deeply missing the PG kiddos in the county who go home school or private.
S-2431	No, Middle School should be separate. I've taught both. Unless you have a very small campus and a lot of discipline support those age ranges should not be together.
S-2432	I would only support a 6-12 campus if it provides clear educational benefits, maintains a safe and age-appropriate environment for younger students, and does not negatively impact families or existing successful neighborhood schools.
S-2434	Not a good idea
S-2437	No. 6th graders and 12th graders on the same campus could be harmful to the developement of the younger kids.
S-2438	No I believe there's too much of a maturity gap with that age group
S-2440	Yes
S-2443	I would rather see 6th or 7th separated from the older students by either having 6-7 campuses or K-6 and 7th grade centers.
S-2444	No
S-2445	I don't feel that middle school age and high school age students should be on the same campus.
S-2446	No high schoolers need to be separate
S-2449	Pending busing, how the middle and high school are mixed (if like Maderia) should be ok, age and maturity concern me as you would be mixing the maturity levels in football games etc. Could have other developmental concerns.

Q6. Would you support, or be interested in, a campus that serves both middle and high school students (e.g., grades 6-8 and 9-12 on the same campus) as a choice in this geographic area if it would require the closing or consolidation of a traditional neighborhood school?

S-2450	no
S-2451	Yes
S-2452	No. I would never send my 11 year old to a school that also had 17-18 year olds on campus.
S-2453	No
S-2454	No
S-2455	No. I think high school needs to be its own thing.
S-2457	No
S-2460	Yes
S-2462	Yes
S-2463	No
S-2464	Now this seems like a better solution. The age difference and the student demographics are more understandable and can be handled better because of the age of the students. KG students are so naive and unaware, and parents would not feel safe but middle school aged children (now a days) are more of aware and understand much more than they should. I feel parents and I as a previous parent would consider this choice, middle and high together as better option. It works in Pasco and has worked for many years. They even use the same buses. Can you imagine putting Kg students on a bus with 6th-8th graders. As a parent I would not want this.
S-2465	Yes
S-2467	Yes
S-2470	No
S-2471	Yes
S-2474	No! Middle school students should NOT be on the same campus with teenagers!
S-2475	yes but would worry about the age difference
S-2476	Tarpon
S-2479	Yes
S-2480	No
S-2481	No, high school should remain separate. 12 year olds should not be on the same campus as 18 yr olds.
S-2482	Yes
S-2483	Not sure, haven't heard any experiences of a 6-12 grade school. It might limit the traumatic experience of transitioning from middle school to a high school. Though having that many older students in one school can have an uptick of more peer pressure, fights & overall more negative problems between students.
S-2484	Yes
S-2489	Yes
S-2493	No
S-2494	NO
S-2495	Absolutely not
S-2496	Yes.
S-2497	yes
S-2499	Yes. As long as we continue to work with slowly integrating 6th grade.
S-2504	Yes.
S-2506	No
S-2507	No

Q6. Would you support, or be interested in, a campus that serves both middle and high school students (e.g., grades 6-8 and 9-12 on the same campus) as a choice in this geographic area if it would require the closing or consolidation of a traditional neighborhood school?

S-2509	No
S-2510	Maybe
S-2512	No
S-2513	I feel that this is a better choice, but still not sure what this would look like. I don't feel that most of our campuses could support this without a lot of work
S-2514	no
S-2518	I would be open to considering a combined middle and high school campus if it provides meaningful educational benefits and uses district resources efficiently. If designed well, this type of campus could offer smoother transitions between grade levels, expanded academic and extracurricular opportunities, and more efficient use of facilities and staffing.
S-2519	Probably not
S-2520	yes
S-2523	Yes
S-2524	no
S-2525	No
S-2529	no
S-2530	no
S-2531	No, I don't think mixing these age ranges is a good choice.
S-2532	No. I have worked in both middle and high schools. I do not feel 6th grade students are ready to transition out of their elementary schools as this is typically the time when puberty begins and is already a tumultuous time for our students. Adding them onto a high school campus, especially with all the extras there are to a high school, does not seem beneficial to the students or their parents who already feel quite lost when their children move to a new school.
S-2533	No, maybe k-7 and 8-12
S-2534	yes
S-2535	No
S-2537	No
S-2538	Yes
S-2539	no
S-2540	No
S-2541	Yes, but basic life skill courses should be offered- (cooking, home economics, filling out applications). Open internships with business (CVS, Walgreens, SPC for therapist) on the job training. Provide interview and resume process.
S-2545	No
S-2547	yes
S-2548	No
S-2549	I do not feel middle and high school students should be combined.
S-2551	This would be the preferred option
S-2555	Yes, by combining 6-12th grade, PCS could offer workforce training earlier, therefore increasing interest in education for students that are not college bound. It is important for PCS to support students to be ready to enter the workforce with some type of training when they graduate from school.
S-2556	No
S-2557	no, middle and high school students should not be placed together. they are not on the same maturity level or any level for that matter.

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S-2558	No
S-2560	I think that could work
S-2563	Yes
S-2564	Yes as long as middle and high school students are separated.
S-2567	yes
S-2570	Yes
S-2575	No
S-2578	I work in a school from 6-12. It is not to bad, but still the middle school kids are learning habits from the high school kids. The high school kids do not want the silly antics of the middle school kids.
S-2579	Yes
S-2581	Not for my children.
S-2582	Yes, if there were defined roles, 2 strong administration teams, school cultural/climate development to ensure safety of all students and appropriate allocation of resources to develop and sustain the model.
S-2583	I worked at Lealman and it was fine.
S-2585	Yes, I would support this.
S-2586	No
S-2587	No
S-2591	No
S-2592	Neutral.
S-2594	No
S-2598	yes
S-2600	Yes.
S-2604	No
S-2607	Not sure on this one it could be a good idea but at the same how many more new problems are we going to have with this mix?
S-2609	yes as long as the teachers/staff is as good as the current school my child attends and extracurriculars are not impacted
S-2610	Same as previous response - so long as there could be some sort of separation via separate buildings that would be okay.
S-2612	No
S-2613	Yes, similar to East Lake with the Engineering.
S-2614	No, schools should be reimagined, not closed.
S-2616	no
S-2619	No
S-2620	No
S-2623	yes
S-2624	NO
S-2628	No. Traditional high school is a milestone and a rite of passage that our kids deserve to experience, and 11-13 years old is too young to share a campus with high school upper classmen.
S-2629	Maybe?
S-2631	No
S-2632	No

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S-2634	No
S-2635	NO!
S-2637	YES
S-2638	No
S-2640	No
S-2641	No
S-2642	Yes
S-2643	No
S-2646	No.
S-2648	No
S-2649	Yes
S-2650	No
S-2652	Yes
S-2654	No
S-2655	No
S-2657	No
S-2658	Not really
S-2662	Yes
S-2663	no.
S-2664	I do not think it's a great idea to merge existing high school and middle school cultures. I feel that would make the campus more chaotic.
S-2665	Remember some students that are honest and they come from responsible families will have no problem with you emerging in middle in high school together, but then you have the bad troublemaker children that it's already a struggle for them to be around children their age, so it would be really hard for them to be around kids even smaller than them. You would have to have all the students in the teacher sign a contract. You'd have to do some kind of three strike out. You would have to have a heavily police campus in order to achieve that utopia because let's be honest some of your schools that's not gonna work that the poverty level is really low. That's not gonna work and some of the upper middle high schools that's definitely not gonna work so you that would probably cause you guys a lot more money in a long run because you have some children that just can't keep their hands to their selves.
S-2667	Yes, if it meant keeping jobs
S-2668	yes
S-2671	Yes.
S-2672	Yes
S-2673	Yes
S-2674	yes
S-2678	Yes
S-2679	I don't believe this would be a good idea.
S-2680	no
S-2682	Yes
S-2683	No

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S-2688	It's an interesting idea. Having older students on the same campus with younger students can help set a better standard for the younger students. However, I have concerns about the variances of child development in that type of situation. Effectively, this model would combine 11-year-olds with 18-year-olds. There are bound to be unforeseen challenges.
S-2689	no I do not think in 2026 in Pinellas that is a good Idea for most student. In fact I think it will cause more families to move away from public schools.
S-2690	Only if the school in question has a designated purpose: vocational, technology-engineering, arts, sciences.
S-2691	No I don’t think grouping these age groups is appropriate
S-2694	Yes
S-2695	I am not sure of the advantage for students for a 6-12. It would minimize learning a new school layout, but may expose 6th graders to a lot more than they may be ready for. Some districts are even having a sheltered 9th grade cohort.
S-2696	yes
S-2698	Only if the schools are separated as in East Lake. Putting grades 6-12 in one campus/school doesn't seem like a good idea due to social issues and growth at those ages.
S-2699	Yea
S-2701	As long as the grades were kept separated somehow.
S-2704	No
S-2705	No, unless currently shared campus like ELHS and ELMS
S-2706	No
S-2709	No.
S-2710	I would be open to considering a combined middle and high school campus, but I would not support closing or consolidating a neighborhood school based primarily on building utilization. The district should evaluate the educational impact, community needs, transportation concerns, and student outcomes before making such a significant change.
S-2711	No, there are already behavior concerns present in middle school that I believe would be increased by combining the age groups. Having more K-8 options would allow more time for students to develop self-control and discipline, and increase motivation needed for the college and career planning mindset needed for high school aged students, while being in a more age-appropriate environment.
S-2712	less so than the K-8 options, but where other factors (proximity, land value) show merit, yes.
S-2714	no
S-2715	Yes
S-2716	I will support
S-2719	Yes
S-2720	Maybe, I would need more information and maybe see how it has worked in other school districts
S-2721	No
S-2723	not sure
S-2724	I would not be supportive of combining middle and high school students. I don’t feel or believe sharing a high school enviroment would be socially or emotionally beneficial for middle schoolers.

Q6. Would you support, or be interested in, a campus that serves both middle and high school students (e.g., grades 6-8 and 9-12 on the same campus) as a choice in this geographic area if it would require the closing or consolidation of a traditional neighborhood school?

S-2725	No. I do not like the idea of those age groups combining. Kids at these ages are at very different developmental stages and I wouldn't want my 11 year old exposed to the more mature behaviors, etc that highschool kids are at. Middle school students generally benefit from a nurturing environment that emphasizes organization, social-emotional learning, and exploration. High schools tend to focus more on independence, graduation requirements, and college or career preparation. It can be difficult to create a culture that effectively serves both age groups. Managing interactions between the middle schoolers and high schoolers would require an increase in supervision and seeing that this combo is caused from reductions in funding, I wouldn't trust that that would be maintained.
S-2726	Yes
S-2727	No but k-6 and a 7-9th grade junior high concept might be a good idea?
S-2733	absolutely not
S-2734	Not my first choice.
S-2735	No, the maturity levels differ to much.
S-2736	Only if the 6th and 7th graders were able to be housed in separate buildings on campus with minimal interaction with the 11th and 12th graders.
S-2740	Only if you want admins having to deal with 11th graders bullying / abusing 6th graders, which is bound to happen.
S-2741	Yes
S-2742	Too many kids!
S-2743	No, Keep those ages separate.
S-2744	No
S-2746	No. Those age groups are not compatible
S-2747	This maybe but only if the school closed was a elementary school.
S-2748	I could support this concept only if it is an additional educational option and does not require closing neighborhood schools. Existing schools should be strengthened through investment in career and technical education, high-quality magnet programs, arts, athletics, and modern facilities. Communities benefit most when schools are improved rather than eliminated.
S-2749	No preference.
S-2751	Maybe
S-2752	Don't love it. I don't think younger kids need to be around older kids…. They will likely expose them to too much to soon.
S-2755	No, High School and Middle School students should be separated
S-2758	I would not support combining grades 6–12 into one campus if it requires closing or consolidating a traditional neighborhood school. Combining middle and high school students together creates significant challenges due to the wide range of academic, social, and developmental needs between these grade levels.
S-2759	No
S-2760	No
S-2762	no
S-2765	No
S-2768	No
S-2770	No
S-2771	No!

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S-2772	No, that would be too much on staff to manage and students to handle.
S-2774	Yes, and offer more CTE, acceleration opportunities that begin at grade 6.
S-2775	possibly
S-2777	no
S-2778	No
S-2779	Yes
S-2780	no
S-2781	yes, east lake middle/high comes to mind
S-2784	Absolutely not
S-2785	yes
S-2786	I do not support 6-12 school. I would more support doing a k-6 (or 7) and 7 (or 8)-12. 6th graders are still so young and like 5th graders going in. They shouldn't be mixed with 18 yr olds
S-2787	No
S-2788	If consolidation is required, 6th through 12 would be acceptable
S-2789	no
S-2790	Yes
S-2792	No
S-2794	Potentially. As long as the grades were separated. Maturity level and exposure could be a problem. I would prefer K-8.
S-2795	No
S-2796	ABSOLUTELY NOT! The maturity levels are entirely too different, the middle schoolers would easily be swayed by the high schoolers and will be introduced to themes that are entirely too mature for their young minds.
S-2799	No
S-2800	No
S-2801	No preference
S-2803	I would recommend changing the group age range if doing so. I would group pre k3 to Kindergarten, First through sixth grade, seventh through high school. K3 to Kindergarten and First through Sixth grades all in my one building and seventh through twelfth grades (high school).
S-2804	Yes
S-2805	No, I feel there should be separation between middle and high school students.
S-2807	No.
S-2809	yes
S-2810	Yes - combining Tarpon Middle and Tarpon High School
S-2811	no
S-2813	No.
S-2819	No. Keep them separated
S-2821	No
S-2828	No.
S-2830	No
S-2833	Yes
S-2836	Yes
S-2838	No
S-2839	No, I do not believe that is a successful structure.

Q6. Would you support, or be interested in, a campus that serves both middle and high school students (e.g., grades 6-8 and 9-12 on the same campus) as a choice in this geographic area if it would require the closing or consolidation of a traditional neighborhood school?

S-2842	No. This overcrowds the facility.
S-2845	No. I would not support creating a combined middle and high school campus if it requires the closure or consolidation of a traditional neighborhood school. Middle and high school students have different academic, social, and developmental needs, and I believe they are best served in separate learning environments. I also believe neighborhood schools should be preserved whenever possible, and school closures should only be considered when there are no other viable alternatives.
S-2847	No
S-2849	yes
S-2850	Only if we were able to expand the campus. As it is now, we need to build another gym and music building for band and chorus to accommodate the performing arts students and student athletes
S-2851	Possibly
S-2856	Yes.
S-2857	I'm not sure. It's not the best solution. The idea of a 6th being on the same campus with a 12th grader is kind of scary. The best option would be to keep schools open and reduce class sizes.
S-2860	No
S-2861	This is an interesting suggestion and something that would require the correct type of campus to allow the middle school level students and nigh school students some separation. However, I know this works in other districts if configured correctly.
S-2862	Yes
S-2865	No
S-2867	Yes, I could support it if the population decline was causing an empty school syndrome. Because I believe the scheduling of middle and high school students would be at some overlapping time, and they would attend at different start/end times, I think it would work out. Clubs and activities should be open to students of all grade levels, when appropriate.
S-2868	possibly
S-2873	NO
S-2874	Yes, I would support a 6-12 model in Tarpon Springs if it was strictly geared towards housing the Leadership Conservatory for the Arts that was integrated with a fundamental program.
S-2875	Yes
S-2877	No - the developmental needs of middle school students is vastly different from high school students and this would make for a disruptive learning environment.
S-2878	Yes
S-2881	Yes
S-2883	yes
S-2885	Yes
S-2890	No
S-2891	No
S-2893	No
S-2894	No
S-2895	No
S-2896	No.
S-2899	Yes
S-2900	Yes

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S-2903	No
S-2904	Siempre y cuando la base sea la educación
S-2914	No
S-2916	No
S-2917	no- too much of an age difference.
S-2919	No
S-2920	Yes
S-2921	Yes but I would not like to lose the magnet program options.
S-2924	Yes
S-2926	Yes
S-2931	yes
S-2932	I would not be as much in support of a 6-12 campus due to my experience of working with children birth through high school and how I have seen the older aged children interact and develop.
S-2938	I support
S-2939	No
S-2941	no
S-2945	yes
S-2946	NO
S-2947	Yes, that would be awesome also. Anything that creates less transition for students and families (increase convenience) would be helpful.
S-2948	No
S-2949	No
S-2951	Not 6-12 in the same building. But perhaps 8-12 would work.
S-2954	No a 6-12 model is not whats best for students
S-2961	No
S-2962	Yes. I would support a 6-12 campus in Tarpon Springs if it were dedicated to the Leadership Conservatory for the Arts and integrated with a fundamental program. This model would create a continuous educational pathway, expand specialized academic and arts opportunities, and provide North County families with a unique choice option while making efficient use of existing facilities.
S-2964	I'm not sure, I don't know much about how high schoolers mix with younger students.
S-2966	No
S-2967	yes
S-2971	I like this idea. I have also heard of combining 9th grade in middle school as well.
S-2974	no. middle school kids should not be exposed to high school kids drama
S-2976	yes
S-2977	Yes
S-2979	possibly if there is no staff reductions
S-2980	Yes.
S-2982	No

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S-2983	Support this idea in my area (Eastern Palm Harbor/Oldsmar area). Since ELMS serves many middle school students in that northern corridor and perhaps Oldsmar k-8 will serve my area in some capacity. Looking at the closest high schools (Countryside and Palm Harbor HS) to perhaps combine some middle school grades. ELHS is farther, in my opinion than other HS that are closer.
S-2985	No
S-2986	I've worked at both a middle and a high school in my career and I don't think that's a good idea. The only way I could see that working is if it were a fundamental school. Behaviors in middle school are intense due to the age, and 9-10 is extreme as well. However, the fundamental middle schools are a better choice than the rest of the county's middle schools, so this could work, but only if it's fundamental.
S-2987	Yes, I would support a 6–12 model in Tarpon Springs if it focused on the Leadership Conservatory for the Arts while maintaining a strong fundamental program.
S-2989	yes
S-2990	No, mixing the average middle school student mentality with the average high school student mentality would be detrimental to middle school students.
S-2991	NO
S-2992	yes, if they were in different buildings and the ratio of student to teacher was good.
S-2993	yes that's great
S-2996	Not if it meant closing schools. This could be achieved at current campuses. Northeast and meadowlawn for example do be they already sit beside each other and the elementary schools can continues as they are.
S-2999	Yes
S-3000	No
S-3001	No, I think middle school students are too young still to have daily influence of high school students
S-3002	No
S-3004	Yes
S-3005	I'd prefer a k-8 or k-12 over a 6-12 to harbor and promote healthy culture and aging for our younger children. Mixing 6th grade with older students ie 11/12th grades, doesn't seem as appropriate as gradually progressing them to high school.
S-3006	Yes. My middle schooler had a wonderful experience with both the high school basketball coach and his team at their basketball camp.
S-3015	I have not seen studies on the benefits of mixing middle and high schools and would like to see that before making my mind up.
S-3017	Yes
S-3020	Yes
S-3021	Yes, I support a 6-12 model in Tarpon Springs if it was strictly geared towards housing the Leadership Conservatory for the Arts that was integrated with a fundamental program.
S-3022	Yes
S-3024	Yes

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S-3025	Yes I'm Tarpon to have a bigger band. School hours are to be considered with sleep schedules
S-3026	I do not believe a 6 through 12 school is good for the sixth graders. I would rather see middle school split and allow K through six and then maybe 7th through 12.
S-3027	Yes, Tarpon Middle and Tarpon High
S-3028	I do not want any schools closed. Keep traditional schools. This is the same for elementary and middle schools. Take funding away from private schools. Do NOT GIVE money to everyone who attends private schools. Go back.tl.the need based scholarship for.private schools.
S-3029	Yes
S-3030	Yes
S-3032	No
S-3034	A traditional neighborhood school
S-3035	No
S-3036	Possibly, yes.
S-3037	Not middle and high school unless they can be clearly separated
S-3038	Yes
S-3039	Yes, and I would like to share why. My child attended a middle school previously that had one class that was in a nearby high school. They did great in that class. And when it came time to graduate from middle school, and start high school they were not nervous about going to school with the high school students. They had been taking a class at the high school previously. They knew the hallways, some of the teachers, & they knew the high school students didn't bother the middle school students. It was a seamless transition. While I was initially nervous about them attending a class in the high school, while still being a middle school student, I learned it was the best thing for them. They had the benefit of taking a class that wasn't offered at their school, and they learned that high school isn't something to be worried about. It made the high school transition easier on both my child and I.
S-3041	Possibly - prefer consolidation of K-8 before consolidation of 8-12.
S-3042	yes
S-3044	yes
S-3045	Yes
S-3049	No
S-3053	Yes
S-3054	No, I prefer a traditional middle school and traditional high school
S-3056	No
S-3058	Yes
S-3059	No. I do not support combining middle and high school students on the same campus if it requires closing or consolidating a traditional neighborhood school. Middle and high school students have different academic, social, and developmental needs, and separate campuses are better equipped to serve those needs. I believe the focus should be on maintaining strong neighborhood schools rather than creating combined campuses.
S-3061	No. The developmental stages of middle schoolers should be respected. They are not developmentally ready to be intermingled with high schoolers
S-3063	No
S-3064	Yes

Q6. Would you support, or be interested in, a campus that serves both middle and high school students (e.g., grades 6-8 and 9-12 on the same campus) as a choice in this geographic area if it would require the closing or consolidation of a traditional neighborhood school?

S-3066	No
S-3067	no
S-3070	No
S-3072	I would not support a shared middle and high school campus. Middle school and high school students are at very different developmental stages, and I believe they benefit from separate learning environments.
S-3074	No
S-3076	No I don't think it's a good idea to combine middle and high school!
S-3078	No
S-3079	No
S-3081	Yes.
S-3084	Yes
S-3085	yes
S-3086	No
S-3087	I would be more hesitant to mix those ages.
S-3090	Yes
S-3091	If it provided technical programs, yes.
S-3092	Maybe
S-3094	Yes as long as it felt safe
S-3095	Yes.
S-3096	No
S-3097	no
S-3098	No
S-3099	Yes
S-3100	No, I would not recommend 6-12 schools. There's too much negative influence on the younger students from the older students.
S-3101	Hard No. Even **more** than for the Elementary+Middle combination, a Middle+High School combination sounds like a recipe for disaster if not done with the **holistic well-being and needs of students** foremost in mind. There is far too much at risk - not only for academics and emotional/social/behavioral development, but **physical and mental** impact on the middle schoolers. Also, wouldn't this combination require an increase in district transportation costs - more buses and drivers?
S-3105	Yes
S-3106	No
S-3109	no
S-3110	I would support this more because it will have the middle schoolers to be more mature because the high schoolers are there.
S-3111	I don’t think middle schoolers and high schoolers should be together. I think middle schoolers are at extremely vulnerable time in their maturity and need to not be around older students.
S-3114	Eastlake corridor needs a dedicated middle school
S-3117	I would support it and believe that it could make sense for programs that are similar in nature to provide continuity (e.g. arts).

Q6. Would you support, or be interested in, a campus that serves both middle and high school students (e.g., grades 6-8 and 9-12 on the same campus) as a choice in this geographic area if it would require the closing or consolidation of a traditional neighborhood school?

S-3119	I think that you put 7-12 and K-6 together.
S-3120	Possibly, if there are nearby school properties, consolidation can be a practical option. Combining campuses can reduce costs while improving overall quality, safety, and efficiency, especially when schools are located in the same neighborhood or serve similar communities. For instance, if there is sufficient demand, pairing a middle school with a nearby high school could create a 6–12 model, allowing for shared facilities, stronger program alignment, and smoother student transitions, especially for academics, athletics, and more programs and In areas where schools already feed into one another and are located close together, consolidating or increasing collaboration can strengthen academic programs, expand opportunities, and make better use of existing resources.
S-3121	Is there an opportunity to transition a traditional neighborhood school to this format?
S-3123	Yes
S-3124	No
S-3125	NO! I do not support the closing or combining of any high school.
S-3126	Yes. A k-8 model or a 6-12 model would be well received if the opportunity of a fundamental program is viable for the Tarpon Springs area.
S-3127	No thank you
S-3128	No.
S-3131	Yes
S-3132	No - 6th and 12th graders do not belong in the same school IMO
S-3133	No
S-3134	No
S-3135	No
S-3137	NO
S-3139	No
S-3141	No
S-3142	No, not in this area
S-3144	Anything to keep the highschool facilities intact. Maybe doing 8-12 and moving K-7 for the rest of middle school.
S-3145	No, I would prefer grouping K-8 than 6-12 due to the differences in maturity levels. I feel the middle school kids will be more negatively influenced by 9-12 since they are not mature enough to make the best choices.
S-3146	Yes
S-3147	No
S-3152	Yes
S-3153	No
S-3155	This type of model could possibly be a good fit for families. I think it could be beneficial in the sense of transition from 8th to 9th grade.
S-3157	No
S-3159	Yes. I think that idea is better than the K-8 model because of safety for the younger students.
S-3160	No

Q7. Would you support, or be interested in, bringing a school choice option for a technical middle or high school to this geographic area?

P-01	Yes
P-02	Yes
P-03	Yes
P-04	yes
P-05	Bring Tech High to Tarpon High
P-06	Yes to both HS & MS. Combine?
P-07	yes
P-08	Technical high school in south county
P-09	Yes there are too many students mid. County who are not interested in college or academics
P-13	yes
P-14	yes
P-15	There is a strong need for Tech MS/HS in the South end. This can help open doors for kids.
P-16	yes
P-17	yes
P-18	YES
P-21	This sounds positive.
P-22	Yes! Lots of benefits for the students to find their purpose/likes.
P-23	Middle school kids need more opportunity to work w/their hands.
P-24	Yes! give others the opportunity. Tech is the future!
P-36	Any technical school for North County help. Affluent schools/parents push the academic track too hard when technical education would give options to more students.
P-37	Technical High School: YES Tecnical Middle-NO. Too much pressure on young kids to choose a career path!
P-38	Yes, bring more tech.
P-39	Yes-the tech & trade industries would benefit from students who are certified, if not college bound.
P-40	Yes just bring more tech.
P-41	No! Tech. Middles! Why is there any talk of technical (career prep) middles when those ages are still learning! How to learn, How to self-regulate, How to engage with other humans. Keep "job Pre" Out of middles!
P-42	Definitely
P-43	Yes, good idea
P-44	Yes! High School
P-45	Yes! More Tech North. Game Design, Foreign Language.
P-51	Yes, again with a good thoughtful look at what skills won't be replaced by AI, technology improvements
P-52	Yes! Love the idea - hear great things about the other tech school, but distance would be a hindrance for us to attend
S-0003	Definitely
S-0005	Possibly. I would be interested in hearing more about this option
S-0006	Yes.
S-0008	Yes
S-0009	Absolutely! Having a program that supports the skilled trades (Carpenters, Plumbers, electrical, etc) would be beneficial in the work class areas, especially on the South Side!
S-0010	Yes
S-0011	Yes!

Q7. Would you support, or be interested in, bringing a school choice option for a technical middle or high school to this geographic area?

S-0022	Yes
S-0023	Absolutely, there should be more options in this area
S-0024	No
S-0026	No have a program in each school.
S-0030	If we are already discussing closing current schools I dont feel it wise to be discussing opening anything new at this time.
S-0031	Yes
S-0032	Yes. Add electrical engineering or another EMS academy like Pinellas Park has. With the golf courses in the area, it may be appealing to have a hospitality school or groundskeeping/course management or business.
S-0035	No, south county has many magnet programs and PTEC available.
S-0037	Yes
S-0038	Yes, not all students go to college and this would help those students develop a trade skill
S-0039	Yes for both
S-0040	Yes
S-0045	Yes. I think technical high schools would be a great addition to this area
S-0047	Yes, we need more options at St. Petersburg high . Our students need a variety of different teachers
S-0048	Yes, any new program is a great idea
S-0049	Yes
S-0051	Yes
S-0052	Yes
S-0056	Yes
S-0057	Yes I think we could use more tech options in south county. We have the medical program at BCHS and the automotive at NEHI but could use more of the tech options down here like the mechanic options.
S-0058	No
S-0059	Yes
S-0060	Yes!
S-0067	Yes
S-0069	No- partner with PTC satisfies
S-0072	Yes
S-0075	yes
S-0076	Yes
S-0077	Yes. A technical high school is what this area needs
S-0078	Yes, that would be a good option.
S-0079	Yes, especially if it could mirror needs in the community to r work with established businesses. LPN/CNA programs paired with nursing homes, OTJ training for extend transition students with public works, supermarkets or sports teams, or explore possibilities with Eckerd College and expand partnership with SPC.
S-0083	Yes, see what school has waiting lists and the families zip codes to generate a comparable to meet those families
S-0088	Absolutely yes
S-0091	Yes
S-0092	Yes, extreme need for trades, but can we find trades people to support.

Q7. Would you support, or be interested in, bringing a school choice option for a technical middle or high school to this geographic area?

S-0102	No, Jacobson fills that need and it would make more sense for that to expand rather than adding another mid county.
S-0104	Not a lot of Middle school age kids have ideas what they would like to do. High school is more ideal
S-0107	School choice for technical education for the area may be beneficial.
S-0115	Yes
S-0121	Yes
S-0123	Yes I believe technical schools are the next step for our students in order to get certifications for the students that do not want to go to the college route.
S-0126	Yes
S-0127	Yes
S-0128	Yes/I think that’s a great option for those who aren’t following a college path
S-0133	Yes
S-0134	No
S-0135	Yes. More students need a non-academic option because not all kids perform well in the classroom.
S-0136	Yes! The more choices for our kids in the area the better!
S-0137	Yes
S-0138	I have not heard a want for it in our area.
S-0142	Yes
S-0144	Yes
S-0146	Yes
S-0147	Middle or high technical
S-0152	Yes
S-0163	Not sure.
S-0168	Yes
S-0169	Yes, if it is in addition to the one we already have.
S-0173	Yes, I think it serves a percentage of the population that is not college bound.
S-0174	No
S-0179	Yes
S-0181	Yes
S-0182	Yes
S-0186	Yes! Bring these programs into schools that have the capability and capacity (Countryside, for example).
S-0187	Yes
S-0189	Yes
S-0191	Yes
S-0196	No
S-0198	Yes
S-0199	Yes
S-0201	Yes
S-0202	No. We need more fundamental middle schools in North County
S-0205	Yes
S-0208	No
S-0209	No

Q7. Would you support, or be interested in, bringing a school choice option for a technical middle or high school to this geographic area?

S-0210	Dunedin high school could become this, as could Palm Harbor middle. However, both schools should also continue to be allowed to have arts course and sports. In other counties around us the technical schools have all of those things!
S-0214	No
S-0224	Yes
S-0226	Absolutely, this would be welcome in north county.
S-0231	No
S-0233	Yes
S-0234	Sure
S-0238	Yes
S-0240	Yes
S-0242	Yes
S-0247	More options at the middle school level for electives
S-0250	Yes, as right now a child looking to pursue a trade has only one reasonable option.
S-0251	Yes
S-0253	Yes
S-0258	Need traditional option
S-0259	Yes
S-0265	Would need more information
S-0270	No
S-0271	Yes
S-0273	Absolutely!
S-0275	We already have PTech nearby and this would be a lot of updates for a current school to have the specialty classrooms needed for this. It might work if the campus already needs a refresh. This will likely pull students from the existing schools making enrollment in those schools even lower.
S-0277	Yes
S-0280	No
S-0281	Yes
S-0282	Potentially
S-0289	Yes
S-0290	Yes
S-0293	Yes
S-0301	Yes, I would support bringing a technical middle or high school option to this area. Career and technical education gives students valuable hands-on learning experiences, industry certifications, and pathways to high-demand careers while still preparing them for college if they choose that path. I support expanding these opportunities as long as they add to the educational choices available without requiring the closure or consolidation of existing neighborhood schools.
S-0303	Yes
S-0306	No. A huge problem in my area is that we have a middle school very close, but it is a school choice program and lottery, resulting in our zoned students having to travel to either Carwise or Tarpon. Many families decided to homeschool based on the location of the middle school options. Nobody wants their kids sitting on buses for two hours a day. It does not make sense to drive your kid up to 30 minutes out of the way and up to 30 minutes back if you are a working parent.

Q7. Would you support, or be interested in, bringing a school choice option for a technical middle or high school to this geographic area?

S-0307	Absolultely. This is a much needed entity. Technical schools can provide alternate career paths for our kids. If we can help our kids find worthy careers, they may be able to afford to raise their own families in Pinellas County.
S-0310	Yes
S-0312	Already have the high school. Maybe they could pair up with Seminole middle and have some programs ran out of there- again they have an entire building not being used. However, only add more tech options if you can secure the longevity of the program. You don't want to have what happened to the marine mechanics program again.
S-0313	I would support expanding technical school choice options if there is a demonstrated need and student interest. Providing students with opportunities to explore career pathways, earn industry certifications, and gain real-world skills can prepare them for success after graduation. I would support creating these opportunities as long as they complement and not diminish the quality of existing neighborhood schools.
S-0315	Yes
S-0317	No
S-0323	We definitely don't need more high schools in South county. Some are already way too small and need to be consolidated, but adding programs is always welcome.
S-0324	Yes
S-0327	Yes technical schools bring students from private/charter schools back to public.
S-0329	We have Richard O. Jacobson Technical High - that could be expanded and program offerings increased. Students are turned away from this school currently due to capacity limits. This school, also, should not be strictly lottery. Some of the best candidates are not getting in and some students are not interested in their program; thereby taking opportunities away from students who would be highly successful in the technical setting. A technical school model does not fit the traditional choice/application/lottery restrictions and needs its own application process and entrance requirements. (Including face to face interviews and transcript reviews) A technical middle school would be a positive option. It would need to be an interest evaluation curriculum with exposure to numerous trades/trainings. Students are too young to lock into a profession at this level. A rotation of courses and hands on labs to allow the students to explore interests and choose their path leading to HS.
S-0331	If east of Lake tarpon
S-0333	Yes. There need to be more options for this for all students
S-0335	We already have st. Pete high and Lakewood high in this area so no changes needed there.
S-0336	Yes
S-0338	Yes
S-0340	Yes for HS. MS needs to focus on reading first.
S-0347	?
S-0357	Yes
S-0361	We already have high school, however, Seminole Middle could also get a technical school.
S-0364	Maybe. High schools could be regarded more as joint high schools. Maybe you have a home high school and take specialty classes off site if y ou have to reduce course offerings
S-0367	Yes
S-0369	Yes, that's a good idea.
S-0374	No

Q7. Would you support, or be interested in, bringing a school choice option for a technical middle or high school to this geographic area?

S-0378	Yes
S-0380	maybe
S-0381	Yes
S-0383	Yes
S-0388	More information would be helpful.
S-0392	No. I think the option of school choice is part of the reason our neighborhood schools are under populated.
S-0393	Yes
S-0395	Yes
S-0396	Yes.
S-0401	Yes absolutely
S-0403	No
S-0404	Yes
S-0405	East Lake corridor needs a dedicated zoned middle school consolidate or create k-8 programs in the area to address low enrollment
S-0409	Yes
S-0411	Yes, PCS should adopt this model in St. Pete. It would benefit students and families
S-0416	Yes. Kids need to learn more real life skills. Most kids won't use trigonometry nor remember how to do it in the future
S-0417	No
S-0428	YES!! We are lacking a technical school option in north county.
S-0436	Yes
S-0443	Yes
S-0446	We have Tech High which I believe is popular in the area. I think parents are looking for other types of schooling for MS and HS
S-0448	Yes. So children get hands on learning in trade
S-0453	N/a
S-0457	Maybe
S-0458	Yes
S-0459	Na
S-0469	Yes
S-0479	No
S-0480	No
S-0483	No
S-0487	Yes
S-0488	No, we need a zoned school for East Lake students to attend
S-0489	Yes
S-0495	No
S-0501	Yes
S-0505	Yes
S-0509	Yes
S-0511	Yes
S-0512	No
S-0516	Yes
S-0519	Yes

Q7. Would you support, or be interested in, bringing a school choice option for a technical middle or high school to this geographic area?

S-0523	Yes
S-0526	No
S-0528	Yes
S-0529	yes
S-0532	Already have one here. Need a traditional middle school
S-0533	I don’t know
S-0534	What if we offered school choice for middle and high school within each district zone? What if families could choose between 2 or 3 schools?
S-0538	No
S-0545	No
S-0549	No
S-0551	Yes. We have smart kids here and they have no where to go to a good school. East Lake Middle is a lottery and only 150 students get in. If you live >1 mile from it - chances you can get in very low. Tarpon Springs Middle is too far!!! And Carwise Middle we aren’t zoned anymore!!
S-0552	Yes
S-0559	Yes
S-0565	Yes
S-0567	Absolutely
S-0569	Yes
S-0570	Unsure
S-0571	Yes
S-0573	Yes
S-0577	Yes
S-0578	Yes.
S-0580	yes
S-0581	Yes as long as it doesn’t affect others
S-0586	No
S-0588	Yes
S-0589	Yes
S-0590	Definitely
S-0593	No
S-0595	No
S-0598	Yes
S-0599	yes
S-0600	no
S-0603	Yes
S-0609	That's a better option but still too narrowly defined. You're defining a school based on what few people want, and what the failed historical scope has been limited to, not what the vast majority of people need.
S-0611	no
S-0613	No
S-0614	Yes
S-0620	Neaveh And erson
S-0627	Yes
S-0634	Vocational?there could be draw for that

Q7. Would you support, or be interested in, bringing a school choice option for a technical middle or high school to this geographic area?

S-0636	YES!!!!!!! Both. Tech schools are our future with AI. The only tech School I know of his hand is Ptech - I would love to see more options and support for this.
S-0637	No
S-0651	Yes
S-0653	Possibkyt
S-0654	you just closed the mechanic program at the trade school so no
S-0656	Yes, technical middle school.
S-0660	Yes
S-0665	The existing Eastlake middle focus but either larger accessibility to the local community would be very well received
S-0666	No
S-0667	I support expanding high-quality technical education, but I would want to see evidence that there is sufficient student interest, workforce demand, and long-term sustainability. I would also want to know whether this would expand opportunities for students or simply redistribute enrollment from existing schools. The goal should be to improve student outcomes and career readiness, not just address declining enrollment
S-0674	Yes. I would strongly support bringing a technical middle or high school to this area. While mid-county offers several strong academic choice programs, such as gifted and Cambridge, a technical school would expand opportunities for students with different interests and learning styles. Career and technical education provides valuable hands-on experiences while preparing students for college, industry certifications, and the workforce. Offering a wider variety of school choice options ensures more students can find a program that fits their strengths and future goals.
S-0678	no
S-0679	The addition of a technical high school would benefit my local community. Many families would enjoy have this as an option. Perhaps surveying the community as to which types of technical fields they would prefer to have offered could be pursued
S-0681	Yes
S-0682	Yes
S-0683	Yes absolutely!!
S-0684	I would need additional details on how this would affect students, families, and staff.
S-0693	No
S-0704	Yes, provided it complements existing schools, fills workforce needs, and does not negatively impact enrollment at nearby schools.
S-0705	There already is one
S-0707	yes
S-0712	Does school choice mean a charter, in which case absolutely not. Or are you saying you would like to provide Traditional public schools with extra funding so that they may have special programs? Then absolutely! Enrich your schools and fund them and people will come back. You've treated our schools like trash and our staff as disposable, so the communities have reacted accordingly.
S-0715	Yes
S-0718	Yes, I think it's an important option. I'd prefer it the technical areas focused more directly on trades that are in demand. Maybe a limited scope of trades that can be elevated and focused on.
S-0719	No

Q7. Would you support, or be interested in, bringing a school choice option for a technical middle or high school to this geographic area?

S-0721	Yes
S-0724	Yes
S-0726	Yes
S-0728	No, I just want investment in neighborhood schools accessible to all students, no more choice programs
S-0730	Yes!
S-0731	No
S-0734	Yes
S-0737	I believe we already have magnet style programs for that currently. Perhaps focus on enhancing, strengthening, and expanding what you have currently. Improving transportation to the schools might help too.
S-0743	TBD
S-0745	Yes
S-0747	Maybe.. unsure, but I dont want our neighborhood schools closed
S-0748	Yes
S-0749	Yes
S-0752	No
S-0755	Yes
S-0756	Yes
S-0758	Yes
S-0763	YES! More trade or skill options, I believe, could be a great driver for our area. Possible recruiting tool for our county as well.
S-0767	Yes
S-0769	They need to learn trades and more virtual classes for kids who need smaller learning settings
S-0770	Possibly a high school level
S-0771	Yes
S-0774	Yes
S-0777	No - fix your REAL issues.
S-0780	Yes I love technical schools that teach kids a trade
S-0781	Not personally
S-0782	YES. Technicals schools are good for students and would give students a valuable skills with more career opportunities in their lives
S-0783	There is a tech school in this area with Jacobson Tech. Cutting the number of students they were able to accept for this school year was a huge mistake. Interest is high and not only did they have to cut a program (marine mechanics) but a large number of incoming freshman. This was a ridiculous move that needs to be fixed.
S-0784	Technical school yes. North country could use a hands on school like Ptech
S-0787	maybe
S-0788	Yes
S-0791	Yes
S-0794	Yes
S-0795	Yes
S-0799	Yes
S-0807	Yes
S-0808	No
S-0812	Absolutely, yes I would. I would also like to see more programs such as Chi Chi’s.

Q7. Would you support, or be interested in, bringing a school choice option for a technical middle or high school to this geographic area?

S-0814	No- we have great schools here already.
S-0816	Yes
S-0818	Yes!
S-0819	yes
S-0821	No combo of school levels, bad idea, kids are at too many different levels. . Tech school is a good idea.
S-0828	Not needed, but I believe North County could benefit from a PCCA program.
S-0830	Open to discussion on this
S-0840	Yes
S-0847	Yes. I would support expanding technical programs at the high school level in this area because they provide students with valuable career skills and opportunities to enter the workforce immediately after graduation while also helping meet local workforce needs.
S-0848	Yes
S-0855	Yes
S-0856	Absolutely!!
S-0858	Yes
S-0866	Yes
S-0871	Perhaps high schools could collaborate with local technical education programs so students can begin career training while completing their high school diplomas. This would allow them to graduate with both academic credits and progress toward a technical certification, helping them enter the workforce more quickly.
S-0873	Yes
S-0874	Yes
S-0877	Yes
S-0878	Yes. More technical schools need to be added. Not every student is ready for college or should go to college, but they can learn a trade.
S-0879	Yes
S-0881	Yes
S-0883	Create more Chi Chi drop out prevention programs all over the county.
S-0884	Yes! Please help and support students in understanding that we need trade careers just as much as collegiate. Supporting this learning at an earlier age will help them grow into their profession when they are old enough to begin. You are giving them the tools to be successful in their trade and that is so valuable in the workforce.
S-0885	NO
S-0887	We already have a tech high school. I would want to see if there is enough demand for another tech program in our area.
S-0888	Yes
S-0892	unsure
S-0895	Yes, I would support exploring a technical middle or high school choice option in this geographic area if there is demonstrated need and strong planning. Technical programs can provide students with opportunities to connect academics to real-world applications, explore career interests, and develop valuable skills for future pathways. As with any specialized program, it would be important to ensure clear goals, adequate resources, and strong implementation.
S-0897	No
S-0899	Yes

Q7. Would you support, or be interested in, bringing a school choice option for a technical middle or high school to this geographic area?

S-0900	yes
S-0901	Yes
S-0902	Yes
S-0907	Absolutely
S-0911	No. Already have those good option's in middle county.
S-0913	No
S-0918	Yes
S-0920	Yes please. We need spaces to rent at a discount so homeschool classes, tutoring and certificate programs can fill the gap
S-0930	Yes
S-0931	No
S-0935	Yes
S-0941	Yes, if that middle school supported Tech High. We already have a technical high school.
S-0944	im agnostic
S-0945	Yes
S-0946	Yes!
S-0950	Yes
S-0951	yes
S-0954	Yes
S-0955	No
S-0959	Yes
S-0964	Possibly
S-0972	Yes
S-0974	Yes
S-0976	possibly
S-0978	No
S-0980	Yes
S-0981	Yes
S-0983	Yes
S-0989	Not applicable to me
S-0992	Yes.
S-0993	Yes
S-0999	I'd be interested in a technical middle or high school option for this area, especially if it gives students real career pathways and hands-on experience. A school like that could help students explore fields like IT (consider AI), health care, engineering, trades, and other technical careers earlier, which could be a big advantage for students who learn best by doing and want a clearer path after high school.That said, I'd only support it if it's designed to be truly accessible to all students and not just families who have the time, transportation, or know-how to work the system. My main concern would be making sure it doesn't become another option that quietly sorts students instead of expanding opportunity. If it's done right, though, I think it could be a really strong addition to the area.
S-1002	Yes
S-1003	Yes
S-1004	Yes
S-1005	Yes
S-1006	Yes. This is such a good move-- so many young people would benefit from this.

Q7. Would you support, or be interested in, bringing a school choice option for a technical middle or high school to this geographic area?

S-1011	Yes.
S-1014	Yes, Disston would be a perfect location for that type of school
S-1022	No opinion
S-1029	No
S-1030	Yes
S-1031	yes.
S-1032	Yes
S-1036	Yes
S-1037	Yes
S-1038	PTEC is in both South & Mid County, can something be customized around these two campuses to accommodate Technical School capacity for H.S. The mix is something to be careful about though-- young adults at PTEC or PTC
S-1040	Absolutely. This appears necessary at this point in our country's initiatives.
S-1041	Yes
S-1042	No
S-1043	Yes, see first question.
S-1044	Yes
S-1045	yes
S-1048	Yes
S-1049	Yes
S-1050	No
S-1051	No!
S-1056	Yes
S-1062	No we have great high-schools that offer great programs
S-1063	No.
S-1064	Yes
S-1065	Yes
S-1068	Yes
S-1069	Yes
S-1070	Would support a technical high school
S-1071	Yes more technical options would give students the skills needed to succeed
S-1073	Yes, this is desperately needed for the students in our district.
S-1074	I think technical options can be embedded in a new 6-12 school model.
S-1077	Yes
S-1087	The district would be advised to use resources such as Pinellas County Urban League, Inc to develop the model through Strong public private partnership similar to the successful relationship with great explorations at Baypoint and the YMCA at mangrove Bay organization, such as the Pinellas County Urban League, Inc /ment B/ program programming, digital literacy training, career, coaching, financial literacy, education, mentoring, internship, and employer connections
S-1089	Yes
S-1094	Maybe? Again- depends on the specifics
S-1099	Our priorities would expand upon IB schools somewhere between Largo and Palm Harbor. Largo is not North County, and we do not have access to Palm Harbor based on your boundaries.
S-1100	No

Q7. Would you support, or be interested in, bringing a school choice option for a technical middle or high school to this geographic area?

S-1102	Sure. Use one of the closed schools to open a new one that would offer multiple technical programs. I think a lot of our behavior students would benefit from something more hands on that they could leave with a certification.
S-1108	Yes
S-1110	Yes
S-1112	Yes
S-1113	Yes
S-1115	Yes yes yes
S-1117	1
S-1122	No
S-1123	Yes, I think more technical schools would be a great addition to the district.
S-1127	No
S-1129	We already have PTEC, and Bay Point has a STEM focused middle school. Another option would detract from current programs,
S-1130	no
S-1132	Absolutely. Considering the direction of the future, interested families should have the option of enrolling their students in a technical education setting.
S-1134	Yes
S-1137	Yeah
S-1141	Yes
S-1142	No
S-1143	Yes
S-1144	Yes
S-1149	Yes
S-1153	Yes, it's much needed and the area is behind other states/big cities with tech. ed programs
S-1154	Yes
S-1155	Yes, students need more options including trade opportunities.
S-1158	Not needed. Collaborate with PTC instead.
S-1159	Yes
S-1162	Absolutely. This is an area we as a district needs more of. With the advancement in technology, trades, skill sets, and experience are more valuable than degrees.
S-1166	no
S-1168	Yes
S-1169	Yes
S-1170	Yes
S-1171	Yes
S-1173	Yes
S-1174	May be - I would more support to existing school
S-1178	Yes
S-1179	Yes, I think teaching a trade is wonderful. Dual enrollment is offered for students to obtain an AA so offering the opportunity for certification in a trade would benefit those students not looking to follow a traditional college type path
S-1181	Yes
S-1182	Yes
S-1184	Yes
S-1190	That would not be a problem

Q7. Would you support, or be interested in, bringing a school choice option for a technical middle or high school to this geographic area?

S-1191	Yes
S-1192	Probably not.
S-1194	Yes.
S-1197	Yes
S-1201	Yes, considering students meet criteria
S-1202	Not for middle school. I thought there were more tech option in the south, maybe they've been closed.
S-1204	YES - only if it is really technical focused - several of the high schools have technical like certification programs but the kids in those programs don't really seem to learn that much more than the other students - AND they still have to interact with, take classes with students in the school who are not there for the special program. Some of the students who are not in the technical "magnet program" are exactly the students that many parents do not want their children around: which is why the technical program student decides to change schools, do FLVS, go to private school, or homeschool. They are truly over it!
S-1206	Yes
S-1208	Yes
S-1209	Yes
S-1211	possibly. would rather than $ be invested in existing schools and programs.
S-1215	Yes
S-1216	I think a technical middle or high school would be a good idea for a school that it not at capacity, or has sufficient room to maintain this type of program.
S-1217	Yes, I would support bringing a technical school choice option to this geographic area. Career and technical education gives students the opportunity to discover their interests, develop valuable career skills, and see a clear connection between what they learn in the classroom and their future goals. I think the impact comes when students are briefly exposed to career pathways in middle school and then have the opportunity to continue those pathways into high school. Any technical school (example Richard O. Jacobson Technical High School) should maintain high expectations for both academics and career preparation so that students graduate with multiple options; whether that is entering the workforce, attending a technical college, earning industry certifications, or pursuing a four-year degree. Providing families with additional high-quality school choice options would be a positive investment in our students and the surrounding community.
S-1218	More like Richard O Jacobson yes as difficult for kids to get into program but should not be denied if did not get in freshman year because then there's open seats 10,11,12 and won't get filled because weren't there since freshman year not a feasible system
S-1219	Yes
S-1221	Yes
S-1225	Yes
S-1229	Yes
S-1231	Yes
S-1232	This also brings motivation back on the table for students that are thinking they don't want to go to college after high school.
S-1233	I feel that we need to increase the focus on technical/trade schools and stop focusing only on college/university level education. We are in need of tradespeople and there is limited access to this type of education. This includes logistics and CDL/Heavy equipment operations.

Q7. Would you support, or be interested in, bringing a school choice option for a technical middle or high school to this geographic area?

S-1234	Yes
S-1235	Yes, I very much so support tech schools or options that give kids a chance to get real world skills or an AA by the time they graduate
S-1236	Yes
S-1240	No
S-1243	Yes
S-1244	No
S-1245	yes
S-1246	Yes. I believe that students who want to pursue higher education should be encouraged to do so. However, there are students who do not intend to go to college, who would benefit from technical or vocational training.
S-1249	Yes. For a couple of decades, politicians have been pushing college college college ignoring trades. Now we have a crisis with a shortage of certified tradesmen. There needs to be a balance.
S-1250	Yes
S-1251	Yes
S-1252	yes, i think specialization can be good.
S-1255	Yes
S-1260	I don't think we need a new and or additional school. Technical classes should be offered to all schools
S-1261	yes
S-1262	Yes, but I think mid/county would be the better choice.
S-1263	I believe we already have one (Tech High) but I'm not opposed to this.
S-1266	Yes
S-1269	yes
S-1279	Sure
S-1283	Possibly, but my oldest son did trade school during high school through PTEC, and it worked great.
S-1284	Yes
S-1285	No
S-1292	Yes
S-1293	We already have public schools that offer technical programs. We don’t need to bring in yet another school but the school board may consider expanding existing programs in the public schools in the area if there is a demand for it.
S-1295	Not sure
S-1297	Possibly but if it's like the one that wants to come in at Belcher and Alderman the answer is no. The traffic is awful at drop off and pick up and they want to put another school right next to an existing elementary. No thank you. You are also taking land away from our Alderman Overlay. A subdivision was already approved for across the street. As a resident of this area I want it to feel as rural as when I moved here in 1981. That is why I moved here.
S-1299	Yes
S-1301	Yes
S-1303	NO
S-1316	I am a big supporter of of Tech schools. Too much emphasis is but on Liberal Arts college degrees.
S-1325	No, we already have the Tech school

Q7. Would you support, or be interested in, bringing a school choice option for a technical middle or high school to this geographic area?

S-1329	Yes
S-1334	Yes
S-1347	No . Too many schools like this were opened.
S-1350	Yes, I believe we need more technical schools not everyone is going to go to college we need to get some real life work experience in these kids so they can start being productive members of society.
S-1352	no
S-1356	Yes!
S-1357	yes
S-1360	Yes for High School.
S-1363	Absolutely! I thought Dunedin high school offered things like electrical, woodworking and plumbing?
S-1368	I think this may bring some students back to public who have moved away from it.
S-1372	Yes
S-1380	I believe the mid area has a decent amount of technical schools
S-1382	Yes
S-1384	Yes
S-1387	Yes, as long as you keep the Leadership Conservatory and Color Guard Program
S-1388	Yes more tech programs and schools would benefit students in the long run.
S-1389	Yes
S-1391	Yes
S-1392	No. It does not make economic sense to have to close down traditional schools to build new technical schools with limited focus. It would make more sense to increase funding for schools to improve their technical education departments. My high school in East Moline, Illinois had excellent technical education departments including auto body repair and painting, auto mechanics, drafting, electrical engineering, and computer science.
S-1396	Yes
S-1398	Yes
S-1399	personally not needed for me or anyone i know but not against it.
S-1402	YES!
S-1405	No
S-1414	Yes
S-1415	No
S-1416	Yes
S-1417	Yes
S-1420	Sure
S-1424	Yes
S-1427	Yes north county
S-1428	Dunedin HS offered such programs (automotive and -I believe- 'secretarial' programs) since I was a student there in '62-'64 (when I graduated). Palm Harbor HS has a Medically Directed Program and Tarpon Springs HS has a Culinary directed program.
S-1431	yes
S-1434	yes
S-1435	Yes. That's a great idea.
S-1437	yes
S-1439	No.

Q7. Would you support, or be interested in, bringing a school choice option for a technical middle or high school to this geographic area?

S-1440	Yes
S-1441	No, we have some of the best public schools in the area so a choice option seems unnecessary.
S-1442	We should utilize current schools and bring technical choices back to the school system. We need programs to bring the trades back into our schools.
S-1444	Yes
S-1445	Yes
S-1454	Yes, middle only
S-1456	Yes.
S-1457	It depends on what the school offers, but there are already many programs and choices at each school. Ultimately, it would come down to what the community really wants to invest in if it's a tech place or if it's fundemental school or what they decide with public schools.
S-1458	Yes
S-1460	Yes! My high school is a tech school so I would love more options! Maybe like a cosmetology kind of thing?
S-1461	Yes
S-1462	Yes
S-1463	Yes
S-1464	Yes - CTE is something private/charter/homeschool options can’t provide. I teach a CTE subject and think the school board would benefit from streamlining the CTE options across all schools. Every school should have four CTE based electives. This allows for purchasing power, curriculum development and industry partnerships for the generalized CTE offerings.
S-1466	yes
S-1471	Yes
S-1472	I think so
S-1479	Yes
S-1481	Not interested
S-1482	Absolutely.
S-1485	Yes
S-1488	Yes
S-1490	Yes
S-1492	no
S-1493	Yes, but if it isa high school, give the option to students who are freshman this year to complete their 4 years if they are not interested in a technical program.
S-1496	Yes
S-1498	I would support
S-1502	Technical in what sense? STEM? Yes
S-1504	No
S-1506	Yes
S-1514	There is currently high schools in this area that offers STEM and other technical programs.
S-1517	Yes
S-1519	Yes
S-1520	Sure
S-1522	I wouldn't mind either way
S-1525	Yes

Q7. Would you support, or be interested in, bringing a school choice option for a technical middle or high school to this geographic area?

S-1527	Yes! This would be a phenomenal option for students who want to go straight into the workforce instead of college. (If i'm understanding correctly, and this means like tampa technical college) I feel like many schools are focused on college preparation and not many have the idea that students may want to go straight into the workforce.
S-1530	No
S-1538	No opinion.
S-1539	Yes.
S-1542	Maybe
S-1543	Yes
S-1544	Yes
S-1545	Yes
S-1547	No
S-1555	Maybe bringing a program to an existing high school, but otherwise there is already a glut of choice in the area.
S-1558	Yes
S-1561	As long as the programs are maintained during combining of schools i don’t think a technical school would be necessary.
S-1565	This would be a great option
S-1574	yes all about choice for middle and hs
S-1576	No necessarily
S-1580	Yes
S-1583	No
S-1584	Yes
S-1587	No
S-1588	No , I would ABSOLUTELY NOT be in support of this
S-1590	Yes
S-1593	Yes
S-1595	Yes
S-1597	Yes
S-1598	Yes
S-1600	Most of the high schools already have DAP programs that start the process partnering with PTEC Toft dual enrollment. Middle schools could be an option but I dislike specialized education so early.
S-1606	No
S-1609	We already have one-Richard jacobson
S-1612	Northeast has great programs already that I feel the district should build on in this area.
S-1614	Absolutely, my son graduated because he was duel enrolled. He struggled every year until he was doing something that made sense to him and his talent. Pinellas had great programs for it but generally society has failed students not giving them more opportunities to learn these trades and prepare them to work after high school.
S-1618	Yes. Also offer classes like they used to offer - trade school classes like mechanics, plumbing, electricians. Not everyone is going to college. Give them a chance to learn a skill where they can earn money right out of high school.
S-1620	No
S-1631	yes

Q7. Would you support, or be interested in, bringing a school choice option for a technical middle or high school to this geographic area?

S-1632	Yes
S-1634	Yes
S-1638	No
S-1645	Yes. I'd like to see more options for students to have hands on real life experience with trade work as well. While college prices sky rocket, trade offers a more affordable career training.
S-1647	Yes
S-1649	Yes
S-1650	Yes
S-1652	Absolutely- or even as magnet option at an existing school.
S-1659	Yes
S-1661	Yes
S-1663	Yes
S-1664	I know less about what a technical middle school would look like. I don't think I'd send my kids there. I am familiar with PTEC and I feel like it fills the need here
S-1665	Yes
S-1669	Yes
S-1670	Yes
S-1671	No
S-1673	no opinion
S-1677	No
S-1679	Yes.
S-1680	Yes
S-1685	Yes
S-1687	Definitely as long as it makes financial sense and a well developed program.
S-1688	Yes a technical school would be wonderful in north county
S-1690	Yes
S-1692	Perhaps
S-1693	Yes
S-1701	Yes
S-1702	We have one, but yes.
S-1707	Wh as t are the stipulations? What does this look like for 6th-8th grade students?
S-1709	Yes
S-1714	I don't see the need.
S-1718	No
S-1720	Yes
S-1721	Don't we already have that?
S-1722	Yes
S-1725	No
S-1726	No
S-1729	Maybe high
S-1733	Yes
S-1740	Yes, if it could be incorporated into an already existing campus as a magnet style program.
S-1743	No
S-1744	No
S-1753	Yes

Q7. Would you support, or be interested in, bringing a school choice option for a technical middle or high school to this geographic area?

S-1754	Yes. Each area needs its own technical middle and high school for students who want to pursue a career in a technical field that does not require a college degree.
S-1756	Sure
S-1757	No! These schools have traditionally not done well due to lack of oversight
S-1766	Yes.
S-1769	That’s a nice additional option, but is that the root cause to the problem for this area of the county.
S-1774	Yes
S-1777	no
S-1782	Yes
S-1783	Yes
S-1785	Yes… Technical high school
S-1787	possibly
S-1788	No
S-1789	Yes.
S-1791	yes
S-1794	Yes I think it would be beneficial in south county. Mid has a good one
S-1796	Yes
S-1799	Yes
S-1803	Yes
S-1806	Yes
S-1807	No
S-1809	No
S-1811	Yes
S-1812	Yes
S-1815	Maybe
S-1816	Yes
S-1818	Yes
S-1819	No
S-1823	No
S-1825	Yes
S-1826	No
S-1827	Unsure
S-1828	yes
S-1829	Yes
S-1830	Yes
S-1838	Yes
S-1840	Yes
S-1842	No
S-1844	yes
S-1845	Yes
S-1846	No
S-1847	Yes
S-1850	No
S-1864	Yes
S-1865	Yes

Q7. Would you support, or be interested in, bringing a school choice option for a technical middle or high school to this geographic area?

S-1870	No
S-1872	Yes, as long as this is not going to cost the district more and it is what is best for students.
S-1876	Yes- middle would be great to have with options that align toward ROJ Tech. high
S-1878	Not sure
S-1879	Yes. I support expanding technical and career-focused school choice options if there is demonstrated student and workforce demand. Programs in fields such as skilled trades, healthcare, information technology, engineering, and public service can provide valuable pathways for students who may not choose a traditional college route. Any new technical school should complement—not duplicate—existing district programs, be accessible to students throughout the area, and be developed as part of a long-term plan to strengthen public education and improve enrollment sustainability.
S-1882	Yes
S-1883	Yes
S-1886	Yes
S-1889	No
S-1890	Yes.
S-1892	Yes
S-1894	N/a
S-1896	Yes! I think this is what we need that can serve a lot of kids and prepare them for life after K-12.
S-1897	Absolutely
S-1898	Yes
S-1899	Yes, I think diversified program offerings are important and a technical middle school and/or high school would allow students to explore more unique course offerings that may teach them good life skills, if not prepare them for a technical career prior to graduating high school. I wouldn't want a career in a machine shop but very much enjoyed my middle school shop class, and am sad that is no longer offered locally.
S-1900	No
S-1902	Yes
S-1907	No
S-1908	Yes
S-1915	Yes! Not all students are academically inclined that could find success in a more technical or skill based field.
S-1916	Yes
S-1920	No
S-1921	No
S-1923	Neutral
S-1924	Yes
S-1925	No
S-1926	No
S-1927	No
S-1930	Yes
S-1931	Yes without closing schools
S-1932	Yes.
S-1934	Yes
S-1936	Yes
S-1937	Yes

Q7. Would you support, or be interested in, bringing a school choice option for a technical middle or high school to this geographic area?

S-1938	Yes
S-1945	No
S-1947	Yes
S-1948	Enough with the trends. We don't need to "entice" kids to attend these existing schools in north county. We need rezoning and or condensing of existing buildings so that you reach all population of kids in northeast county along Eastlake Road Corridor and south of Keystone road.
S-1949	Yes
S-1950	Yes
S-1951	Yes
S-1953	yes
S-1954	Would need more information
S-1955	No
S-1956	Yes
S-1957	Great option
S-1958	We already have technical options in the current schools
S-1959	Yes
S-1960	Yes
S-1961	Yes
S-1962	Yes
S-1963	Yes
S-1965	Yes
S-1968	Yes
S-1971	Yes
S-1974	Omg yes these kids need to learn trades asap so they can graduate and be successful
S-1975	Yes
S-1976	No
S-1977	Not really
S-1980	I dont know
S-1981	Yes
S-1984	Maybe
S-1985	yes
S-1987	Yes
S-1990	I’m all about tech classes on all levels
S-1991	Unsure
S-1993	Yes
S-1995	Yes
S-1997	Yes.
S-1999	Yes
S-2002	Yes!
S-2004	Yes
S-2006	Yes
S-2007	Yes
S-2008	Yes
S-2009	Sure

Q7. Would you support, or be interested in, bringing a school choice option for a technical middle or high school to this geographic area?

S-2011	I think Meadowlawn or Shore Acres would be a great candidate for a technical high school. We already have Mangrove Bay Middle as a strong middle school choice.
S-2013	No
S-2014	Yes
S-2015	No
S-2018	yes
S-2022	No
S-2023	This is not something that would interest my family. I don't think it's a bad idea if there is interest from the community, but I don't foresee this being very popular in north county.
S-2026	Yes
S-2028	Definitely
S-2029	Yes
S-2031	Yes, this is very needed
S-2032	This would be a great choice in an area with limited vocational options.
S-2033	Yes.
S-2040	Yes
S-2042	Yes
S-2043	Yes
S-2044	Yes
S-2046	Yes
S-2051	Maybe
S-2052	Yes
S-2053	Technical high school
S-2054	We have one, and it's small. Those programs need to be moved to existing high schools or expand connections withPTC.
S-2058	Yes
S-2060	Yes
S-2061	Yes
S-2064	Yes
S-2066	Yes. I like that option for Countryside.
S-2067	This makes sense!
S-2069	Yes!
S-2070	yes
S-2072	That is definitely a good possibility
S-2073	We have school choice with CTAE ALREADY
S-2074	Yes
S-2076	Yes…. More ese opportunities for access students
S-2078	Yes
S-2081	Yes
S-2085	Yes
S-2086	Potentially
S-2087	yes, great idea
S-2089	Yes
S-2090	Yes
S-2091	No
S-2092	No

Q7. Would you support, or be interested in, bringing a school choice option for a technical middle or high school to this geographic area?

S-2094	Yes
S-2095	Yes
S-2097	No
S-2099	Yes
S-2103	Yes
S-2104	Not sure what technical means in this context.
S-2106	Yes. I support expanding technical middle and high school options that prepare students for real careers. Programs should include skilled trades, healthcare, technology, culinary arts, digital media, and entrepreneurship while also teaching financial literacy, communication, and workplace skills. Technical education should be available to students with a wide range of learning styles and abilities, including those with disabilities, so every student graduates with a meaningful pathway to employment, independence, and success.
S-2107	Technical middle maybe, but the area already has Jacobsen Technical.
S-2109	Yes
S-2110	Yes
S-2113	No
S-2118	Yes, especially with the major need for skilled labor and high demand in blue collar trades
S-2119	Maybe
S-2122	Yes
S-2123	No
S-2126	No
S-2127	Yes
S-2130	no
S-2131	Sure, we can have a lot of of specialized schools if we keep the small ones.
S-2133	Yes, I would support an additional technically focus school in this area.
S-2136	no
S-2137	Yes
S-2139	Yes
S-2140	Yes
S-2145	Yes
S-2147	Yes
S-2152	yes
S-2153	There definitely needs to be more technical, middle and high school options for students. Not all students are on the path for college readiness. Many students are looking for workforce placement.
S-2155	Yes
S-2156	Yes
S-2157	Yes
S-2159	Yes - with students being closer to the school given higher ranking in the lottery then kids further away.
S-2161	Yes but there is already Pinellas Technical available for students
S-2163	Yea
S-2164	High school yes name it azalea
S-2169	No
S-2172	Yes
S-2174	No

Q7. Would you support, or be interested in, bringing a school choice option for a technical middle or high school to this geographic area?

S-2175	Yes
S-2179	Yes
S-2181	No. We need to focus on fundamentals of reading and math.
S-2182	Yes
S-2184	Yes! Tech middle schools are very necessary. Not all students are college bound. Tech middle schools can keep students highly engaged, whom otherwise might not see the relevance of traditional curriculum. Tech schools that specialize in IT certifications would be fantastic in keeping up with ever-advancing computer skills.
S-2185	Yes
S-2186	No
S-2189	No
S-2190	Yes
S-2191	Yes. I think students would be interested in this. Would be great is you could partner with what already exists instead of starting from scratch.
S-2194	Yes to high school. Middle schoolers really have no idea about their future at that point
S-2198	YES
S-2199	Yes
S-2201	No
S-2203	Yes
S-2205	Fund our existing schools
S-2206	yes
S-2208	Yes
S-2211	Yes this is a great idea
S-2212	Yes
S-2213	Yes
S-2215	Yes
S-2217	We can give students who prefer hands on career -focused learning a path suited to them,Duplicate administrative facility costs in a small geographic area.
S-2219	I think technical schools are always a good idea
S-2220	Yes
S-2222	Yes
S-2225	Yes
S-2231	No, I deeply involved in the community and its organizations and have never once heard a desire for a tech middle or high.
S-2233	Yes
S-2235	Maybe
S-2236	Yes
S-2237	Yes
S-2238	Yes
S-2239	A technical high school, such as Jacobsen, could be a great opportunity. It’s difficult to offer the selection to middle school students since they’re interests aren’t heightened at this age level.
S-2241	Yes
S-2243	Yes
S-2244	Yes!
S-2245	Yes because this option doesn’t exist north county

Q7. Would you support, or be interested in, bringing a school choice option for a technical middle or high school to this geographic area?

S-2247	Yes, definitely.
S-2250	Yes, technical education is sorely missing. To heavy a focus on college readiness and not enough on technical or workforce readiness.
S-2252	N/A
S-2254	No
S-2255	No.
S-2257	Yes. I believe technical education is an excellent addition to our school district. Students should have opportunities to explore skilled trades, certifications, and career pathways while still receiving a strong academic foundation. These programs should expand educational choices, not limit them or replace successful neighborhood
S-2259	Yes
S-2260	Yes
S-2261	Yes
S-2263	Absolutely
S-2264	Yes
S-2269	Yes
S-2275	Yes
S-2276	Yes
S-2278	Yes
S-2280	Sure
S-2285	I have the same questions as the fundamental question, but feel it could be a draw for families in this area.
S-2287	Yes
S-2289	Yes
S-2291	Unsure
S-2293	No
S-2295	Yes
S-2298	The problem with school choice is that it ultimately means that there are a few, excellent schools that everyone wants to get into. Rather than create more magnet and fundamental schools, why not invest in learning why Sanderlin, Jamerson, and Midtown are as successful as they are and applying the same strategies to ALL schools.
S-2304	Yes
S-2305	Yes
S-2309	Yes
S-2310	Yes with a life skills component for Self contained students
S-2312	Yes
S-2313	Yes
S-2314	Yes if it is a traditionally funded public school; no if it is a charter, private or quasi-private school.
S-2315	yes
S-2316	Yes
S-2318	No my students are not interested in this option.
S-2319	Yes. Public schools need to bring back courses such as life skills (home economics), auto mechanics, woodworking/robotics or similar.
S-2321	Yes.
S-2322	Yes

Q7. Would you support, or be interested in, bringing a school choice option for a technical middle or high school to this geographic area?

S-2326	Yes
S-2327	Yes
S-2328	No
S-2329	No opinion since my immediate area already has Eastlake Middle. Although I am concerned if my children will be accepted. That is the only school serving this area for middle schoolers
S-2331	NO
S-2332	Yes
S-2335	Yes
S-2336	I be interested in actual competent instruction be it in academics or vocational instruction. I don't understand why Pinellas abandoned this in the 1990's.
S-2338	Yes
S-2342	No - stop with the school choice - this is killing the traditional public education system.
S-2343	Yes, to any area.
S-2345	Yes
S-2348	Yes
S-2350	Yes
S-2351	No
S-2352	Yes
S-2356	yes
S-2358	Yes
S-2359	No
S-2360	Possibly
S-2361	Yes
S-2362	yes
S-2363	I would support it if there is a need but I am personally not interested.
S-2365	Yes
S-2368	yes
S-2370	Yes, very much
S-2371	Yes
S-2372	High school yes; middle school no
S-2373	yes
S-2378	I could support it provided that: It offers high-quality programs aligned with job and higher education opportunities. It provides students with the chance to earn certifications, gain practical experience, or receive college credit, in addition to a solid academic education. It is accessible to students from the entire community, with transportation and a fair admissions process where applicable. It complements existing educational options and meets the needs of students and families. My support would depend on the quality of the program, community demand, and the impact it would have on existing schools.
S-2379	Yes
S-2380	Yes
S-2385	No
S-2388	Yes
S-2389	Neutral

Q7. Would you support, or be interested in, bringing a school choice option for a technical middle or high school to this geographic area?

S-2392	No
S-2393	Yes
S-2396	No
S-2397	Can care less. We need a middle school in east lake
S-2400	Sure.
S-2402	Yes
S-2403	No
S-2404	No
S-2405	Potentially
S-2406	Yes
S-2407	make an existing school this type of magnet
S-2408	Yes
S-2409	Yes
S-2414	No
S-2415	Yes
S-2416	I think that technical high schools are a great idea. I believe that mid-county should have a technical high school. I am less enthusiastic about technical middle schools. I'm not sure middle schoolers should box themselves into a future occupation that early in life. Instead, I think we should do more to broaden middle schoolers' options for future employment. We should have more schools with intensive help for the dyslexic. Also, we should have more credit recovery schools for middle schoolers. Children are the most happy when they get to choose a career, instead of having their grades choose for them.
S-2417	Yes
S-2419	Yes
S-2424	Yes
S-2425	Yes. Expanding technical education can prepare students for high-demand, well-paying careers while helping address skilled workforce shortages. Partnering with local industry to develop programs in areas such as HVAC, electrical, plumbing, healthcare, and technology would benefit both students and our community.
S-2426	Yes.
S-2427	no
S-2428	If it's not just used to increase school grades as most are put in for that reason. If you're going to do it, poll the community regarding actual student wants and needs and what will most benefit them
S-2429	100% yes
S-2431	Yes, the elective choices are not broad enough overall. Technical based electives will help many students be successful.
S-2432	Yes, I would support a technical middle or high school option if it provides students with valuable career skills, industry certifications, and pathways to college or employment. It should complement—not replace—strong neighborhood schools and be accessible to all students.
S-2434	Yes
S-2437	Yes

Q7. Would you support, or be interested in, bringing a school choice option for a technical middle or high school to this geographic area?

S-2438	Yes
S-2440	If needed, yes.
S-2443	Yes- automotive, HVAC, Plumbing, Cosmetology, Vet Tech, Medical Support programs.
S-2444	Yes
S-2445	yes
S-2446	No
S-2449	Technical meaning electrician etc - sure
S-2450	yes
S-2451	Yes
S-2452	not sure
S-2453	Yes
S-2454	No
S-2455	Maybe a tech high school.
S-2457	Yes
S-2460	No
S-2462	Yes
S-2463	Yes
S-2464	I love the idea of a technical middle school or high school. Not every student is college bound. I feel PCS has missed the mark on this over the last several years.
S-2465	Yes
S-2467	No
S-2470	Yes
S-2471	Yes
S-2474	Yes.
S-2475	yes
S-2476	tarpon
S-2479	Yes
S-2480	Yes
S-2481	Yes! The only fully tech high program is in Seminole. Jacobsen is an amazing school. North Pinellas could definitely use a program built like that.
S-2482	Yes
S-2483	Yes, we need more options for students because your zoned school may not be up to par in education (not an A, B or C school) safety & distance. (As I passed about 6 high schools to be bused to my zoned high school) I understand there are fundamental schools but there are not enough seats for everyone who wants in so that leaves you to your zoned school which may not have any programs that will help that student thrive.
S-2484	Yes
S-2489	Yes
S-2491	Yes
S-2493	No
S-2494	No
S-2495	Yes definitely
S-2496	No, already have Tech High
S-2497	yes
S-2499	Yes.
S-2504	No.

Q7. Would you support, or be interested in, bringing a school choice option for a technical middle or high school to this geographic area?

S-2506	Yes
S-2507	Yes
S-2509	Yes
S-2510	No
S-2512	Maybe
S-2513	That would be a good option. Making programs like this available to students could open up great opportunities for them
S-2514	yes
S-2518	I would be supportive of exploring a technical middle or high school option in this geographic area if it provides students with meaningful opportunities to develop career skills, explore their interests, and prepare for future success. A technical school could offer valuable hands-on learning experiences, career certifications, and pathways that connect students to workforce opportunities, college, or specialized training.
S-2519	Yes
S-2520	yes
S-2523	Yes
S-2524	yes
S-2525	No
S-2528	I think a technical middle school would be a great addition. Expand the offerings at the Jacobson Center
S-2529	yes
S-2530	yes
S-2531	Yes, along with transportation option. I live in unincorporated Clearwater and my designated school for high school is Pinellas Park. Largo is a better school and my son is going there, but doesn't have transportation.
S-2532	Yes. I know Richard O. is an option many families choose because of the opportunities in addition to it being a full magnet school, which I know many desire. Introducing students to some of these skills and opportunities in middle school can help them narrow down what they want for high school. However, the downside to these programs is the lack of ability to change one's path partway through and I think this piece deserves more consideration.
S-2533	Yes, we need more technical schools across the district to attract students and deter them from charter schools.
S-2534	no
S-2535	Yes
S-2537	Yes
S-2538	Yes
S-2539	no
S-2540	Yes
S-2541	I would support this as long as it will provide basic life skill support for students of all academic levels to be a successful adult.
S-2545	yes
S-2547	yes
S-2548	No
S-2549	I do feel a Technical School option would benefit PCS options.
S-2551	Yes

Q7. Would you support, or be interested in, bringing a school choice option for a technical middle or high school to this geographic area?

S-2555	Yes, this is perfect! Also, consider increasing business collaborations in schools. For Example - make BCHS a 6-12 and add a community urgent care center in the space. Students can get real hands-on opportunities, maybe further a nursing path, and the community would have a health center.
S-2556	Technical high school
S-2557	no
S-2558	Yes
S-2560	That's a great idea for high school kids.
S-2563	Yes
S-2564	Yes
S-2567	Yes, Lakewood High School
S-2570	Yes
S-2575	Yes
S-2578	A TECH high school can work, with mechanics, hvac, carpentry, cosmotology, business. We had a tech school where i am from and it was a great option.
S-2579	Yes
S-2581	No, I feel the same way about technical high schools as I do fundamental. I feel technical high schools should be incorporated into all high schools and not their own entity. For example, instead of serving 3 high schools easily with many programs, ROJTech High now has pulled 500 students from the surrounding schools.
S-2582	Yes. Lakewood should be that location.
S-2583	Yes there needs to be more school choice for parents and students.
S-2585	We have Tech High right around the corner. I strongly support this. This provides valuable instruction and a head-start in the working world.
S-2586	Yes
S-2587	Yes
S-2591	No
S-2592	Yes. I think we need a stronger STEM program in south county.
S-2594	Yes
S-2598	yes
S-2600	Yes. I love it.
S-2604	Yes
S-2607	That would be good
S-2609	yes, anything that will help prepare them for the future/workforce they will encounter
S-2610	Yes - there are limited technical school options here.
S-2612	Yes
S-2613	Yes
S-2614	Yes, Lakewood High would be a great option for a vocational program that also offers excellent sports programs.
S-2616	yes, as long as it's not a private school.
S-2619	Yes
S-2620	Yes
S-2623	yes
S-2624	YES
S-2628	Only if our existing schools are full. Otherwise, bring these technical program tracks to our existing neighborhood schools to draw attendance and funding.

Q7. Would you support, or be interested in, bringing a school choice option for a technical middle or high school to this geographic area?

S-2629	Sure! Middle school kids (especially!) need every possible venue towards engagement!
S-2631	Yes
S-2632	Yes
S-2634	Yes
S-2635	yes!
S-2637	YES
S-2638	Maybe
S-2640	Tech support
S-2641	Yes
S-2642	YES! The South needs a school similar to Jacobsen
S-2643	yes
S-2646	Yes
S-2648	Yes
S-2649	Yes
S-2650	Yes
S-2652	Yes
S-2654	Yes
S-2655	yes
S-2657	Yes
S-2658	Sure
S-2662	Yes
S-2663	yes.
S-2664	Technical schools are great, as long as they are NOT replacing essential positions. You cannot cut established programs without decreasing the value and uniqueness of that school.
S-2665	Yes, Ptech needs to be running so many more programs by time. These kids are juniors. They're pretty much done with all their classes except for maybe a math and an English class or senior year which they should be able to take down in the summertime so they're senior year they could be learning a trade and graduating on time hair nail welding absolutely absolutely 100% how to work hotels do some kind of technical school.
S-2667	Yes, I think programs like that are great.
S-2668	yes
S-2671	No.
S-2672	Yes
S-2673	Yes
S-2674	yes
S-2678	No
S-2679	Yes! These jobs are in high demand in our country and are an integral part of society. We should value these positions as much as we do other careers that require a college education.
S-2680	no
S-2682	Yes
S-2683	Yes
S-2689	We have too much tech and certifications already and it shows in social skills and scores. In fact I'd support elimination of most tech from children. Let them be literate. Our children need arts, music, math, dance and maybe tech/theatre and media studies. The research supports this.

Q7. Would you support, or be interested in, bringing a school choice option for a technical middle or high school to this geographic area?

S-2690	Not school choice - too much politics involved. Put onus on students who should have been filtered by teachers and counselors for those who would best benefit. Quotas from each school, students apply with parent, and interview. Students should have been prepared for making this choice early on, looking at students who could most benefit.
S-2691	Sure again if there is a potential school closing the surrounding community should decide what is the future of that location.
S-2694	Yes
S-2695	My imoression of a technical school is that it is where the bad kids go or the ones who can't behave in a classroom. It does not have a good connotation. I am surprised to see that one of Pinellas County's main assets - the surrounding ocean - is not capitalized on with regards to school curriculum, magnets, and tracks. There could be a focus on marine biology, ecology and conservation, hospitality, beach ecology, flood and water engineering, ocean health, sustainable tourism. There could be a pipeline to local jobs and deepening ties in this county. There are so many ways to capitalize on living here.
S-2696	no
S-2698	yes
S-2699	Yes
S-2701	I would more so support more real-life class opportunities within regular high schools, such as cooking, financial and mechanics classes
S-2704	yes
S-2705	Yes, I feel additional attractors would be beneficial to limit public school losses
S-2706	I think we have these programs. These programs could be improved or marketed more directly to more families.
S-2709	Yes
S-2710	I would support exploring a technical middle or high school option in this geographic area if there is demonstrated student and community interest. Career and technical education can provide valuable pathways for students and help prepare them for future careers. However, I would want to ensure that any new choice program complements existing schools and does not require closing or consolidating a neighborhood school without careful consideration of the impact on students, families, and the community.
S-2711	Maybe
S-2712	yes - as well as a reintroduction of school-based technical learning (auto repair, construction, other skilled trades) into traditional high school environment.
S-2714	yes
S-2715	Yes
S-2716	NO school choice for high school students
S-2719	No
S-2720	Technical schools are very important; would it be possible to integrate technical classes into current middle and high schools in this area?
S-2723	yes
S-2724	I would be interested in a Technical high school in the area. However, offering more elective and life skill standard curriculum for both age groups would be great as well.
S-2725	Yes

Q7. Would you support, or be interested in, bringing a school choice option for a technical middle or high school to this geographic area?

S-2726	Maybe
S-2727	Yes
S-2733	no opinion
S-2734	yes
S-2735	No, I do not support additional funds being taken from public schools
S-2736	Sure.
S-2740	Yes
S-2741	No
S-2742	Yes, students can greatly benefit from this
S-2743	More information is needed to answer.
S-2744	No
S-2746	No
S-2747	I would support adding those programs to a already standing school, like Lakewood Senior high.
S-2748	Yes. I strongly support adding a technical school or expanding technical education at existing schools such as Lakewood High School. Providing high-quality career and technical education alongside strong academics would attract more students, prepare them for in-demand careers, and strengthen our community.
S-2749	I feel that the schools in my area are already great, and would not need new options added.
S-2751	Yes
S-2752	Sure, but our school has shown how difficult it is to bring kids in from other neighborhoods.
S-2755	Yes
S-2758	I would support an option for a technical middle or high school as that would open pathways for future scholars and provide them with a head start on career choices and introducing them to a wide variety of learning, but I would not support this in place of taking away a traditional school that is excelling.
S-2760	Yes
S-2762	yes
S-2765	Yes
S-2768	Yes
S-2770	Yes, I believe adding vocational programs to Lakewood, similar to Richard O. Jacobson or PTEC would benefit more south county students greatly.
S-2771	I would not mind having a vocational program that also includes technical training. Offering both would give students more opportunities to develop practical skills and prepare for a variety of career paths.
S-2772	Yes.
S-2774	Yes
S-2775	YES
S-2777	no
S-2778	Si
S-2780	yes
S-2781	yes
S-2784	Yes
S-2785	yes
S-2786	Yes,
S-2787	Yes
S-2788	yes

Q7. Would you support, or be interested in, bringing a school choice option for a technical middle or high school to this geographic area?

S-2789	yes
S-2790	Yes
S-2792	No
S-2795	Yes
S-2796	no thanks
S-2799	Yes! Technical schools are super important in our current economy!
S-2800	No, there is one already.
S-2801	No
S-2803	Not sure depends on what is trades are offered
S-2804	I love technical schools.
S-2805	If it is beneficial to my kids learning and educational needs
S-2807	Yes.
S-2809	Tech as in Center for Advanced Technology? Yes,
S-2810	Yes - we need one north county - high school
S-2811	yes
S-2813	Yes.
S-2819	Keep things the way they are
S-2821	Yes
S-2828	yes
S-2830	Yes
S-2833	Yes
S-2836	Yes
S-2838	No
S-2839	I believe we already have those options in this area
S-2842	No. Keep it local.
S-2845	Yes. I would support bringing a technical middle or high school choice option to the Mid-County area. Expanding access to career and technical education gives students opportunities to develop practical skills, explore career pathways, and prepare for future employment or postsecondary education. As long as it is implemented thoughtfully and meets the needs of students and the community, I believe it would be a valuable addition to the district's school choice options.
S-2847	Yes
S-2849	yes
S-2850	No
S-2851	Yes
S-2856	Very much! I believe it would be received well.
S-2857	Yes
S-2860	Yes
S-2861	I think having options for students is always a bonus. If there is enough student interest, then I believe this would be a good idea for students.
S-2865	Yes- If a school needs to be closed, it would be amazing to have a Jacobson type school for north county students. It is currently difficult for my students to attend Jacobson because there is no transportation north of Gulf to Bay.
S-2867	Yes to both, and academics must also be strong.
S-2868	Yes
S-2873	P-TECH is already present in this area

Q7. Would you support, or be interested in, bringing a school choice option for a technical middle or high school to this geographic area?

S-2874	No, I think other options such as a fundamental program would be a better fit for the Tarpon Springs area.
S-2875	Yes. Allowing for students and parents to pick the school they want to enroll in is very important!
S-2877	Yes
S-2878	Yes
S-2881	No feedback at the moment
S-2883	yes
S-2885	Yes
S-2890	Yes
S-2891	No
S-2893	Yes
S-2894	Yes
S-2895	Yes
S-2896	No. Expand vocational programs in the traditional schools.
S-2899	Yes
S-2900	Yes
S-2903	Yes
S-2904	Tal vez
S-2914	Yes
S-2916	Yes
S-2917	yes
S-2919	Yes
S-2920	Yes
S-2921	It seems like those options already exist. The problem is getting in through lottery and transportation.
S-2924	Yes
S-2926	Yes
S-2931	yes
S-2932	Yes, I would be in support.
S-2938	I support
S-2939	Yes
S-2941	Yes
S-2945	yes
S-2946	YES
S-2947	Yes, more options for students that may not be the traditional route would be helpful.
S-2948	No
S-2949	Yes
S-2951	There are already those existing. East Lake has the engineering middle and high. Countryside has the ISTEM high program, but could add a STEM middle.
S-2954	Already available
S-2961	Sure

Q7. Would you support, or be interested in, bringing a school choice option for a technical middle or high school to this geographic area?

S-2962	I would support bringing additional career and technical education opportunities to North County, particularly if they were integrated into existing choice programs such as the Leadership Conservatory for the Arts. Expanding career pathways in areas such as digital media, performing arts, engineering, health sciences, or skilled trades would provide students with valuable college and career preparation while complementing the district's existing educational options.
S-2964	yes definitely
S-2966	Maybe
S-2967	Yes
S-2971	Absolutely, on top of this, I could see the district partnering with local businesses to develop "Service Academies." Students would be able to take core classes and learn specific job related skills for a particular industry. Students could then possibly work as interns for the business after school hours. Businesses could be offered reduced rental (pay $12,000 utilities) to use part of the space in a school, reducing operating cost and (win, win, win). This would similar to the 3DE program promoting entrepreneurship.
S-2974	no
S-2976	no
S-2977	Not sure
S-2979	no
S-2980	Yes
S-2982	Yes but we already have tech high
S-2983	Support a technical secondary school in the North Pinellas area, particulary the East Palm Harbor area near McMullen Booth/East Lake Rd.
S-2985	Already have one for HS. Maybe a MS, yes.
S-2986	Yes, I think that's a great idea.
S-2987	No, I think other options such as a fundamental program would be a better fit for the Tarpon Springs area.
S-2990	No
S-2991	Yes
S-2992	no idea what that means
S-2993	yes
S-2996	Yes, absolutely we are sorely missing a technical high school option having it start at middle school would be even better.
S-2999	Yes
S-3000	Yes
S-3001	Yes absolutely
S-3002	Yes
S-3004	Yes
S-3005	Yes, that seems relevant to today’s society, our future, and the job market.
S-3006	Yes.
S-3015	I don't know enough to answer that question.
S-3017	Yes
S-3020	Yes
S-3021	No, I think other options such as a fundamental program would be a better fit for the Tarpon Springs area.

Q7. Would you support, or be interested in, bringing a school choice option for a technical middle or high school to this geographic area?

S-3022	No
S-3024	Yes
S-3025	Yes , magnet programs plus school choice and adequate busing for students.
S-3026	Yes
S-3027	Yes
S-3028	I prefer to have technical parts to everyone traditional highschool, and let students apply for the traditional school with the program they want.
S-3029	No
S-3030	Yes
S-3032	Yes
S-3034	Yes
S-3035	Yes
S-3036	Yes, I think that would make sense.
S-3037	Not sure prefer zoned middle school for far north and not another ELMS
S-3038	Yes
S-3039	Yes
S-3041	Not sure how this differs from what is already established at East Lake Middle & High. Having a technical choice option North County is a good idea though.
S-3042	yes
S-3044	yes
S-3045	Yes
S-3049	Yes
S-3053	Yes
S-3054	Yes
S-3056	Yes
S-3058	Yes
S-3059	No. I believe the focus should be on strengthening and investing in the excellent programs that already exist, such as Palm Harbor University High School, rather than creating a new technical middle or high school in this area. Expanding and supporting existing successful schools and programs is a better use of resources than introducing additional choice options.
S-3061	Yes, I think that is a good choice when it fits the interests and abilities of the attendees
S-3063	Yes
S-3064	N/a
S-3066	Yes
S-3067	no
S-3070	No
S-3072	Yes. I support expanding technical education and career-focused programs that help students develop practical skills. Personally, I think technical education is one of the best investments a school district can make. Not every student wants or needs a traditional four-year college path. Giving students the opportunity to graduate with industry certifications, trade skills, or healthcare, public safety, and technology experience can open doors while still allowing those who want to attend college to do so.
S-3074	Yes
S-3076	Yes, I'd support the option of a technical middle or high school in this area.
S-3078	Yes
S-3079	Yes

Q7. Would you support, or be interested in, bringing a school choice option for a technical middle or high school to this geographic area?

S-3081	Yes
S-3084	Yes
S-3085	yes
S-3086	Yes
S-3087	Potentially
S-3090	Yes
S-3091	Yes. Construction, Building Arts, or Health Care programs.
S-3092	Yes
S-3094	Yes absolutely
S-3095	Yes.
S-3096	Yes
S-3097	yes
S-3098	Yes
S-3099	Yes
S-3100	Yes.
S-3101	NO TECHNICAL MIDDLE SCHOOLS. If by "Technical School," the board means to say "vocational-technical" school, designed to provide "students with the skills, knowledge, and experiences necessary to enter the labor market or continue with further occupational education or training." (-Institute of Education Sciences, ies.ed.gov), then by all means, explore brining a new "Technical" HIGH SCHOOL to North County. Middle school students need to learn how to learn, NOT be "tracked" into careers or vocations by "Technical School" formats. That said, invest more resources into technology and teacher training/support in the existing middle schools!
S-3105	Yes
S-3106	No
S-3109	yes
S-3110	Yes.
S-3111	Yes.
S-3114	Eastlake corridor needs a dedicated middle school
S-3117	If there is a demand for a specific program, then meeting the demand will help in retaining the maximum number of a dwindling student population.
S-3119	Yes, High school
S-3120	Potentially, if the goal is to grow specialty programs at specific schools, those programs should be expanded and strategically placed. This could mean spreading them out across multiple campuses to increase access, or consolidating them into one location to create a stronger, more focused program. Whether it is a fundamental program, an arts-focused school, or a technology-based program, the key is to build on what already exists and is in demand. Strengthening and clearly defining these specialty programs can improve student opportunities, increase enrollment interest, and create more effective, high quality learning environments.
S-3121	Yes
S-3123	Yes

Q7. Would you support, or be interested in, bringing a school choice option for a technical middle or high school to this geographic area?

S-3124	Yes
S-3125	We have a wonderful trade high school Richard O Jacobsen, and our high schools have partnerships with PTECH in place. PCS needs to robustly promote those options and partnerships to current students and parents. Most are unaware. PCS should not be making such changes when discussing closing schools.
S-3126	Possibly but I think the Tarpon area would benefit more from a fundamental program at this time.
S-3127	I do not know what a technical middle school is?
S-3128	Yes.
S-3131	No, already have one (East Lake Middle)
S-3132	Not really - we are seeing countries all over the world back off of tech for youth and I agree that their lives are too focused on tech.
S-3133	We have a technical high school
S-3134	Yes
S-3135	No
S-3137	Yes
S-3139	Yes
S-3141	Yes
S-3142	Yes
S-3144	I couldn't believe when I saw the school size of Jacob O. That doesn't make sense to me. I would love a technical school but it should be on the campus of a bigger highschool as one of it's magnet programs, it shouldn't be a separate school. Maybe add some of that curriculum to countryside as they have their "engineering" program which is woodshop and they are trying to add more to that for students who aren't college bound. They really care about the students and would be a great place to add some of that curriculum in.
S-3145	yes
S-3146	Definately
S-3147	Yes
S-3152	Yes
S-3153	Yes
S-3155	I would highly support school choice for a technical school. I believe that offering any extra available option or opportunity outside of traditional schooling can benefit students.
S-3157	It’s already there
S-3159	Yes

Q8. Would you support it, or be interested in it, if it meant converting an existing high school or middle school to a full magnet with no zone?

P-01	No
P-08	yes
P-09	yes
P-13	Yes, more opportunities is a win/win.
P-14	Magnet zones are limiting families
P-15	I would be interested in seeing a 6-12
P-21	It would make sense to coordinate this in line with location closures.
P-36	Yes
P-37	Yes
P-38	Yes
P-39	Yes
P-40	High School, yes. Middle School, no.
P-41	Middle-HS so they can continue & graduate with the ability to go straight into the workforce.
P-42	Yes
P-51	I would be interested in learning more about what parameters would be used to decide, not just size but student population
S-0003	Definitely
S-0005	possibly
S-0006	Yes.
S-0008	Yes
S-0009	Yes.
S-0010	possibly
S-0011	Yes
S-0022	Yes
S-0023	Not sure
S-0024	Yes
S-0026	No, That’s what started this mess.
S-0030	No
S-0031	Yes
S-0032	ELMS already is magnet. Many parents in the area that don’t get in end up applying for Plato instead of TSMS.
S-0034	Yes
S-0035	No, that limits students access to other things and the ability to alter their path during their time.
S-0037	Yes
S-0038	Yes, as long as class size isn’t jeopardized
S-0039	No
S-0040	Yes
S-0045	Yes
S-0047	Yes
S-0048	Yes, this is how Midtown Academy works. Everyone has to apply.
S-0049	No
S-0051	Yes
S-0052	Yes, although fundmental would be preferred

Q8. Would you support it, or be interested in it, if it meant converting an existing high school or middle school to a full magnet with no zone?

S-0056	Yes
S-0057	Yes I think people like that. Clearly the magnet programs stay full so adding more may attract more students to the district. Doesn't help the neighborhood schools though so would be consolidating more neighborhood schools with this option.
S-0058	Yes
S-0059	No
S-0060	Yes
S-0067	Yes
S-0069	Yes
S-0072	Possibly
S-0075	yes
S-0076	Yes
S-0077	Yes
S-0078	Yes. It gives families in the county different options.
S-0079	Yes
S-0083	Yup
S-0085	Additional fundamental schools would be a good idea
S-0088	Yes
S-0091	I would be interested but also concerned for the students in the neighborhood traveling far for a distant school
S-0092	Yes if there was a need for a narrowed magnet. How would you survey the need when the population varies from year to year?
S-0102	Not sure - would need more details
S-0104	No. Magnet program is what let's different demographic moves into the area. It creates diversity
S-0107	Not sure
S-0115	Yes
S-0121	Yes!!!
S-0123	No
S-0126	Yes
S-0127	No
S-0128	Yes-as long as it does not include tarpon middle or high school
S-0133	Yes
S-0134	No
S-0135	It would depend on the magnet offered.
S-0136	Only if the Eastlake corridor received a designated middle school.
S-0137	Yes
S-0138	We do not have a high or middle on our side of Lake Tarpon that could be converted.
S-0142	Yes
S-0146	No
S-0147	Yes
S-0150	Yes. The fundamental schools are all on waitlists. This is an opportunity to create more capacity in fundamental while best utilizing our campus buildings.
S-0152	Yes
S-0157	I would be if it involved fundamental values, leadership and the arts.

Q8. Would you support it, or be interested in it, if it meant converting an existing high school or middle school to a full magnet with no zone?

S-0163	Definitely. North county needs more magnate programs atleast 1 or 2 more.
S-0164	Yes
S-0168	No
S-0169	Yes, brings in more students to support the program
S-0173	Yes
S-0174	Could be interested
S-0179	YES!!!
S-0181	Yes
S-0186	Yes.
S-0187	Yes
S-0189	Yes
S-0191	Yes
S-0196	No zoning might allow more people to join the school if they are interested.
S-0199	Yes
S-0201	Yes
S-0202	I am not sure.
S-0205	Yes
S-0208	No
S-0209	No
S-0210	Yes, as long as they offer all activities that other schools have as far as the arts, extra curriculars, and athletics.
S-0214	No
S-0224	Yes
S-0226	Be cautious with the more spread out schools and terrible north county traffic of abandoning kids who live close to a school but can’t get in or it’s not a good fit (looking at you east lake middle) These hour north county commutes (to both zoned and magnet schools) is awful
S-0231	No
S-0233	Yes
S-0234	Unsure. I have concerns that without a zone it will be taken from the students in the area and may develop an inequality of access.
S-0238	Yes
S-0240	yes
S-0242	No
S-0247	I think we should have all our schools zoned with no choice in options. Too many are leaving for private and it’s forcing the rest of us to move to online with traditional schools having a lot of behavior issues remaining that don’t get adequately addressed quickly enough. The actions of a tiny few are interrupting the majority and thus, a lot are leaving the public school option.
S-0250	Yes.
S-0251	No
S-0253	Yes
S-0258	No, magnet is not needed! Does not work well in east lake. Need traditional
S-0259	Yes
S-0265	Would consider, would need more information
S-0270	No
S-0271	No
S-0273	Yes

Q8. Would you support it, or be interested in it, if it meant converting an existing high school or middle school to a full magnet with no zone?

S-0275	Boca Ciega should go all fundamental. There is a waitlist for Osceola every year and parents choose to send their kids to private or charter schools if they don't get in. Boca Ciega already has the program, but it lacks popularity because it is not school wide and it is difficult to apply policies to only some students at the school. It also already is an AVID demonstration school and set up for college prep more so than other schools.
S-0277	Yes
S-0280	No
S-0281	Yes
S-0282	No
S-0289	Yes
S-0290	No
S-0293	Yes
S-0301	No. I would not support converting an existing middle or high school into a full magnet with no attendance zone. While magnet programs provide valuable opportunities, eliminating a neighborhood school reduces access for local families and limits options for students who rely on attending their community school. I support expanding magnet programs, but not at the expense of removing traditional neighborhood schools. Any expansion of school choice should increase opportunities without displacing students or reducing equitable access to public education.
S-0303	Yes
S-0306	No
S-0307	Yes
S-0310	Yes
S-0312	All depends on what it is.
S-0313	I would be cautious about converting an existing neighborhood school into a full magnet with no attendance zone. While magnet programs can provide excellent opportunities, neighborhood schools are an important part of their communities.
S-0315	Yes
S-0317	Yes I would love that. I think that would appeal to a kid of parents. They stay away from some of the magnets due to the zoned students and their bad reputation
S-0323	No, not full magnet. If it was half magnet the yes. The purpose of magnet schools is to entice students from high income areas to low income areas to uplift all students. That can't happen when it is purely a magnet program.
S-0324	No
S-0327	Sure
S-0329	Yes
S-0331	If east of Lake tarpon
S-0333	Yes
S-0335	We are good on the south side with what we have.
S-0336	No, I do not believe that that is a fair choice to support all scholars in a neighborhood. Neighborhoods are important for children's success.
S-0338	Yes
S-0340	Yes if parents provide transportation
S-0347	No
S-0357	Yes
S-0361	Yes, convert Starkey and Osceola Middle to FUNDAMENTAL Magnets for Osceola High

Q8. Would you support it, or be interested in it, if it meant converting an existing high school or middle school to a full magnet with no zone?

S-0364	Yes
S-0367	Maybe
S-0369	Yes
S-0374	No
S-0378	No
S-0380	yes as long as it is an inclusive school (special education)
S-0381	No
S-0383	Yes, having gone to PCCA I enjoyed it as a student and it was tough to be mixed with Gen Ed students very culturally divided.
S-0388	Need more information.
S-0392	No.
S-0393	Yes
S-0395	No
S-0396	Yes.
S-0401	Yes absolutely
S-0404	Yes, as long as all of the zones students can be reasonably accommodated.
S-0405	East Lake corridor needs a dedicated zoned middle school consolidate or create k-8 programs in the area to address low enrollment
S-0409	No
S-0411	While popular, magnet programs will draw students away from nearby neighborhood zones and doesn't solve overall declining attendance.
S-0416	I don’t understand the question
S-0417	No, we already have a magnet middle school that we can’t because there’s no zone.
S-0428	Yes
S-0436	No
S-0443	Yes
S-0446	Yes
S-0448	Yes.
S-0457	NO
S-0458	No
S-0459	Na
S-0469	Yes
S-0479	No
S-0480	No
S-0483	Yes
S-0487	No
S-0488	No, we need a direct zoned option for just our kids
S-0489	Na
S-0495	No
S-0501	Yes
S-0509	No
S-0511	No
S-0512	No
S-0516	Yes
S-0519	Yes
S-0523	Yes

Q8. Would you support it, or be interested in it, if it meant converting an existing high school or middle school to a full magnet with no zone?

S-0526	No, I don’t understand how this would solve the issue?
S-0528	Not sure
S-0529	yes
S-0532	No
S-0533	I don’t know
S-0534	No
S-0538	No
S-0545	No
S-0549	No
S-0551	If it is an only way we can get middle school for East Lake kids. Yes
S-0552	Yes
S-0559	Yes
S-0565	No
S-0567	Yes
S-0569	Yes
S-0570	Yes
S-0571	Yes
S-0573	Yes
S-0577	Yes
S-0578	yes
S-0580	maybe
S-0581	Yes I support fundamental and magnet
S-0586	No, because that means there are hundreds of students being forced to move to another location just to have non-zoned kids move into an already established school. That doesn’t save the district money - just creates more chaos and change
S-0588	Yes
S-0589	Yes
S-0590	YES
S-0593	No
S-0595	No
S-0598	Yes
S-0600	As long as there were adequate bussing, yes
S-0603	Yes
S-0609	That's "school board" speak. Proof of how far out of touch you are with public needs.
S-0611	yes
S-0613	No
S-0614	Yes
S-0620	Neaveh And erson
S-0627	Yes
S-0634	If the magnet is beneficial sure.
S-0636	I don’t know the logistics with magnet schools, but from my understanding, they have to be in bad neighborhoods which usually deters people from trying magnet schools. If there’s a way to make a magnet school in a better neighborhood, I think that would be a great option.
S-0637	No
S-0651	Yes
S-0653	More towards yes

Q8. Would you support it, or be interested in it, if it meant converting an existing high school or middle school to a full magnet with no zone?

S-0654	No
S-0656	Yes
S-0660	No
S-0665	I would not support conversion to a no zone
S-0666	Yes
S-0667	Maybe, but again student outcomes or budget?
S-0674	No. I support expanding school choice, but not at the expense of eliminating neighborhood schools. Families should continue to have access to a quality zoned school while also having the option to apply for specialized programs. I would prefer to see magnet or technical programs added to existing campuses or created through thoughtful expansion rather than converting an entire neighborhood school into a full magnet.
S-0678	no
S-0679	It would be ideal only if the campus is centrally located with the region rather than placed on the far east or west side of the district. Allowing distance and transportation to not be a barrier for families.
S-0681	Yes
S-0682	No
S-0683	Possibly
S-0684	My support would depend on other available schools for neighborhood/area students and families. This could create a hardship for neighborhood students and families if there was not a good school available for them to attend.
S-0693	No
S-0704	No.
S-0705	Sure
S-0707	I would need to better understand how many vocational schools are currently available and balance this against the number current high schools with traditional curricula . Its not an equal appropriation either per the student population.
S-0712	No. Maintain zones so That students living in the zone have priority for these magnet programs over north and mid County schools, which are already supported by their communities, unlike South County. Otherwise, I fear that the school will be overrun by north and mid county students, leaving South County students nowhere to go but non-magnet/special program schools when they would've thrived in one.
S-0715	Yes
S-0718	I could support it. The real piece is what happens to existing families impacted. Do they get preference?
S-0719	No
S-0721	Yes
S-0724	Yes Strongly agree.
S-0728	No
S-0730	Yes! As long as it stays a public school.
S-0731	I guess I would support it if it meant converting an existing high school or middle school to a full magnet.
S-0734	The students should live close to the school they attend.
S-0737	No. As answered already. Work on the ones you already have doing this!
S-0743	TBD
S-0745	Yes

Q8. Would you support it, or be interested in it, if it meant converting an existing high school or middle school to a full magnet with no zone?

S-0747	No.
S-0748	Yes
S-0749	No
S-0752	Sure
S-0755	No
S-0756	Yes
S-0758	No
S-0763	Again, possibly, but would want to see the details worked out first as to what that would look like in action.
S-0767	Yes
S-0769	Buses ????
S-0770	Possibly
S-0771	Yes
S-0774	Sure
S-0777	Are the teachers actually going to educate and care about students and their success? Are schools and teachers going to actually receive the support and resources they NEED? You'd be surprised how much support you'd probably get if you fixed the issue from the higher ups down rather than screwing the kids and the community
S-0780	Yes
S-0781	Yes
S-0782	NO
S-0783	What's the point in creating new magnets if you're going to limit the numbers of students existing programs are allowed to take? Osceola Fundamental should not have cut student seats with a wait list hundreds deep.
S-0787	maybe
S-0788	Yes
S-0791	Yes, only families interested would apply.
S-0794	Yes
S-0795	No
S-0799	No
S-0807	Yes
S-0808	No
S-0812	Sure, yes I would.
S-0814	No
S-0816	No
S-0818	Yes
S-0819	possibly
S-0821	Yes
S-0828	Possibly
S-0840	Yes
S-0847	No. I believe it's important to maintain zoned schools to ensure students have equitable access to education within their communities while continuing to offer magnet programs as a choice option.
S-0856	Yes!! As a son entering 7grade now i would love more options in north county that peak his interests
S-0858	Yes

Q8. Would you support it, or be interested in it, if it meant converting an existing high school or middle school to a full magnet with no zone?

S-0866	No
S-0871	A full magnet school can be a great opportunity, but it should provide equitable access for all students. Admission, transportation, and available resources should be fair so that every student has a meaningful chance to participate, regardless of where they live or their family's circumstances.
S-0873	Not sure would need more details on the effect.
S-0874	Yes
S-0877	Yes
S-0878	Yes
S-0879	No
S-0881	Maybe - need much more info for a yes or no
S-0883	Yes
S-0884	It was done already with elementary and middle for fundamentals, I think it would be a good change to give the opportunity to the older students who are transitioning into occupations.
S-0885	NO
S-0887	I would support it if the new magnet school would serve a greater number of students, and if the currently zoned students were moved to a school nearby that can support the increased student enrollment.
S-0888	Yes
S-0892	unsure
S-0895	Yes, I would support converting an existing middle or high school into a full magnet school if there is a clear community need, strong program design, and thoughtful planning for affected students and families. A successful magnet school should have a clearly defined purpose, adequate resources, and the ability to provide a high-quality specialized option for students across the district while ensuring equitable access.
S-0897	No
S-0899	No
S-0900	yes
S-0901	Yes
S-0902	Yes
S-0907	Yes
S-0911	Possibly
S-0913	Yes
S-0918	Yes
S-0920	Yes
S-0930	Maybe
S-0931	No
S-0935	Yes
S-0941	Middle school, yes. High school, no.
S-0944	absolutley not.
S-0945	Yes
S-0946	Yes! I would love that. I believe that may make parents change their minds when they are trying decide if they want to do a charter or.public school.

Q8. Would you support it, or be interested in it, if it meant converting an existing high school or middle school to a full magnet with no zone?

S-0950	Yes, except it needs the same caveat as we have now- a certain number of neighborhood kids need to be admitted and it can be a feeder school for the magnet elementary kids
S-0951	no
S-0954	Yes
S-0955	No
S-0959	Possibly
S-0964	Yes
S-0972	Yes
S-0974	I don't know enough about that to answer effectively.
S-0976	possibly
S-0978	Maybe
S-0980	Yes
S-0981	Yes
S-0983	Yes
S-0989	Not applicable to me
S-0992	Maybe.
S-0993	Yes
S-0999	No. This would introduce even more segregation. Unless you can prove me wrong with data. Families with more time, transportation, and information tend to use magnets more easily, so the school can end up serving a more advantaged group even if that was not the intent. It would weaken the community feel and take resources from community school. This will only benefit those who can reliably transport kids to school.
S-1002	Yes
S-1003	Yes, absolutely
S-1004	Yes
S-1005	Yes
S-1006	I think this *could* be done responsibly depending on location of the schools in question. However, if I were a student/parent of school A that merged with school B (to school B's campus) so that school C could move into school A's campus, I would feel pretty alienated and disregarded.
S-1011	Yes
S-1022	No opinion
S-1029	No
S-1030	Yes
S-1031	yes having someplace local would be nice. PCS will bus to no extent, both a curse and blessing.
S-1032	Maybe
S-1037	No
S-1038	Yes, maybe. Also consider a partnership with Pinellas Job Corps.
S-1040	Yes.
S-1041	Yes
S-1042	Yes
S-1043	Yes, I think Countryside would be a great location.
S-1044	Yes
S-1045	yes
S-1048	No
S-1049	Perhaps

Q8. Would you support it, or be interested in it, if it meant converting an existing high school or middle school to a full magnet with no zone?

S-1051	NO!! Magnets are ruining the HS experience
S-1056	Yes
S-1062	No
S-1063	No
S-1064	Yes
S-1065	Yes
S-1068	Yes
S-1069	Yes
S-1070	Yes
S-1071	Yes as long as this allowed for more teachers to be employed at the school
S-1073	Yes, if the magnet was of interest to all populations.
S-1074	No, I think programs that magnets offer can be consolidated into 6-12 school models.
S-1077	Yes
S-1082	Yes
S-1087	There could be some concerns if the conversion resulted in reduced access to neighborhood families, or created transportation barriers for students from historically undeserved community. Any transition to a full magnet model should include intentional strategic to ensure equitable enrollment opportunities, and support for students, regardless of ZIP Code.
S-1089	No
S-1094	Yes. But I'd have questions and issues with transportation
S-1099	I would support it if it meant converting an existing high school and middle school to a full magnet with no zone.
S-1100	No
S-1102	I think that depends. What kind of magnet and located where? This question is difficult to answer without specifics. Don't put a great magnet program all the way north or south. Should be mid county. But what kind of magnet doesn't already exist?
S-1108	No
S-1110	No
S-1112	No
S-1113	No
S-1115	Yes
S-1117	Only 1 in North County, mid or south counties, No. Too much territory to cross for busing and parent transportation. Need more than one in each area. Speaking as residential mid county and magnet north county, the arterial bus route has been extremely challenging over the course of three years. And self provided transportation to a bus stop at 1.9 miles away from residence for safety reasons in crossing crossing 6 lanes of high volume traffic and/or driving to school 8.1 miles each way has posed challenges professionally to maintain child safety.
S-1122	No
S-1123	Yes.
S-1127	Yes
S-1129	Magnet yes, fundamental NO
S-1130	yes
S-1132	I would support that option.
S-1134	Not sure
S-1137	Yeah
S-1141	Yes

Q8. Would you support it, or be interested in it, if it meant converting an existing high school or middle school to a full magnet with no zone?

S-1142	Yes
S-1143	Yes
S-1144	Yes
S-1149	Yes
S-1153	My area doesn't have room, but some other areas such as Countryside & Clearwater area might be suited for it.
S-1154	No
S-1155	No, I am a strong proponent of neighborhood public schools. Creating these polarized school causes an unbalanced distribution of students and resources.
S-1158	No
S-1159	No
S-1162	Yes
S-1166	no
S-1168	Yes
S-1169	Yes
S-1170	Yes
S-1171	Yes
S-1173	No
S-1174	Yes
S-1178	Not sure
S-1179	Depending on the existing school chosen and the impact it could have on the already established programs and culture of the school
S-1181	Yes
S-1182	Yes
S-1184	Yes
S-1190	The need for more transportation
S-1191	Yes
S-1192	Yes.
S-1194	Yes.
S-1197	Possibly. Where would they be removed to if they didn't follow the rules?
S-1201	Yes
S-1202	Yes but then it actually has to be accessible.
S-1204	Sure, an entire school dedicated to being a technical school with specific behavioral and academic expectations may work better than inserting a technical program into a "regular" school. Im not sure how many families will really have their kids travel 30 - 45 minutes one way to attend this type of school when they can simply take the voucher and go to private school or do FLVS or homeschool and get the same types of classes while having access to 1;1 time with their teacher, having live lessons, and they can have breaks between classes, eat healthy long lunches and participate in sports, hobbies, activities outside of school. The program would need to really be run by someone who knows what they are doing
S-1206	No
S-1208	Yes
S-1209	Yes
S-1211	yes if local kids get preference
S-1215	Yes

Q8. Would you support it, or be interested in it, if it meant converting an existing high school or middle school to a full magnet with no zone?

S-1216	I think it depends on what would happen to the students that didn't want to go to that school (if they are already going there because of zone and not special permit). Not all students want to go to a special program and zoned students need a place to go that is appropriate for them based on the distance.
S-1217	I would support converting an existing middle school or high school to a full magnet school if there is a well defined educational purpose and a strong plan for implementation. If the school were to become a non-zoned magnet school, I think admission should be done through a fair lottery process to provide equitable access for interested students. Before supporting such a change, I would want to review the complete business and operational model, including the educational vision, projected enrollment, transportation plan, staffing, funding, and the anticipated impact on surrounding schools and the community. A decision of this magnitude should be based on a comprehensive plan that demonstrates long-term benefits for students and families.
S-1218	Yes
S-1219	Yes
S-1221	Yes
S-1225	Yes
S-1229	Maybe
S-1231	Yes
S-1232	Not sure I understand this idea completely to be able to comment.
S-1233	Yes
S-1234	Yes
S-1235	Yes.
S-1236	Not if it is north of Tampa road
S-1240	No
S-1243	Middle school only
S-1244	No
S-1246	Yes. It might encourage students who are interested in the school's theme or focus, but who live outside the school zone, to enroll in the school.
S-1249	Yes. Choice works. Parents like to have a choice where their child is being educated, and if Pinellas County schools provides a better education option for these students, they will stay in Pinellas County schools instead instead of choosing charter school schools. Competition breeds excellence.
S-1250	Not sure
S-1251	No
S-1252	i like a community being served by the magnet program rather than taking space without serving the community its in.
S-1255	Yes
S-1260	I think that if the parents are in favor of that - then it is a good option for them
S-1261	yes
S-1262	Yes.
S-1263	Maybe. It would depend on what it was replacing and where, and the impact on the local neighborhoods.
S-1266	Yes

Q8. Would you support it, or be interested in it, if it meant converting an existing high school or middle school to a full magnet with no zone?

S-1269	It would depend on the programs offered. There is a huge need for children with learning disabilities. The one magnet school that offers reading did not hold up to what they were offering and did not make an impact on my child's academics.
S-1279	Sure if there is enough interest.
S-1283	No
S-1284	Yes
S-1285	Yes
S-1292	Yes
S-1293	No, I will not support it.
S-1295	Not sure
S-1297	Where would those students go if they don't want to be in a magnet school. They would be bused far away. Schools like Palm Harbor High and East Lake and Tarpon already have programs that kids can go into.
S-1301	Yes
S-1303	NO
S-1316	Again, only if it concentrated on Technical education!
S-1325	Yes
S-1329	Yes
S-1334	Yes
S-1347	No . Crazy idea ?? Who is paying for this . Thought we are supposed to be saving money. You are the country after all . Where I pay my school taxes .
S-1350	Yes, and or consolidate some of these elementary schools until a technical school that focuses on specific things and maybe incorporate some outside resources for other people who are not necessarily in a K through 12 setting, especially if we need to fill up seats.
S-1352	yes
S-1356	Yes
S-1357	yes
S-1360	No
S-1363	Yes
S-1368	I think that could work if priority goes to current students at that location first.
S-1380	No, having children bused when there is something convenient and possibly a reason homes were purchased in the area for a school does not seem beneficial
S-1382	Yes
S-1384	Maybe
S-1387	As long as we keep the Leadership Conservatory at the High School and the Middle School. Sunset Hills, Tarpon Middle and the High School do a great job with the color guard program which feed s right into the high school
S-1388	Yes, I’m not sure how it wouldn’t be zoned but more schools should be magnet or have programs that draw families in.
S-1389	No
S-1391	Yes
S-1392	No. Once again, you would be trading an all inclusive school for a limited school blocking out many students.
S-1396	No
S-1398	Yes
S-1399	yes

Q8. Would you support it, or be interested in it, if it meant converting an existing high school or middle school to a full magnet with no zone?

S-1402	Yes
S-1405	No - and this survey question is not valid as I don't know what it is asking to support.
S-1414	No
S-1415	Possibly
S-1416	Yes
S-1417	Yes
S-1420	Depends on what the magnet is and whether that's something my kid wishes to persue.
S-1424	Yes
S-1427	Yes
S-1428	Bringing students from 'outside' the school location community often results in a broken cohesion of school support, 'after-school' club & sport participation, as well as student school-team bonding. Also consider the wasted time, energy and other 'costs' for those students (and their families) in dealing with those extra miles from 'home to school'.
S-1431	yes
S-1434	yes
S-1435	Yes
S-1437	yes
S-1439	No.
S-1440	No
S-1441	If it is an existing building that we paid for with our tax dollars, repurposing it sounds like a great idea. Closing schools while others want to build new schools does not make sense.
S-1442	Not sure, neighborhood students should be able to access without a lottery. The reason people move into the area is because of the A rated schools. Making it harder for neighborhood children go to neighborhood schools would be a travesty. But I would be willing to listen to what is being discussed.
S-1444	No
S-1445	Yes
S-1454	No, unless it would mean converting boca ciega or gibbs
S-1457	It depends on the circumstances and the type of program, whether it's a charter, fundamental program, or an expansion of existing offerings. While adding more programs can be beneficial, it's important not to oversaturate the system and take away from the uniqueness and quality of programs already established at other schools.
S-1458	No
S-1460	Yes that would be awesome
S-1462	Yes
S-1463	I do not know
S-1464	Yes - converting more middle school or elementary size building into Jacobson Tech would highly benefit students in Pinellas County
S-1466	no
S-1467	Yes
S-1471	No
S-1472	Not sure
S-1479	Yes
S-1481	No. Magnet is waste of time
S-1482	Yes

Q8. Would you support it, or be interested in it, if it meant converting an existing high school or middle school to a full magnet with no zone?

S-1488	Yes
S-1490	Yes
S-1492	yes
S-1493	No
S-1496	Yes
S-1498	I would support it
S-1502	Yes
S-1504	No
S-1506	Yes
S-1514	Yes, as long as there was an interest.
S-1517	Yes. Use the Meadowalwn facility for the No Zone and move zoned kids to Lynch and/or Sexton K-8.
S-1519	Yes
S-1520	No
S-1522	Yes
S-1525	No
S-1527	Yes!! I think every school should have a specified magnet. This would open up new options to students for the things that they are interested in. This would also deter students from following the crowd and going to the same high school/middle school as everyone else.
S-1530	Yes!
S-1538	I'm not sure what the consequences of this would be, so I don't feel qualified to have an opinion on it.
S-1539	Yes.
S-1542	No
S-1543	Yes
S-1544	Yes
S-1545	Yes
S-1547	Yes
S-1555	No, if it were half magnet, yes. Magnet schools are intended to pull kids from high income areas into lower income areas, making them purely magnet at any grade level defeats the purpose of their existence.
S-1558	You have a lot in this area already
S-1561	I would only agree with this if it was truly no zone and was mid county with guaranteed school buses for north and south county kids to have access along with admitting equal amounts of kids per county section.
S-1565	My question is still what happens to the kids that are zoned for that school?
S-1574	yes absolutely
S-1576	Yes
S-1580	Yes
S-1583	No
S-1584	Yes
S-1587	No
S-1588	No , I would not be in support of this
S-1590	Yes
S-1593	Yes
S-1595	No

Q8. Would you support it, or be interested in it, if it meant converting an existing high school or middle school to a full magnet with no zone?

S-1597	Yes
S-1598	No
S-1600	Possibly.
S-1606	Yes
S-1609	Absolutely. Fundamental schools are the only schools that are full
S-1612	Yes
S-1614	I would be interested in it.
S-1618	Yes.
S-1620	No
S-1631	yes
S-1632	No.
S-1634	No
S-1638	No
S-1645	No
S-1646	Yes
S-1649	Yes
S-1650	Yes
S-1652	Yes, but I don't see why it couldn't be a mix. Students who don't want the magnet as their zone could have an option to attend elsewhere of needed.
S-1659	Yes
S-1661	No
S-1663	Yes
S-1664	Unsure
S-1665	No
S-1669	No opinion
S-1670	Yes
S-1671	No
S-1672	yes
S-1674	Yes.
S-1675	Yes - an arts magnet
S-1677	Yes
S-1678	Yes
S-1679	Yes!
S-1680	Yes
S-1685	Not sure, I would want to look into the options
S-1687	Zones need to be an option still for those students who don’t have involved parent/guardians who can’t be bothered to apply or transport their child to another school because their closest school is pure magnet. If a zone is done away with will the county provide transportation for those families?
S-1688	Wow I have never thought of that type of option. What type of magnet could require an entire operational school?
S-1690	Maybe
S-1692	Perhaps
S-1693	Yes
S-1701	Yes

Q8. Would you support it, or be interested in it, if it meant converting an existing high school or middle school to a full magnet with no zone?

S-1702	Yes
S-1707	What would you this look like? What is the magnet program's specialty? Would the teachers of this program have unique experience in these fields? There's too many questions in response to the vague questions being presented.
S-1709	No
S-1714	I think the core issue is that parents don't see value in the 6-8 education of PCS middle schools. I don't think campus size and location is the biggest issue here for middle school. PCS needs to continue making the middle school experience more compelling (which I know some steps are happening in the right direction BUT a lot to still improve upon). Anecdotally, the biggest thing I hear from my friends with middle schoolers is the approach to go private school for 6-8 and then return to public high school. Solving this perception could significantly improve student count for PCS.
S-1720	Sure
S-1721	Depends....need more info.
S-1722	Yes
S-1725	Sure
S-1726	No
S-1729	No
S-1733	Yes
S-1740	Yes
S-1743	Yes
S-1744	No
S-1753	No
S-1754	No. Build a new 6-12 technical school in each area. The county is too large to only have one tech school.
S-1756	Yes
S-1757	Yes
S-1766	Absolutely! Boca Ciega would be perfect as a magnet. It had the first medical magnet. But you should have requirements and standards.
S-1769	Yes, no zone and following school of choice in a lottery or concrete criterion for accepting students into magnet, or fundamental.
S-1774	Yes
S-1777	Yes if it supports existing magnets/programs and does not create a new magnet to compete with existing programs.
S-1782	Yes
S-1783	Yes
S-1785	Yes
S-1787	As long as there is a need/desire/void to fill to have this
S-1788	No
S-1789	Yes.
S-1794	Yes! I do not like when they are combined. Thurgood should Only be one or the other. The combination of This school brings behaviors and a reason it's not a choice for us. I think that's where Boca Ciega failed as well with their fundamental program. For fundamental it needs to be only that.
S-1796	Yes

Q8. Would you support it, or be interested in it, if it meant converting an existing high school or middle school to a full magnet with no zone?

S-1799	Yes
S-1803	No
S-1806	Yes
S-1807	No
S-1809	No
S-1811	Yes
S-1812	Yes
S-1815	no
S-1816	No
S-1818	Yes
S-1819	No
S-1823	No
S-1825	Yes
S-1826	No
S-1827	Probably not interested
S-1828	yes
S-1829	No
S-1830	Yes
S-1838	Yes
S-1840	Yes
S-1842	No
S-1844	yes
S-1845	No
S-1846	Yes
S-1847	Yes
S-1864	Yes
S-1865	Yes
S-1870	Yes
S-1872	Yes, providing it benefits the students and staff
S-1876	Yes
S-1878	Not sure
S-1879	I would be open to converting an existing school into a full magnet if there is strong, demonstrated demand and it clearly improves educational opportunities and long-term enrollment. However, I do not believe every community should lose its neighborhood school. The district should carefully consider the impact on families, transportation, and access to quality public education before removing attendance zones. Magnet schools should complement the district's overall strategy, not replace neighborhood schools where they continue to serve their communities well.
S-1882	No
S-1883	Possibly
S-1886	No
S-1889	Yes
S-1890	No.
S-1892	Yes
S-1894	N/a
S-1896	Yes

Q8. Would you support it, or be interested in it, if it meant converting an existing high school or middle school to a full magnet with no zone?

S-1897	Yes
S-1898	Yes
S-1899	Yes, but it would need to be a school that was close enough for my child to be driven to to daily, or would need to have a bus provided within a reasonable walking range.
S-1900	No
S-1902	Unsure
S-1907	Yes
S-1908	No
S-1915	Fundamental and magnets are already no zone schools.
S-1916	Yes
S-1920	No
S-1921	No
S-1923	Yes
S-1924	Yes
S-1925	No
S-1926	No
S-1927	No
S-1930	Yes
S-1931	Depends
S-1932	Yes.
S-1934	Yes
S-1936	Yes
S-1937	No
S-1938	No
S-1945	Yes
S-1947	Yes
S-1948	Sure, as long as you eliminate "lottery" and "zoning" criteria, both of which restrict families from attending their neighborhood school. We pay large tax bills each year to live in Eastlake, yet my kid cannot attend the middle school located 90 seconds from our home because it's a "lottery". Yet we allow kids entry to ELMS that don't even live in this area at the expense of other students being edged out. Now you have families living along Eastlake road corridor that are forced to find alternative school choices. You are losing money no matter which way you look at this. By eliminating the whole magnet zoning restriction you will open up the potential headcount for students in seats. The move to "magnets" and "academies" was so popular about 18 years ago, but did we ever really stop to evaluate what that acceptance model was doing to local students who were edged out? These types of programs had good intentions, but could have indirectly caused a silent exodus of students.
S-1949	Yes
S-1950	Not sure
S-1951	Yes
S-1953	As long as transportation is not provided
S-1954	Yes
S-1955	No
S-1956	Yes
S-1957	Good option
S-1958	Maybe

Q8. Would you support it, or be interested in it, if it meant converting an existing high school or middle school to a full magnet with no zone?

S-1959	Yes
S-1960	Yes
S-1961	No
S-1962	No
S-1963	Yes
S-1965	Yes
S-1968	Yes
S-1971	Yes
S-1974	Yes
S-1975	Yes
S-1976	Yes
S-1980	No.
S-1981	No
S-1984	Possibly
S-1985	yes
S-1987	Yes
S-1990	Way above my pay grade. Why not. It would be great for kids with transportation which usually creates mor problems in the long term.
S-1991	Unsure
S-1993	Yes
S-1995	Yes
S-1997	Yes.
S-1999	Yes
S-2002	Yep
S-2004	Yes
S-2006	Yes
S-2007	No
S-2008	Yes
S-2009	No
S-2011	Yes, as long as transportation to the school would be provided for students
S-2013	Yes
S-2014	Yes
S-2015	Possibly
S-2018	yes
S-2022	Yes
S-2023	I would not support this in north county, as we are already have an insufficient zoned middle school option for the East Lake Corridor.
S-2026	Yes
S-2028	Sure
S-2029	Yes
S-2031	Yes
S-2032	No, we already have many, many existing magnet school options already in south county.
S-2033	If families provide transportation.
S-2040	It would depend on what it would do to the student population at the remaining schools
S-2042	Yes
S-2043	Yes

Q8. Would you support it, or be interested in it, if it meant converting an existing high school or middle school to a full magnet with no zone?

S-2044	No
S-2046	No
S-2052	Yes
S-2053	Yes
S-2054	Yes put it at Largo.
S-2058	Yes
S-2060	Yes
S-2061	No
S-2064	Yes
S-2066	Sure, although I don't know how a school can find teachers willing to work for much less than the corporate sector.
S-2067	Why!? Half of the kids I know in "programs" hate them and want to drop out by end of freshman or sophomore year. We are wasting resources
S-2069	Yes
S-2070	yes
S-2072	Each zone, south north and middle should be offered the same things
S-2073	More information needed to vague
S-2074	Unsure
S-2076	Yes
S-2078	Yes
S-2081	Unsure
S-2085	No
S-2087	Wow that would be wonderful!
S-2089	No
S-2090	No
S-2091	No
S-2092	Yes
S-2094	Yes
S-2095	Yes
S-2097	No
S-2099	Yes
S-2103	Yes
S-2104	Yes
S-2106	I would support a full magnet with no attendance zone more than a partially zoned program if the goal is to preserve a specialized educational model. In my experience, specialized programs are most successful when families intentionally choose them and commit to their expectations. That helps maintain the school's culture and allows the program to operate as it was designed.
S-2107	No. Neighborhood students should not have to vie for a seat at their local school.
S-2109	Yes
S-2110	Yes
S-2113	No
S-2118	Yes
S-2119	No
S-2122	Yes
S-2123	Yes

Q8. Would you support it, or be interested in it, if it meant converting an existing high school or middle school to a full magnet with no zone?

S-2126	Yes
S-2127	Yes
S-2130	yes
S-2131	I want the big schools to close
S-2133	yes, I would support this given that it is a better for the population
S-2136	no
S-2137	Yes
S-2139	Eh, sure
S-2140	Yea but I would want to prioritize placement to local students.
S-2145	Yes
S-2146	Yes
S-2152	no
S-2153	Yes
S-2155	Yes
S-2156	No
S-2157	Yes
S-2159	No. We need neighborhood schools with better elective options for the kids. It's frustrating that most of the magnet middle schools require at least an hour of driving everyday from the area zoned for Meadowlawn. Not that I wouldn't try to get my kids in through the lottery but I would prefer not to have to lottery into a good program.
S-2161	No, magnet schools are not available to all kids equally! They are a lottery system. Magnet, fundamental, and charter schools are the exact reason we are in this situation. All these options are pulling from zoned schools. Every school should have the same opportunities for all students.
S-2163	Yes
S-2164	No
S-2169	No
S-2172	Yes
S-2174	No. There are already ones in the area.
S-2175	As long as it didn’t displace the kids or create excessive burden for transportation on families that would traditionally be in that zone
S-2179	Yes
S-2181	No
S-2182	Yes
S-2184	yes
S-2185	Yes
S-2186	No
S-2189	No
S-2190	No
S-2191	Maybe. Would the technical be the magnet?
S-2194	Yes.
S-2198	Yes
S-2199	Yes
S-2201	Absolutely not

Q8. Would you support it, or be interested in it, if it meant converting an existing high school or middle school to a full magnet with no zone?

S-2203	No
S-2206	no
S-2208	Yes
S-2211	Yea
S-2212	Yes
S-2213	Yes
S-2215	Yes
S-2217	Converting an existing zoned school to a no zone magnet raises extra issues beyond should we add a technical school, Displaces the students currently zoned there they lose their neighborhood school and have to be reassigned elsewhere ,which can be disruptive .
S-2219	A good magnet program should always be able to bring in students
S-2222	Yes
S-2225	Yes
S-2231	North County doesn't need three high schools even if one is a full magnet.
S-2233	Yes
S-2236	Yes
S-2237	Maybe
S-2238	Yes
S-2241	Yes
S-2243	Yes
S-2244	Depends on the school
S-2245	Yes
S-2247	Probably not. Yes to a school within a school model.
S-2250	It would be nice to have a fundamental high school in south county. Currently, Osceola is the only high school fundamental option county wide, but is a distance for residents in south county.
S-2252	N/A
S-2254	Yes
S-2255	No
S-2257	No. I believe the district should expand educational opportunities, not replace them. Neighborhood schools, magnet programs, technical programs, and choice schools should all coexist so families can choose the educational path that best fits their child. Eliminating attendance zones removes an important option for many families.
S-2259	Yes
S-2260	Yes
S-2261	No
S-2263	Yes
S-2264	Yes
S-2269	Yes
S-2275	Yes
S-2276	Yes
S-2278	No
S-2280	No
S-2285	Depends on what happens to the students who would have been zoned for the campus being changed to accommodate the no zone school.
S-2287	No

Q8. Would you support it, or be interested in it, if it meant converting an existing high school or middle school to a full magnet with no zone?

S-2289	No
S-2291	yes
S-2293	No
S-2295	Yes
S-2297	Yes
S-2298	I would not. Students should not be pushed out of their neighborhood schools.
S-2304	Yes, but the number of children displaced should be minimized by closing a school with low enrollment
S-2305	Yes
S-2309	Yes
S-2310	Yes with a self contained life skills component for self contained students
S-2311	Magnet is not necessary and leaves parents have to provide transportation. Just make schools kids can attend in their local area
S-2312	Sure
S-2313	No
S-2314	Yes if it is a traditionally funded public school; no if it is a charter, private or quasi-private school.
S-2315	It depends on the location and what demographic would be forced to go to another school far from their home.
S-2316	Yes
S-2318	N/A
S-2319	Yes
S-2321	Yes.
S-2322	Yes
S-2326	Possibly
S-2327	Yes
S-2328	No
S-2331	NO
S-2332	Yes
S-2335	Yes
S-2336	Not interested in a magnet school in this area of Seminole. No thanks.
S-2338	Yes
S-2342	No
S-2343	No
S-2345	Yes
S-2348	Yes
S-2350	Yes
S-2351	Not sure
S-2352	No
S-2356	yes
S-2358	Yes
S-2359	Yes
S-2360	No necessarily
S-2361	Depends if currently zoned students would get priority
S-2362	no
S-2363	Yes

Q8. Would you support it, or be interested in it, if it meant converting an existing high school or middle school to a full magnet with no zone?

S-2365	I don’t know
S-2368	no
S-2370	The way this question is word I would say no, and I hope you get your money back from the people who formulated this questionnaire
S-2371	Perhaps
S-2372	Maybe
S-2373	yes
S-2378	It all depends on how it is carried out.
S-2379	Yes
S-2380	Depends on where the zoned children would go
S-2385	No
S-2388	No
S-2389	As long as people don't lose their jobs
S-2392	No
S-2393	Yes
S-2396	No
S-2397	No
S-2400	Yes.
S-2402	No
S-2403	No
S-2404	Yes
S-2405	No
S-2406	Yes
S-2407	yes
S-2408	Yes
S-2409	Unsure
S-2414	Yes
S-2415	As long as displaced staff receives job priority
S-2416	I’m not a huge fan of most magnet schools. I think students thrive when they have a well-rounded education. Students who focus on certain skills, at the expense of others, might miss the opportunity to find a hobby or academic subject they would also love. On the other hand, I believe that developing academic tracks for high schoolers is appropriate. Magnet schools for IB students, for technical students, etc. are a great idea for students who are nearing adulthood.
S-2417	No
S-2419	Yes
S-2424	Yes
S-2425	Yes, when supported by demonstrated demand and enrollment data. Magnet schools can expand educational opportunities and attract families, but existing neighborhood schools should only be converted when justified by long-term enrollment and utilization trends.
S-2426	Yes.
S-2427	yes
S-2428	If it’s going to be run like a magnet with discipline and parameters and is helpful to students
S-2429	Yes

Q8. Would you support it, or be interested in it, if it meant converting an existing high school or middle school to a full magnet with no zone?

S-2431	No, you should provide those classes at all campuses. AI is taking over and all kids should have the opportunity. It shouldn't be one school like PTC. Infuse PTC in all the schools.
S-2432	I would only support this if it clearly improves educational opportunities without reducing access for local families. Neighborhood students should continue to have access to a high-quality school close to home, and any transition should be carefully planned.
S-2434	Yes
S-2437	Yes
S-2438	Yes
S-2440	Yes
S-2443	Yes
S-2444	No
S-2445	yes
S-2446	No
S-2449	Only if transportation
S-2450	yes
S-2451	No
S-2452	yes, magnet schools are almost always preferable to zoned schools and would help with the decreased enrollment problem
S-2453	Yes
S-2454	No
S-2455	Possibly.
S-2457	Yes
S-2460	No I believe there should be a zoned school even if it is far
S-2462	Yes
S-2463	No
S-2464	I am not sure what 'NO ZONE" means. I like the idea of a magnet as well, but if those students that live across the street from said middle/high magnet and have no desire to attend that type of magnet then what? They have to travel many mile s to attend a regular high school. That's not good either. Is there a way to make a hybrid , half magnet and half "regular" .
S-2465	Yes
S-2467	Yes
S-2470	Yes
S-2471	Yes, if it meant more kids were able to have a better future.
S-2474	Maybe.
S-2475	yes
S-2476	North county
S-2479	Yes
S-2480	Yes
S-2481	Yes.
S-2482	Yes
S-2483	Yes, as it will give more options for students to soar. Especially in high school as this is when most students are really moving towards a goal or career path.
S-2484	Yes
S-2489	Yes
S-2491	Yes
S-2493	No

Q8. Would you support it, or be interested in it, if it meant converting an existing high school or middle school to a full magnet with no zone?

S-2494	No I like the traditional zoned schools.
S-2495	Yes depending on what kind of magnet school
S-2496	Yes
S-2497	yes
S-2499	Yes
S-2504	No.
S-2506	Yes
S-2507	Yes - reevaluate the rules for entry - be a true magnet/fundamental with equal access not tied to an MOU or proximity to the school.
S-2509	Yes
S-2510	No
S-2512	Maybe
S-2513	No. Students can be given the choice to travel further for a magnet, but they should always have to choice to attend their local home school without excess travel
S-2514	no
S-2518	I would be open to considering the conversion of an existing middle or high school into a full magnet school with no attendance zone if there is clear evidence that it would provide meaningful opportunities for students and improve educational outcomes. A full magnet model could allow students to access specialized programs, unique learning experiences, and innovative pathways based on their interests and goals.
S-2519	Yes
S-2520	no
S-2523	Yes
S-2524	yes
S-2525	Possibly
S-2528	yes
S-2529	no
S-2530	no
S-2531	Yes I'd support it with transportation.
S-2532	Yes.
S-2533	Yes
S-2534	yes
S-2535	No
S-2537	Yes
S-2538	Yes
S-2539	yes
S-2540	No
S-2541	Yes, but the needed support needs to be in place for all academic levels for the students.
S-2545	yes
S-2547	Yes, but parents will be responsible for their own transportation
S-2548	Yes
S-2549	Yes, I do feel Technical schools offer great benefits for our students that are not necessarily college bound and would help with their success.
S-2551	Yes

Q8. Would you support it, or be interested in it, if it meant converting an existing high school or middle school to a full magnet with no zone?

S-2555	Yes - if the applications support this. We need to bring back the families that are opting for private schools or charter schools because they are offering opportunities the zoned schools are not offering.
S-2556	Yes
S-2557	yes, but, it should not be as hard to get into that school when the "normal" public school are just overloaded no matter FTE rules.
S-2558	Yes
S-2560	Yes!
S-2563	Yes, however students forced into a particular magnet must comply with magnet studies
S-2564	Yes
S-2567	Yes, Lakewood High School
S-2570	Yes
S-2575	Yes
S-2579	Yes
S-2581	No, students should be excited to attend their zoned school.
S-2582	Yes, Lakewood has a campus large enough to accommodate a full magnet and the campus to also house a vibrant athletics program.
S-2583	That is a great idea. The zoning for magnets puts too many limitations on programs and schools. I attended Boca Ciega High for a magnet program and I lived in Srminole. It was the best decision ever for me.
S-2585	I would support this as long as transportation is not provided.
S-2586	No
S-2587	Yes
S-2591	No
S-2592	No.
S-2594	Yes
S-2598	yes
S-2600	Yes.
S-2604	No
S-2607	I don't think it would be a bad idea but what are the magnet program ideas not sure on that portion of it.
S-2609	i would need more information on what this entails before providing support
S-2610	Yes, so long as it wasn't PHUHS or ELHS.
S-2612	No
S-2614	Yes, Lakewood High would be a great option for this. These are the ideas that should be happening, not closures.
S-2616	yes
S-2619	Maybe
S-2620	Yes
S-2623	yes
S-2624	YES
S-2628	NO.
S-2629	Sure
S-2631	Yes
S-2632	Yes
S-2634	Maybe

Q8. Would you support it, or be interested in it, if it meant converting an existing high school or middle school to a full magnet with no zone?

S-2635	yes
S-2637	If it was a technical option not academic magnet
S-2638	Not sure
S-2640	Yes
S-2641	Yes
S-2642	Yes
S-2643	no
S-2646	That could potentially change things for me, depending upon how it would impact zoning.
S-2648	Yes if it is k-8 or if it is smaller than traditional middle schools.
S-2649	Yes possibly, how would transportation work?
S-2650	Yes
S-2652	Yes
S-2654	Yes
S-2655	yes
S-2657	Yes
S-2658	Sure
S-2662	Yes
S-2663	no
S-2664	No.
S-2665	If you’re gonna close the campus anyways, yes turn it into a school and those who wanna attend their parents and whoever cares for them can take care of them not only that if you’re having to drive your child everywhere you should get some kind of tax credit
S-2667	Not sure... I want people to be able to keep their jobs
S-2668	yes
S-2671	Possibly - if previously zoned students were guaranteed a spot.
S-2672	Not sure
S-2673	Yes
S-2674	no
S-2678	No
S-2679	Yes
S-2680	yes
S-2682	Yes
S-2683	Opposed
S-2689	I would like to see an Arts and music magne/language magnet and maybe a sports focused magnet on the same campus. that way kids can find themselves in both areas and its good for middle school kids to learn how to find their team, get along and learn tolerance and acceptance. All things an arts/sports magnet could provide. Plus is would appeal to all genders.
S-2690	Yes, with the caveat that middle and high schoolers would be encouraged to use public transportation first and vouchered vans or buses otherwise.
S-2691	Again the surrounding community should decide
S-2694	Yes
S-2695	I assume you mean a technical school by this question? It depends on the context of the community and what the magnet is for. The neighborhood schools that are walkable should stay neighborhood schools. Many parents would leave their children in them just for convenience and building neighborhood community. The magnets should be in areas outside of the neighborhoods and easier to get to by car/buses.

Q8. Would you support it, or be interested in it, if it meant converting an existing high school or middle school to a full magnet with no zone?

S-2696	yes
S-2698	Not sure, I would need more information.
S-2699	Yes
S-2701	I'd want to know more
S-2704	yes
S-2705	Yes
S-2706	I think I would be, though I would need more information.
S-2709	Converting an existing school sounds like a great idea to bring in more interest to our county.
S-2710	I would be cautious about converting an existing middle or high school to a full magnet with no attendance zone. While magnet programs can provide valuable opportunities, neighborhood schools serve an important role in their communities. I would only support such a change if there is clear community demand, evidence that it would benefit students, and a thorough evaluation of the impact on families, transportation, access to services, and existing schools.
S-2711	Depends on the magnet. I don't believe the magnet is always what parents/ families search for; I think the established school culture and reputation have a lot to do with school choice.
S-2712	less so - a hybrid model where previously zoned students have first priority would be preferred
S-2714	no
S-2715	If it maintained our staff, yes
S-2716	If you have the students (numbers) to keep the school grow.
S-2719	No
S-2720	Yes, if the student interest/enrollment supports the decision
S-2723	yes
S-2724	That is fine with me as long as there is busing for all and zoned has priority
S-2725	Yes
S-2726	Yes
S-2727	Yes, Lakewood wood be perfect already has two great programs and the k-8 feeder should make them even better. And we have room for a cosmetology and/or nursing program
S-2733	no
S-2734	Yes, but existing students should be able to stay.
S-2735	Possibly, if it would be beneficial to students
S-2736	Sure
S-2740	Sure
S-2741	No
S-2742	No zone would mean parents responsibilities for transportation which should already be an option for all schools, converting schools doesn't align with budgeting.
S-2743	Willing to listen to see if that would attract an outside population.
S-2744	Yes
S-2746	No
S-2747	As long as the school is not closed
S-2748	I support strengthening Lakewood High School with a high-quality magnet program, vocational education, and specialized academic pathways, but I believe neighborhood students should continue to have access to their community school. The goal should be to expand opportunities, not eliminate access for local families.
S-2749	Not really.
S-2751	Yes
S-2752	Yes

Q8. Would you support it, or be interested in it, if it meant converting an existing high school or middle school to a full magnet with no zone?

S-2755	Yes
S-2758	No, due to the limited availability that comes with Magnet programs. If you're converting a school, it should meet the needs of the children, not enforcing what we as adults feel is necessary, and then limiting who benefits from it.
S-2760	No
S-2762	yes
S-2765	No
S-2768	Maybe have to provide more details
S-2770	I would be open if that means no schools will close south county.
S-2771	No
S-2772	Yes
S-2774	Yes
S-2775	YES YES YES.
S-2777	no
S-2778	No
S-2780	maybe
S-2781	as long as you have preferred choice if you live in the immediate area (5 mile radius)
S-2784	Absolutely not
S-2785	I think students in that zone should have an opportunity at that magnet program as well. Even though, the parents might not specially request into the program. Similar to how McMullen Booth Elem is running. Zoning student get a seat, and any other students can request into the IB program. But ALL students are should be in the magnet program. If the student is not doing well in the magnet program, they can be given options for another school that they prefer.
S-2786	Yes
S-2787	No
S-2788	yes
S-2789	no
S-2790	Yes
S-2794	Yes I might support.
S-2795	No
S-2796	NOOOOOOOOOOOOOOOOO
S-2799	Not sure, would need more information
S-2800	No
S-2801	In my area, traffic is already a large issue. I fear this would severely impact the communities day to day commutes and livings.
S-2803	No
S-2804	Sure. So long as there are good educated teachers teaching our children! Pay them more!~
S-2805	No
S-2807	No.
S-2809	Maybe, it depends
S-2810	Yes
S-2811	yes
S-2813	No.
S-2819	No....bring back neighborhood schools

Q8. Would you support it, or be interested in it, if it meant converting an existing high school or middle school to a full magnet with no zone?

S-2821	Yes
S-2828	no
S-2830	No
S-2833	Yes
S-2836	Yes
S-2838	No
S-2839	I guess
S-2842	No. Keeps schools as they were intended.
S-2845	No. I would not support converting an existing middle or high school into a full magnet school with no attendance zone. I believe it is important to maintain neighborhood schools so families have access to a local school, while continuing to offer magnet and choice programs in ways that do not eliminate zoned school options.
S-2847	Yes
S-2849	yes
S-2850	Yes
S-2851	No
S-2856	No. I believe families want their children to attend where they reside.
S-2857	Yes
S-2860	Yes
S-2861	Let’s be honest, enrollment is low across many schools in the district. If schools are too low in population to support staying open, there has to still be options for the displaced students. As long as those students have options that don’t require ridiculous transportation, then creative problem solving can occur for use of the empty buildings. Again, it is paramount that students’ educations are not negatively impacted when making these decisions. So, if there are not strong options for the displaced students, then I don’t believe we should just focus on creating more magnet schools.
S-2862	Yes
S-2865	Yes
S-2867	I'm not sure I'm in favor of that, but is it like a fundamental school- no zone?
S-2868	Unsure
S-2873	If it doesn't mean closing a high school or replacing staff at that school
S-2874	Yes, I would support a middle school or high school be converted to a full magnet to support the Tarpon Springs Leadership Conservatory for the Arts and/or to expand the fundamental options in our area.
S-2875	No
S-2877	Yes.
S-2878	Sure
S-2881	No feedback at the moment
S-2883	yes
S-2885	Not sure
S-2890	No
S-2891	No
S-2893	Yes
S-2894	If class sizes remained under 15 students per class
S-2895	Yes
S-2896	No. Strengthen traditional schools.

Q8. Would you support it, or be interested in it, if it meant converting an existing high school or middle school to a full magnet with no zone?

S-2899	Yes
S-2900	Yes
S-2903	Yes
S-2904	Si
S-2914	Yes
S-2916	Yes
S-2917	not my middle school
S-2919	No
S-2920	Yes
S-2921	Yes but transportation is again an issue for me. My children are in a full magnet school where they are thriving and it only works for us because they can take the bus from where we live. If I had to drop them off and pick them up from the school or a distant bus stop, they would not be able to attend because I can't leave work daily for that.
S-2924	Yes
S-2926	Yes
S-2931	no
S-2932	Yes, I would.
S-2938	I support
S-2939	Yes
S-2941	Yes, if the students we revamped to ensure problem students that are causing learning issues were removed from the school.
S-2945	no
S-2946	NO
S-2947	As long as there were guaranteed seats (no application) for the students in the zone/neighborhood.
S-2948	Yes
S-2949	Yes
S-2951	If it was regional. Transportation is key. No child should sit on a bus for 2 hours to get to school.
S-2954	Wouldn't that just pull students from other areas resulting in those schools being in the boat as the converting schools?
S-2961	Yes
S-2962	Yes. I would support converting an existing middle or high school to a full magnet with no attendance zone if it expanded high-quality choice opportunities for North County families. A magnet model centered on the Leadership Conservatory for the Arts and/or an expanded fundamental program would provide greater educational choice, strengthen specialized academic offerings, and create a sustainable pathway for students seeking these programs.
S-2964	yes possibly
S-2966	Possibly
S-2967	Yes
S-2971	Yes
S-2976	maybe
S-2977	Yes, that would be interesting
S-2979	north county already has enough magnet options
S-2980	Yes.
S-2982	Yes

Q8. Would you support it, or be interested in it, if it meant converting an existing high school or middle school to a full magnet with no zone?

S-2983	Support it converting a middle school to a tech/magnet school with no zone or part of a high school
S-2985	Yes
S-2986	I believe in magnet and fundamental school options for parents. I don't believe there were enough viable options when my child was going through the system. Students who want to learn and have a particular interest thrive in this type of environment and if they have to modify their behavior to stay in it, all the better.
S-2987	Yes, I would support a middle school or high school be converted to a full magnet to support the Tarpon Springs Leadership Conservatory for the Arts and/or to expand the fundamental options in our area.
S-2990	No
S-2991	Yes
S-2992	yes
S-2993	yes
S-2996	Yes!
S-2999	Yes
S-3000	Yes
S-3001	Yes
S-3002	Yes
S-3004	Yes
S-3005	I’m not sure how I feel about this question. We ended up going to a magnet school, which we are very happy with, but also liked the culture at our zone school as well. Had I not liked the culture at our zone school, I wouldn’t have cared if it wasn’t an option, but we were happy that it was a back up Guarantee for us If we did not get accepted into the magnet school.
S-3006	We already have this; ELMS
S-3015	Yes
S-3017	Not for Tarpon Springs-but if it works for another area north county- I see it as a possibility. I feel the Tarpon Springs arts programs need to continue- especially at tarpon middle, tarpon high and sunset hills elementary. It is important for the continued success in the arts success at these schools.
S-3020	Yes
S-3021	Yes, I would support a middle school or high school be converted to a full magnet to support the Tarpon Springs Leadership Conservatory for the Arts and/or to expand the fundamental options in our area.
S-3022	Yes
S-3024	Yes

Q8. Would you support it, or be interested in it, if it meant converting an existing high school or middle school to a full magnet with no zone?

S-3025	You will do what you want Hendric will do what he wants . Your School board: lacks people of color . You lack representation of a population and this is. is alarming. You have one Black school board member and all them white women. You failed to retain and recruit graduates and you can't keep Teacher employed they need more pay. You allowed many racist teachers to come and be in the path of my son's middle school. That's why House bill 1473 currently exist because people failed to do their job.
S-3026	Yes
S-3027	Yes
S-3028	No I would NEVER support that. Return to past, more successful models where traditional schools were funded and offered opportunities. Highschool students who want to do technical.programs should be free to go to.the program they want.
S-3029	No
S-3030	Yes
S-3032	Yes
S-3034	No
S-3035	Yes
S-3036	Yes
S-3037	No
S-3038	Depending on transportation yes. My high school in Miami was a mega magnet. Students would ride a bus 2 hours to attend the school. It was exhausting to witness.
S-3039	Yes
S-3041	Yes
S-3042	maybe
S-3044	yes
S-3045	Yes
S-3049	Yes
S-3053	Yes
S-3054	I'd need more details on that
S-3056	Sure
S-3058	Yes
S-3059	No. I believe the focus should be on strengthening and investing in the excellent programs that already exist rather than converting an existing middle or high school into a full magnet school with no attendance zone.
S-3061	Yes
S-3063	Maybe
S-3064	Yes
S-3066	Yes
S-3067	no
S-3070	No
S-3072	I support magnet programs, but l would prefer adding them without eliminating neighborhood school access for local families.
S-3074	Yes

Q8. Would you support it, or be interested in it, if it meant converting an existing high school or middle school to a full magnet with no zone?

S-3076	Yes, I'd support this idea.
S-3078	Yes
S-3079	No
S-3081	Yes great idea.
S-3084	Yes
S-3085	yes
S-3087	Potentially
S-3090	Yes
S-3091	It would depend on the schools location and campus facilities.
S-3092	Yes
S-3094	Yes if it had a great program
S-3095	No.
S-3096	No
S-3097	yes
S-3098	Yes
S-3099	Yes
S-3100	I would support it as long as the zone is not large. There's no reason North County residents should be traveling to South County schools.
S-3101	If this refers to the "Technical" school question just before, then 1. Yes - only for a High School option, but 2. NO - do not sacrifice existing middle schools for any kind of "technical" middle option.
S-3105	Yes
S-3106	N/a
S-3109	no
S-3110	Maybe
S-3111	Yes.
S-3114	Eastlake corridor needs a dedicated middle school
S-3117	Osceola Fundamental High School has proven that a full magnet school with no zone can be very successful and appeal to a greater number of families.
S-3119	With no zone? maybe.
S-3120	Depending on the program and the demand yes.
S-3121	As long as the displaced students are appropriately supported.
S-3123	Yes
S-3124	Yes
S-3125	NO!! Do not change any high school. Make all of the adjustments necessary at the elementary and administrative levels. Then make cuts to middle only if necessary. Do not touch high schools.
S-3126	Yes. Parents are willing to support their children who have the goal of attending a magnet or fundamental school. I drive my daughter to Tarpon Springs so that she can be in the Cambridge and arts program. Transitioning to a magnet or fundamental program with no zone would provide more educational opportunities for parents are students who are already making that commute. And, it would offer new opportunities to those already living in the Tarpon area.
S-3127	I support that
S-3128	Yes.
S-3131	No

Q8. Would you support it, or be interested in it, if it meant converting an existing high school or middle school to a full magnet with no zone?

S-3132	Not a fan of magnet over general ed and fundamental educational programs. We need to educate broadly, not so focused. Put kids with a variety of interests together instead of siloing them by their interests.
S-3133	Not sure
S-3134	Yes
S-3135	Yes
S-3137	Yes
S-3139	Yes, but only if kids living in the current zone would be given greater priority/acceptance
S-3141	Yes
S-3142	I would be open to hearing ideas
S-3144	The no zone thing in the county kills me. I assumed when my child got to go to a program at a school they weren't zoned for that I would have to drive them. Bussing kids all over the county is crazy and I'm sure expensive. If those aren't state mandated rules I would revisit that. It would be find if a school has to be like that with no zone, but it really does hurt the kids who are close to the school. If there was a close enough alternative for the kids who would be zoned there to go to then okay.
S-3145	yes, however I am concerned for families that may have transportation challenges.
S-3146	Not sure
S-3147	Yes
S-3152	Yes
S-3153	No
S-3155	Yes, as long as the necessary support is able to be given to support and/or ensure success of the magnet program/school.
S-3157	No
S-3159	Yes

Q9. Would you support or be interested in new early childhood options (from 6 months to VPK) in this geographic area?

P-01	Yes, we need county levvel child care & secular.
P-02	Yes. There is a need for 6m-vpk childcare w/ extended hours.
P-08	$ would childcare cemters charge or be free and what would hours be?
P-13	More VPK. Early childhood that leads into that school!!! Relationships w/ staff (parents and children)!!!!
P-14	Waiting list increase
P-15	yes
P-16	More VPK Westgate has a waiting list would increase K enrollement
P-21	Yes
P-22	Yes! This would support a universal starting opportunity for children, rather than the divide for those who can afford and those who cannot.
P-23	6mo-VPK is a win/win better support for kids and better use of district space.
P-24	Yes! Especially kids under 2 because theres a need.
P-25	Fuguitt ES should be an early childhoold to VPK school.
P-26	yes
P-36	This would be amazing 10/10 recomend this opportunity.
P-37	Yes! 100%
P-38	Absolutely. The nationwide shortage in affordable early childhood care is abominable and PCS has an oppotunity to allieviate this stress for all PC residents.
P-39	I fully support. I put my children in PPK and paid less than outside centers. My kids loved it!
P-40	Absolutely, Yes! Private daycare is limited and unavailable and very expensive.
P-41	Yes, particularly lower cost.
P-42	Yes!
P-43	Yes-interested to know what the cost of these programs would be and how accessible it would be. Like the idea of high quality afforadable public option considering cost of early childcare.
P-51	YES PLEASE! This would be a substantial help for so many working families!
P-52	I feel early child care is important for 6 month and up because we have teen parents in the community. I feel this need to discuss
P-53	Yes! Also think of low SES families!
P-54	Yes! Especially for our low SES families. Early interventions at Bear Creek El. Consider before or after care separately.
S-0003	100% this should be offered alongside existing schools to possibly prevent closures as well
S-0005	I think there are quite a few that serve this area, but would not be opposed to additional options.
S-0006	Yes.
S-0008	Yes
S-0009	Yes. I don't plan on having more kids, but i know how difficult it can be to find a quality program for younger kids.
S-0010	No preference on this
S-0011	Yes
S-0022	Yes
S-0023	Not applicable
S-0024	Yes
S-0026	No
S-0030	Yes

Q9. Would you support or be interested in new early childhood options (from 6 months to VPK) in this geographic area?

S-0031	No
S-0032	Let’s see what the ideas are first.
S-0034	Yes
S-0035	Sure
S-0037	Yes
S-0038	Yes
S-0039	Yes
S-0040	Yes
S-0045	Yesssssssss!!! Affordable, quality childcare is so hard to find in this area
S-0047	Yes on southside.
S-0048	Yes, and if spots don’t fill up, open to the public as well. Those parents would pay more than PCS staff.
S-0049	Yes
S-0051	Yes
S-0052	Yes
S-0056	Yes - staff childcare South County or expand early childhood options in South County
S-0057	Can always use more child care options to attract more families to the area, especially if it’s specifically for families of PCSB staff.
S-0058	Yes
S-0059	Yes
S-0060	Yes
S-0067	Yes
S-0069	Yes
S-0072	Yes
S-0075	yes
S-0076	Yes
S-0077	Yes
S-0078	Yes. Early education is great.
S-0079	Yes!
S-0083	Yes definitely. Child care is very expensive and teacher salaries are not going up with the cost of living!!!
S-0085	This may be helpful to families in the area
S-0088	Absolutely yes
S-0091	Yes, it is needed
S-0092	Only if you can pay the professional staff and provide a union for negotiations.
S-0102	The more of that the better! Living costs in Pinellas are making it harder to attract new faculty, and teachers with young children are often early in their career with lower pay.
S-0104	One of my child was in a preK 3 program that I absolutely love and believe it was a great beginning for him. Is more school could have the program it will be great.
S-0107	These options would be for PCS employees only or the community or both? Similar to the former programs like Little Packers at Largo HS?
S-0115	Yes!
S-0121	Yes
S-0123	Yes
S-0126	Yes
S-0127	No

Q9. Would you support or be interested in new early childhood options (from 6 months to VPK) in this geographic area?

S-0128	Yes even though it wouldn’t apply to our family
S-0133	No opinion
S-0134	Yes
S-0135	No
S-0136	At this time personally our family we would not be interested in this option.
S-0137	Yes
S-0138	Yes, I think that is a wonderful idea that should be explored deeper.
S-0142	Yes
S-0146	Yes
S-0147	Yes
S-0152	Yes
S-0163	Not sure.
S-0164	Yes
S-0168	Yes
S-0169	Yes, it is needed
S-0174	Yes
S-0179	Yes
S-0181	Yes
S-0186	Yes
S-0187	No
S-0189	No
S-0191	Yes
S-0196	No
S-0199	Yes
S-0201	Yes
S-0202	Yes.
S-0205	Yes
S-0208	Yes
S-0209	Yes
S-0210	McMullen booth would be perfect. Yes!
S-0214	Yes
S-0224	Yes
S-0226	I think high quality affordable infant and toddler care is very needed
S-0231	No
S-0233	Yes
S-0234	Sure
S-0238	No
S-0240	yes
S-0242	Yes
S-0247	No- there is zero reason for kids to be “educated” before kindergarten. VPK and below is a babysitting need for working parents.
S-0250	Not applicable to me.
S-0251	No
S-0253	No
S-0258	Sure
S-0259	Yes

Q9. Would you support or be interested in new early childhood options (from 6 months to VPK) in this geographic area?

S-0265	Would consider
S-0270	No
S-0271	Yes
S-0273	Absolutely!
S-0275	Yes, this is an excellent idea. After having a baby last year, we found it extremely difficult to find affordable childcare, especially for infants.
S-0277	Yes
S-0280	No
S-0281	Yes
S-0282	No
S-0289	Yes
S-0290	Yes
S-0301	Yes. I support expanding early childhood education options, including programs for children from 6 months through VPK. High-quality early learning helps prepare children for kindergarten, supports working families, and improves long-term academic outcomes. I believe these programs should be accessible and affordable for all families, especially in areas where early childhood options are limited.
S-0303	Yes
S-0306	Yes
S-0307	Yes, as this would provide immense value to our working parents.
S-0310	Yes
S-0312	We don’t need it but if I had a round one like that then yes. One of my kids went through the 3yo and 4yo programs at Oakhurst and it was amazing!
S-0313	I would fully support expanding early childhood options when there is a clear need within the community. High-quality early learning programs play a crucial role in helping children develop the academic, social, and language skills necessary for success in kindergarten. Providing strong early education opportunities is an investment in students’ long-term achievement.
S-0315	Yes
S-0317	No
S-0323	This would be a good idea as we dont have any in South county. But I don't think it would move the needle for our schools.
S-0324	Yes
S-0329	Yes
S-0333	Yes
S-0335	We already have 3 year olds at our school as well as vpk
S-0336	Yes
S-0338	Yes
S-0340	Yes, the bubble is in toddlers/preK right now
S-0347	No
S-0357	Yes
S-0361	Yes, make a birth to VPK option available at Seminole Elem.
S-0364	Excellent excellent idea. Child care is very hard to find, it would be great to use these facilities as they are much better than most daycares. Lease to private providers. Consider doing this with extra classrooms on site without even needing to convert an entire school.
S-0367	Yes
S-0369	No opinion.

Q9. Would you support or be interested in new early childhood options (from 6 months to VPK) in this geographic area?

S-0374	Yes
S-0378	Yes
S-0380	yes
S-0381	Yes
S-0383	Yes, at Westgate Elementary
S-0388	Yes
S-0392	YES! I have been BEGGING for this. I have had two horrible experiences with safety in preschool and daycares near me and have had to drive further each time to keep my children in reliable, quality care that isn't a home daycare. St .Pete is a daycare desert and it feels like school and city administration take for granted that parents will just suffer through it and pay through the nose for sub-par care. I would greatly appreciate a public, low-cost, union friendly option in our neighborhood schools. This also supports building out public transportation infrastructure around walkable neighborhoods.
S-0393	Yes
S-0395	Yes
S-0396	Much needed.
S-0401	Yes, I think those kinds of choices are lacking
S-0404	Yes - the more the better.
S-0405	No
S-0409	Yes
S-0411	Yes, if there was money and staffing to support this model
S-0416	Yes.
S-0417	No
S-0428	No. We have several good options already.
S-0436	Yes
S-0443	Yes
S-0446	I am older, so this would not be something that interests me personally. However, I know there are young teachers that would utilize this.
S-0448	Absolutely not! Our early learning center are already struggling stop taking kids away from them! Stick to older children
S-0451	Yes
S-0457	Yes
S-0458	No
S-0459	Na
S-0469	No
S-0470	No
S-0479	No
S-0480	No
S-0483	Yes
S-0487	No
S-0488	No
S-0489	Yes
S-0495	Yes
S-0501	Yes
S-0509	Yes
S-0511	Yes

Q9. Would you support or be interested in new early childhood options (from 6 months to VPK) in this geographic area?

S-0512	Yes
S-0516	Yes
S-0519	No opinion
S-0523	Yes
S-0526	Centralized VPK would be nice
S-0528	No
S-0529	yes
S-0532	No
S-0533	Yes. Childcare is expensive, and if these programs provide lower-income families with access to safe, educational environments for their children, I fully support it.
S-0534	Yes
S-0538	No
S-0545	No
S-0549	Sure
S-0551	I think we don’t need another day care here.
S-0552	Yes
S-0558	No
S-0559	Yes
S-0565	I think we have enough
S-0567	Absolutely
S-0569	Yes
S-0570	Yes
S-0571	Yes! Needed for working families. Hated when ELHS lost Little Eagles program.
S-0573	Yes
S-0577	Yes
S-0578	Yes. We used to have Little Eagles and Little Cougars at ELHS and CHS. That was a great option for teachers. I think providing more daycare centers and early pre-k options could help the county because we would be using space, but also assist families and teachers in the area.
S-0580	yes, if it meant keeping Charter schools out
S-0581	Yes
S-0586	Yes
S-0590	Yes
S-0593	No
S-0595	No
S-0598	Yes
S-0599	yes
S-0600	no
S-0603	Yes
S-0609	No more dinosaurs please.
S-0611	no
S-0613	Idk
S-0614	YES
S-0624	Absolutely
S-0627	Yes
S-0634	Gifted is always a popular choice

Q9. Would you support or be interested in new early childhood options (from 6 months to VPK) in this geographic area?

S-0636	Yes, the cost of sending younger kids to daycare is too high. A public option would be wonderful for working parents/caregivers.
S-0637	Yes
S-0651	Yes
S-0653	No
S-0654	No
S-0656	Yes
S-0660	Yes.
S-0665	We have good options overall
S-0666	Yes
S-0667	Yes, if the need is there.
S-0674	Yes, absolutely. Expanding early childhood opportunities from infancy through VPK is one of the best investments the district can make. Research consistently shows that high-quality early learning improves kindergarten readiness, literacy, and long-term academic success. It also gives families the opportunity to build a relationship with Pinellas County Schools from the very beginning, creating stronger family engagement and confidence in the district. Every family should have access to these opportunities, regardless of where they live.
S-0678	no
S-0679	Yes. There are many working families in our communities that would greatly value this option. However, extended care, separate from the k-5 options already in place. Many families would be hesitant to enroll if they are needing extended care, but may not want their 6month old supervised after hours by the same group that is also watching elementary aged students. Personally, my husband and I both work longer hours than the school day. When our daughter was in prek, we went with a non-pcs option due to concerns over extended care.
S-0681	Yes
S-0682	No
S-0683	Yes
S-0684	This might be a good option for an elementary schools struggling with attendance and having available classrooms if it could be combined with the neighborhood school.
S-0693	No
S-0704	Yes.
S-0705	Sure
S-0707	Yes
S-0712	It's always good to support working families by providing more preschool/daycare/VPK options. Especially if they are free/charge based on a sliding scale.
S-0715	Yes
S-0718	Yes. I think it’s a way to show how great schools can be. Creating an incredible experience for families early matters.
S-0719	Yes
S-0721	Yes
S-0724	Yes
S-0728	That would not affect me
S-0730	Yes!
S-0731	Absolutely
S-0734	Yes. It would help the staff members and the students who become parents themselves.
S-0737	Yes I believe we could use this to help families

Q9. Would you support or be interested in new early childhood options (from 6 months to VPK) in this geographic area?

S-0743	Yes.
S-0745	Yes
S-0747	No
S-0748	Yes
S-0749	Yes
S-0752	Yes
S-0755	Yes
S-0756	Don’t have kids that age
S-0758	No
S-0763	Not sure. If there is a need but uninformed on that age range's needs.
S-0767	No opinion
S-0769	Provide buses
S-0770	Yes
S-0771	No
S-0774	Yes
S-0777	If that helps the community.
S-0780	My kids are not of this age but still support it
S-0781	Not personally
S-0782	YES
S-0783	If there is a need.
S-0787	yes
S-0788	Yes
S-0791	Yes, although my children are older. I remember that there are very few VPK options that weren’t in private or church based schools.
S-0794	N/A
S-0795	Yes
S-0799	Yes
S-0805	Yes
S-0807	Yes
S-0808	Yes
S-0812	Yes, this could benefit both community and staff.
S-0814	Not sure
S-0816	No
S-0818	Yes!
S-0819	yes. The area is seriously lacking
S-0821	You don't need that on north Pinellas
S-0828	Not needed
S-0840	Yes
S-0847	Yes. I would support expanding early childhood options in this area, as additional high-quality childcare and early learning opportunities would be a valuable benefit to families and the community.
S-0855	Yes
S-0856	No preference. Both kids went to little cougars and it was a phenomenal program- if we need more then yes!
S-0858	No
S-0866	Yes

Q9. Would you support or be interested in new early childhood options (from 6 months to VPK) in this geographic area?

S-0871	VPK should be equitable and accessible to every family. Every child should have the opportunity to attend a high-quality early learning program, regardless of their income, location, or background, so they can start kindergarten prepared to succeed.
S-0873	Already have one in this area.
S-0874	Yes
S-0877	Maybe
S-0878	Yes
S-0879	Yes
S-0881	N/a
S-0883	Yes but staff get priority. Help our teachers with child care.
S-0884	Yes! Private daycares around the county are an option, but often lack the professional qualifications that employees in the county have obtained. Nurture our youngest learners, and watch that have a domino effect as they grow up.
S-0885	no, as it doesn't apply to me, but I'm not opposed to it.
S-0887	Yes, there seems to be a need in our area for affordable early childhood options.
S-0888	No
S-0892	yes
S-0895	Yes. I would support expanding early childhood options from 6 months through VPK in this geographic area. Early learning opportunities provide important foundations for future academic success, social development, and school readiness. Expanding access to quality early childhood programs can benefit children, families, and the broader school community.
S-0897	No
S-0899	Yes
S-0900	no
S-0901	No
S-0902	Yes
S-0907	No
S-0911	Yes
S-0913	No
S-0914	There’s already options for that in North County. We need options for early childhood in mid and south county
S-0918	No
S-0920	We need options for flex time employees to bring kids to a homeschool school, and pick up 5 hours later -
S-0930	Yes
S-0931	There are lots of options for this already
S-0935	Yes!!! Affordable childcare options are soooo needed.
S-0941	No
S-0944	yes
S-0945	No
S-0946	Yes
S-0950	100%. I think we are losing so many ESE kids to private schools because we fail to provide them with options when they get kicked out of daycare at 1.5-3 years old. We need to expand instruction for these kids even if its for 2 yo and up.
S-0951	that doesnt affect me
S-0954	Yes

Q9. Would you support or be interested in new early childhood options (from 6 months to VPK) in this geographic area?

S-0955	Yes
S-0959	No. This needs to remain with private preschools and not be a part of the school district. If there's state funding available to support this within the school district then it should go to the ELC to be able to support the private preschools and parents' ability to pay for those.
S-0964	N/A
S-0972	Yes
S-0974	Yes! I am a CDA and would totally support this to save our employment. I feel this would benefit a lot of families and staff (if displaced). A good idea even if closures weren't pending!
S-0976	possibly
S-0978	Yes
S-0980	Yes
S-0981	Yes, putting something into an elementary school with lower enrollment would be a good idea. Not just for staff children, but for the community. Offering daycare within schools would help parents from having to drive to different places multiple times a day.
S-0983	Yes
S-0989	N/A
S-0992	Infant care was very hard to find in this county when that was my reality so I think this is an interesting proposal.
S-0993	Yes
S-0999	Yes, I'd be interested in new early childhood options, but only if they're accessible to all families, not just those with more resources. My biggest concern is staffing. Young children need teachers trained in infant, toddler, and VPK development, not just general academics.I'd also want the program to be rooted in developmental science, with age-appropriate care, play, and family support. Otherwise, it could just become a way to get students in the door without enough staff or support.
S-1002	Yes
S-1003	Yes
S-1004	YES
S-1005	Yes
S-1006	If this means more jobs and more DOE funding, absolutely.
S-1009	yes
S-1011	Yes! I think Bear Creek would be a great option for this as we have so many families with young children that struggle to participate in school events. But if their entire family from ages 1-10 could be at the same school I think it would support them tremendously. We already have VPK units so to add in the early childhood option would just make sense for our families.
S-1014	YES
S-1022	Yes
S-1029	Yes
S-1030	There is a terrible shortage of childcare/early education programs for young kids
S-1031	no. not without working model. i have 0-36 month and i did not approve of "daycare". Headstart, or Hippy of FSU are reliable early childhood options i know of.
S-1032	Yes
S-1037	Yes
S-1038	Where it makes sense.
S-1040	Definetly need something more accessible to staff for their children. One per area: South, mid, north

Q9. Would you support or be interested in new early childhood options (from 6 months to VPK) in this geographic area?

S-1041	Yes
S-1042	Yes because it would give MBA's a chance to keep their jobs
S-1043	Yes
S-1044	Yes
S-1045	yes
S-1048	Yes - San Jose could support that in addition to holding school capacity.
S-1049	Yes
S-1050	Yes
S-1051	Yes
S-1056	Yes
S-1062	We already have it
S-1063	Yes
S-1064	No
S-1065	Yes with expanded maternity coverage for new parents up to the 6th month
S-1068	Yes
S-1069	Yes
S-1070	If it meant there would not be an empty building, then yes.
S-1071	Yes this would be great for employees with families
S-1073	No
S-1074	Yes
S-1077	Yes
S-1082	Sure
S-1087	Early childhood education is a proactive investment that benefits, children, families schools, and the broader community
S-1089	Yes
S-1094	Not me. But I love it for lanterns of younger kids
S-1099	Pinellas has to invest in early childhood education.
S-1100	Yes
S-1102	Only if that would help an existing elementary school stay open. It would benefit everyone already at that school to stay where they are and help the community.
S-1108	No
S-1110	Yes
S-1112	Yes
S-1113	No
S-1115	Sure
S-1117	N/A
S-1122	Yes
S-1123	Yes. If there is still a need.
S-1127	Yes
S-1129	No, those are often private ventures and have no business in a government building paid for by residents that did not agree to such things before they were built.
S-1130	yes
S-1132	I would be interested in learning more about what that option would look like.
S-1134	Yes
S-1137	Yes! Please!
S-1141	Yes

Q9. Would you support or be interested in new early childhood options (from 6 months to VPK) in this geographic area?

S-1142	Yes
S-1143	Yes
S-1144	Yes
S-1147	yes
S-1149	Yes
S-1153	No
S-1154	No
S-1155	Sure, new parents need more resources.
S-1158	Yes
S-1159	Yes
S-1162	Yes
S-1166	yes
S-1168	No
S-1169	Yes. As a new parent I would be able to have my son start in the district earlier than Kindergarten
S-1170	Yes
S-1171	Sure
S-1173	Yes
S-1174	No
S-1178	Yes
S-1179	Yes, with employees given priority for enrollment
S-1181	Yes
S-1182	Yes
S-1184	No
S-1190	That would be good
S-1191	Yes!!
S-1192	Yes.
S-1194	Yes!
S-1197	Is it needed? Can the district afford it? We are losing teachers and programs as it is. Reading is still taught in high school because of district policies.
S-1201	Cautiously - this is a whole different conversation with many different considerations and variables with input that must be obtained from developmental experts, not educators; this idea is now moving beyond educational needs.
S-1202	Yes, there are daycares/ECE programs in the area that called and emailed regarding using Bay Point. Apparently the partnership was done behind constituents backs because that announcement was a blindside last night. At every call and email there was “we have no information now. It’s too early.” Perhaps “we have no announcement now but we will not be leasing” would have been more honest.

Q9. Would you support or be interested in new early childhood options (from 6 months to VPK) in this geographic area?

S-1204	No, if people are going to be having babies then they need to step up, parent, and put in the work to help their child develop. THEY need to actively play with, interact with, read to, do things with their children - I do not think ANY school district needs to provide programs for 6mos - VPK because that is just babysitting and enabling- people need to take responsibility for their kids - and for having them. It is not your job, my job, the taxpayers job, my neighbors jog to support the able bodied people having children. Pinellas needs to focus on turning around the schools they have (everyone knows there is no way for a school to be an A when over 30% of students are not proficient in reading and math on national standardized tests).
S-1206	Yes
S-1208	Yes
S-1209	Yes
S-1211	again, put funding in existing schools first but yes
S-1215	Yes
S-1216	I think this is a good idea.
S-1217	I do not have a strong opinion on this issue, as my children are grown and I no longer have firsthand experience with early childhood education programs. However, I would support early childhood options if there is demonstrated community need, sufficient demand from families, and a sustainable plan that provides high-quality care and early learning opportunities.
S-1218	Yes
S-1219	No
S-1221	No
S-1225	Yes
S-1229	Yes
S-1231	Possibly
S-1232	I don't think is needed in this area.
S-1233	Yes
S-1234	There is currently a program at Countryside High School.
S-1235	Yes
S-1236	No absolutely not
S-1240	Absolutely not!
S-1243	Yes
S-1244	No
S-1246	Yes.
S-1249	No. For the most part parents don’t utilize the VPK system, especially in North County..
S-1250	If you have the right teachers and not charge for this.
S-1252	yes, more support for eqrly care is necessary as everyone has to work all the time.
S-1255	No
S-1260	I believe that we have enough childhood options at the moment
S-1261	yes
S-1262	Yes. And in mid-county as well.
S-1263	My kids are long out of this phase but I do think this would be so helpful for local parents (including teacher-parents). More child-care helps parents!
S-1266	Yes
S-1269	It would depend on the cost of care for this age group. Cost of day care especially for multiple children is very costly and often takes up a full paycheck of one working parent.

Q9. Would you support or be interested in new early childhood options (from 6 months to VPK) in this geographic area?

S-1279	I think that students would benefit from mandatory full day VPK/Pre K added to public schools. Many other countries do this.
S-1283	I guess at what cost to traditional schools? I have loved north's schools VPK programs
S-1284	No
S-1285	No
S-1292	Yes
S-1293	No. In our area we have many schools for children of all ages.
S-1295	Yes
S-1297	We have multiple preschools in the area. I don't know if they are taking babies at 6 months. My two grandchildren went to preschool and VPK at the Palm Harbor Methodist Church on Belcher. Other churches offer VPK. There are also two headstart schools in Tarpon Springs.
S-1301	Yes
S-1303	NO
S-1316	Yes!
S-1325	Only if separated from centers already serving teachers children
S-1329	Yes
S-1334	Yes
S-1347	No
S-1350	I think that if we want staff to be moved around and shuffled based on numbers, we should probably help accommodate their own children.
S-1352	yes
S-1356	Yes
S-1357	yes
S-1360	No
S-1363	Yes
S-1368	Potentially
S-1372	Yes
S-1380	Yes with 8 hour day options
S-1382	Yes
S-1384	Yes
S-1387	Yes... we have a need for that
S-1388	Yes, especially affordable care and early education programs where high school students could begin their journey into college of education, they could do hours and or work at the early child development centers.
S-1389	No
S-1391	Yes
S-1392	No. I believe we have sufficient early childhood options available.
S-1396	Yes
S-1398	Yes, I think there is a need for it.
S-1399	not applicable for me at this point but i can see that being beneficial to parents of multiple children.
S-1402	Yes
S-1405	Yes
S-1414	Yes
S-1415	Yes
S-1416	Yes

Q9. Would you support or be interested in new early childhood options (from 6 months to VPK) in this geographic area?

S-1417	Yes
S-1420	Sure
S-1424	Yes
S-1427	Yes, the price of daycare it very high and would help parents
S-1428	No.
S-1431	yes
S-1434	yes
S-1435	Yes
S-1437	yes
S-1439	No. Not needed.
S-1440	no
S-1441	No. We have plenty of wonderful options already.
S-1442	We already have many options in the area.
S-1443	no already have that here
S-1444	No
S-1445	Yes
S-1454	Yes
S-1456	Yes. That should be added to a current school that already has a vpk/pre-K program. This would ensure that other siblings from the home would be enrolled in the same school
S-1457	if it helps parents, teachers and the community.
S-1458	Yes
S-1460	Yess
S-1462	Yes
S-1463	Yes
S-1464	Yes - expanding market share from the private sector, lowering family expenses and setting better wage expectations in the early childhood segment would be a great option to attract younger families to Pinellas County.
S-1466	yes
S-1467	Yes
S-1472	I don’t think so
S-1479	Yes
S-1481	Not needed
S-1482	Yes. Disston would be perfect.
S-1488	Yes
S-1490	This is extremely needed in our county
S-1492	NA
S-1493	No
S-1496	Yes
S-1498	Yes!
S-1502	Support
S-1504	No
S-1506	Yes
S-1517	Yes! Lynch has a great PreK building available for younger students/infants/toddlers.
S-1519	Yes
S-1520	Yes
S-1522	Absolutely

Q9. Would you support or be interested in new early childhood options (from 6 months to VPK) in this geographic area?

S-1525	Yes
S-1527	With lowering student attendance, i'm not sure it's necessary. I have seen a ton of daycares that are struggling with vacancy and a lack of students.
S-1530	Yes
S-1538	This does not affect me, so I have no opinion on it.
S-1539	Yes
S-1542	Yes
S-1543	Yes
S-1544	No, this area has well-regarded day care options and I don’t think an early childhood center would compete well.
S-1545	Yes
S-1547	No
S-1555	Yes, we don't have a accessible option from the district for that in South county.
S-1558	Yes
S-1561	i think that would be a really good idea for working parents as long as the hours worked with their schedules. Along with doing actual market research into what early education options are already available and how likely a public option would be used.
S-1565	Need more information
S-1574	if we could support it
S-1576	No
S-1580	No
S-1583	No
S-1584	Yes
S-1587	Yes
S-1588	No , I would NOT be in support of this
S-1590	Yes
S-1593	Yes
S-1595	This is needed already
S-1597	Yes
S-1598	Yes
S-1600	Countryside high school already has a VPK program for 3 & 4 year old students.
S-1606	No
S-1609	Sure
S-1612	Yes, our youngest was able to attend VPK at Sexton as our zoned school and had a great experience. I feel that the district should research private preschools more and see why they are still in demand and how those programs run as Early Childhood is not the same as Elementary education; early childhood schools should be run and staffed by early childhood professionals and not elementary teachers.
S-1614	No.
S-1618	Yes.
S-1620	Yes
S-1631	yes
S-1632	No
S-1634	Yes - 100%. This is needed and with schools having empty classrooms, we are underutilizing this option
S-1638	Yes if that helps to support the local elementary schools to stay open

Q9. Would you support or be interested in new early childhood options (from 6 months to VPK) in this geographic area?

S-1645	Yes
S-1646	Yes
S-1647	As long as it does not raise my taxes
S-1649	Yes
S-1650	Yes
S-1652	Yes, while I currently am past needing that, our area desperately needs more options.
S-1659	Yes
S-1661	Yes
S-1663	Yes
S-1664	Definitely! It is such a battle to find quality affordable care before free VPK kicks in, so adding 6m-VPK seats would really meet a need in the community.
S-1665	Yes
S-1669	Yes and include arts offerings
S-1670	Yes
S-1671	Yes
S-1672	yes
S-1673	yes
S-1674	Yes. This is a community need.
S-1675	Yes
S-1677	No
S-1678	Yes
S-1679	No.
S-1680	Yes
S-1685	Possibly
S-1687	I don’t know enough about this area or what is being asked of this question. It should be an option for teachers who are parents having a place for child care and development where they work, but not if it’s going to cost more money. I’m also not sure how adding more when Pinellas has less children than before and is trending downward. Is it a need?
S-1688	Yes
S-1690	I don’t know
S-1693	Yes
S-1701	Yes
S-1702	Yes
S-1707	I think it would benefit teachers with young children who are trying to stay in the field.
S-1709	Yes
S-1714	Absolutely. Private daycare has become audaciously expensive for all socioeconomic levels and this would provide a meaningful public service for Pinellas County parents. If you expand this, I believe you will have more loyalty built up with parents by the time kindergarten rolls around to stay within the PCS system versus leaving for private school education.
S-1721	Yes! But the programs need to be high quality.
S-1722	Yes
S-1725	Yes
S-1726	Yes
S-1729	Yes
S-1733	No
S-1740	It is not something that I would need, but it would help serve the community.

Q9. Would you support or be interested in new early childhood options (from 6 months to VPK) in this geographic area?

S-1743	No
S-1744	Yes
S-1753	Yes
S-1754	Yes
S-1756	No
S-1757	Yes
S-1766	That would be wonderful for our young families.
S-1769	Not necessarily, had that been an option but does that solve for the current issue of student enrollment level or more focused early learning readiness. I am not sure I as a community member, parent understands truly the root causes of the issues the schools are experiencing to adequately provide feedback how I would or would not support certain additional programs.
S-1774	No
S-1777	no
S-1782	No
S-1783	Yes
S-1785	Yes
S-1787	Doesn't directly benefit me, but having ONE location to drop off all your children could be instrumental to many families.
S-1788	Yes
S-1789	Yes.
S-1794	Yes but do not need
S-1796	Yes
S-1799	Yes, it will help some families
S-1803	No
S-1806	N/a
S-1807	Yes
S-1809	I no longer require VPK or younger but yes, our area could use more.
S-1811	Yes
S-1812	Yes
S-1815	yes
S-1816	Yes
S-1818	Yes
S-1819	Yes
S-1823	No
S-1825	Yes
S-1826	No
S-1827	Yes
S-1828	yes
S-1829	No
S-1830	Yes
S-1838	Yes
S-1840	Yes
S-1842	Yes
S-1844	yes
S-1845	Yes
S-1846	No does not apply to my situation

Q9. Would you support or be interested in new early childhood options (from 6 months to VPK) in this geographic area?

S-1847	Yes
S-1858	Yes
S-1864	No
S-1865	Yes
S-1870	No
S-1872	Yes—however I believe teachers should be allowed to send their own kids for free or at a heavily discounted rate considering we do not get paid maternity leave.
S-1876	Yes
S-1878	Yes
S-1879	Yes. I support expanding early childhood options, including infant care, preschool, and VPK, if there is sufficient community demand. High-quality early childhood programs can better prepare children for kindergarten, support working families, and strengthen long-term enrollment in Pinellas County Schools by introducing families to the district earlier. Whenever possible, these programs should make use of existing school facilities and be implemented in a financially sustainable way.
S-1882	No
S-1883	Yes
S-1886	No
S-1889	No
S-1890	Yes.
S-1892	Yes
S-1894	Yes
S-1896	Yes
S-1897	We have 2 already. If there is a need.
S-1898	Yes
S-1899	Yes - Extended hours are really needed for childcare programs though... optimally about 7AM - 6PM to allow parents to drop off their child, work a full 8 hour day plus hour lunch, and then maybe make a quick stop on the way back before they pick up their child.
S-1900	Yes
S-1902	N/A
S-1907	Yes
S-1908	Yes
S-1915	Yes the southern region of the county probably could use this.
S-1916	Not currently, as my son is entering VPK this year, but I do think it would be nice for others in the area.
S-1920	No
S-1921	No
S-1923	Neutral
S-1924	Yes
S-1925	No
S-1926	Yes
S-1927	No
S-1930	Yes
S-1931	If parents need it yes.
S-1932	Yes.
S-1934	No opinion

Q9. Would you support or be interested in new early childhood options (from 6 months to VPK) in this geographic area?

S-1936	Yes
S-1937	No
S-1938	Yes. It's much needed
S-1940	Yes
S-1945	Yes
S-1947	Yes
S-1948	yes
S-1949	Yes
S-1950	No
S-1951	No
S-1953	yes
S-1954	No, children older than that already
S-1955	Yes
S-1956	No
S-1957	Absolutely, Seminole Elementary has already started this!!
S-1958	Yes
S-1959	No
S-1960	Yes
S-1961	Yes
S-1962	Yes
S-1963	Yes
S-1965	No
S-1968	N/A
S-1971	If it’s free so that parents can afford to stay in our county to increase enrollment numbers, yes.
S-1974	Yes
S-1975	Yes
S-1980	Yes
S-1981	Yes
S-1984	Yes
S-1985	yes
S-1987	Yes
S-1991	Unsure
S-1993	Yes
S-1995	Yes
S-1997	Indifferent
S-1999	No
S-2002	Noooooo
S-2004	No
S-2006	Yes
S-2007	Yes
S-2008	No
S-2009	Yes
S-2011	Yes!! We need school friendly, budget friendly options for childcare.
S-2013	No
S-2014	No
S-2015	No

Q9. Would you support or be interested in new early childhood options (from 6 months to VPK) in this geographic area?

S-2023	My family will not have a need for this. But I absolutely support offering these services to the community. It seems like an excellent way to utilize excess facility space, while maintaining ownership of the spaces to support any future needs.
S-2026	Yes
S-2028	Yes
S-2029	Yes
S-2031	Yes
S-2032	Yes
S-2033	Yes.
S-2040	I'm indifferent
S-2042	Yes, great idea
S-2043	Yes
S-2044	Yes
S-2046	Yes
S-2052	Yes
S-2053	Yes
S-2054	Yes. Childcare is ridiculous, especially for teachers Expand the program at Largo since facilities are already there.
S-2058	Yes
S-2060	No
S-2061	Yes
S-2064	Yes
S-2066	Yes
S-2067	Yes! That makes sense! Maybe better earlier education would lead to better test scores… oh, but you also still need to pay better to keep the good teachers! I know 7 PCS teachers personally outside of school functions, they don’t teach my kids, 5!!!!! have either a second job and another has a side hustle to make rent.
S-2069	Yes! We do not have any options in the shore acres area bless they are privatized.
S-2070	no
S-2072	The idea seems good, but not sure how or what that would look like
S-2073	Yes
S-2074	Neutral
S-2076	Yes
S-2078	Yes support
S-2081	Yes
S-2085	No
S-2087	not interested
S-2089	Na
S-2090	Neutral
S-2091	Yes
S-2092	Yes
S-2094	No
S-2095	No
S-2097	Maybe
S-2099	Yes
S-2103	No

Q9. Would you support or be interested in new early childhood options (from 6 months to VPK) in this geographic area?

S-2104	I would support it
S-2106	Yes. Early intervention is one of the best investments a school district can make. However, these programs must be staffed by educators who are passionate about early childhood and special education—not simply placed there out of necessity. Blended VPK classrooms should have highly trained teachers, well-paid and well-trained paraprofessionals, and speech, occupational, and physical therapists integrated into the classroom, not just providing occasional pull-out services. The classroom itself should be language-rich and therapeutic, giving children support throughout the day. Investing in high-quality early childhood programs gives children the strongest possible start and can reduce the need for more intensive services later.
S-2107	With declining birth rates, is there population to fill new vpk seats? If so, yes.
S-2109	Yes
S-2110	Yes
S-2113	I think Brooker Creek Elementary has this option already, if not, yes.
S-2118	Yes
S-2119	No
S-2122	Yes
S-2123	No
S-2126	Yes
S-2127	Not personally but I do think it would be good for the area
S-2130	yes
S-2131	Yes
S-2136	yes
S-2137	Yes
S-2139	N/A
S-2140	Yes preferably in a magnet school
S-2145	No
S-2146	Yes
S-2152	yes
S-2153	No
S-2155	Yes, we need more early childhood options!
S-2156	No
S-2157	No
S-2158	Yes, 100%
S-2159	Yes.
S-2161	I think it would be a good option for families but not at the expense of closing schools.
S-2163	Yes
S-2164	No
S-2169	Yes
S-2172	Yes
S-2174	Yes
S-2175	N/A defer to the families in need of this option
S-2179	Yes
S-2181	Yes, this is a great idea
S-2182	Yes
S-2184	yes

Q9. Would you support or be interested in new early childhood options (from 6 months to VPK) in this geographic area?

S-2185	Yes
S-2186	YES!!!
S-2189	Yes
S-2190	No
S-2194	No
S-2198	This does not apply to me but I think it would be a big help to the community and provide jobs.
S-2199	Yes. This is a great idea!
S-2201	Yes
S-2203	Yes
S-2205	Yes we need more childcare options
S-2206	yes
S-2208	No since it was already discussed birth rate is declining
S-2211	Sure
S-2212	Yes
S-2213	Yes
S-2215	Not interested but would support
S-2217	Continuity of care tends to work better for families than patchwork arrangements.
S-2219	More students means more education
S-2222	No
S-2225	No
S-2231	I'm not knowledgeable enough on PK needs to voice an intelligent opinion on six months to VPK
S-2235	N/a but when I had small children, yes!
S-2236	Yes
S-2237	Yes
S-2238	No
S-2241	Yes
S-2243	Absolutely
S-2244	Yes
S-2245	I would support it, but I wouldn't utilize it
S-2247	Yes… support. The shop is closed for new ones!
S-2250	Unfamiliar with what's already being offered in this age range in south cointy.
S-2252	N/A
S-2254	No
S-2255	N/A
S-2257	Support
S-2259	Yes
S-2260	Yes
S-2261	NA
S-2263	No way! Unless it was on its own campus
S-2264	Yes
S-2269	Yes, it is needed. However, needs to be affordable for parents if there is any cost
S-2275	Yes
S-2276	Yes
S-2278	Yes
S-2280	no

Q9. Would you support or be interested in new early childhood options (from 6 months to VPK) in this geographic area?

S-2285	Yes
S-2287	No
S-2289	No
S-2291	yes
S-2293	Yes
S-2295	Yes.
S-2297	No, that is not relevant to my situation
S-2298	Yes. Early childhood education is paramount to long-term success. This is not an opinion, this is research-based. Every preschool child who wants a seat should get one. Period.
S-2304	Yes
S-2305	Yes
S-2309	Yes
S-2310	No
S-2311	I bet many parents would! My children are older.
S-2312	No
S-2313	Yes
S-2314	Yes.
S-2315	yes
S-2316	No
S-2318	Does not apply to our family
S-2319	Yes
S-2321	N/A
S-2322	Yes
S-2326	Yes
S-2327	Yes
S-2328	Yes
S-2329	Yes! More resources for early childhood education is so important.
S-2331	Yes
S-2332	yes
S-2335	Yes
S-2336	Hell, NO! VPK is a scam. It's babysitting for those that won't or "can't" raise their children at home. Don't burn any more resources here, or on your other BS "free breakfast", "free lunch" nonsense. I have never seen so many obese "food insecure" mofos in my life. (Another socialistic scam).
S-2338	Yes
S-2342	Yes
S-2343	Absolutely
S-2345	Yes
S-2348	Yes
S-2350	Yes
S-2351	Yes
S-2352	McMullen booth just opened
S-2356	no. No young children,
S-2358	Yes
S-2359	No
S-2360	Yes

Q9. Would you support or be interested in new early childhood options (from 6 months to VPK) in this geographic area?

S-2361	No
S-2362	yes
S-2363	Yes
S-2365	Yes
S-2368	yes
S-2370	Absolutely not VPK is fine when they’re old enough to be there
S-2371	Yes
S-2372	Yes
S-2373	yes
S-2374	Yes
S-2378	No
S-2379	Absolutely
S-2380	Yes, 100%
S-2385	Yes
S-2388	Yes
S-2389	Yes
S-2392	Yes
S-2393	Yes
S-2396	Yes
S-2397	No
S-2400	No.
S-2402	Yes
S-2403	No
S-2404	Yes
S-2405	Yes
S-2406	Yes
S-2407	yes
S-2408	No
S-2409	No
S-2414	Yes
S-2415	Yes if warranted
S-2416	I think that VPK is very much needed in mid-county. Howeber, when I speak to parents about our programs, they are often unaware that we have a pre-K class. Also, many parents don’t know how to apply. I think Pinellas County Schools would have many more pre-K students if we advertised more. It would be wonderful if we could keep the cost of all-day pre-K down. Some families have told me that they just can’t afford it.
S-2417	If it was affordable and free to teachers
S-2419	Yes
S-2424	Not sure
S-2425	Yes. Affordable early childhood options can make a meaningful difference for working families. Like many parents, childcare costs influence important family and career decisions, and expanding these programs would better support children while strengthening connections with families from the earliest years.
S-2426	No.

Q9. Would you support or be interested in new early childhood options (from 6 months to VPK) in this geographic area?

S-2427	yes
S-2428	Na
S-2429	Sure
S-2431	Yes
S-2432	Yes. I support expanding high-quality early childhood programs because they help children build a strong foundation for future learning. These programs should be affordable, accessible, and available to families throughout the community.
S-2434	Yes
S-2437	No
S-2438	Yes
S-2440	No
S-2443	Yes
S-2444	Yes
S-2445	yes
S-2446	Yes
S-2449	Only if it’s a a way to get into an elementary school and feeds into school like Pasadena, Maderia etc
S-2450	yes
S-2451	No
S-2452	YES! There is a huge need for preschool programs. The only issue for many parents is the school schedule. There also needs to be a safe aftercare option for parents who work until 5.
S-2453	Yes
S-2454	Yes
S-2455	No.
S-2457	Yes
S-2460	Yes, love the idea of doing it at a high school, like countryside.
S-2462	Unsure
S-2463	Yes
S-2464	NO!! 6months old to 4 years old is just glorified babysitting. We currently have 3-year-olds in our school and I think they are too young to be here.
S-2465	Yes but we already have the employee childcare center in this area.
S-2467	No
S-2470	Yes
S-2471	Yes
S-2474	Maybe
S-2475	yes
S-2476	yes
S-2479	Yes
S-2480	Yes
S-2481	Yes, the area between Ozona to Tarpon Springs would benefit from this, we are not close to the other programs.
S-2482	Yes
S-2483	It depends. How many are in the area now? Is it needed in that area? Don't just put something there & find out it doesn't work and now all these people are out of a job & you've just wasted taxpayers money.
S-2484	No

Q9. Would you support or be interested in new early childhood options (from 6 months to VPK) in this geographic area?

S-2489	Yes, if needed.
S-2492	Yes
S-2493	YES!!!!
S-2494	Yes, it will help working parents as long as it's affordable.
S-2495	Yes definitely if it makes it more affordable for child care
S-2496	No
S-2497	yes
S-2499	There is definitely a need.
S-2504	Yes.
S-2506	Yes
S-2507	Yes
S-2509	No
S-2510	No
S-2512	No
S-2513	Yes, I think that could be a good option for students and parents
S-2514	no
S-2518	I would support exploring new early childhood options for children from 6 months to VPK in this geographic area. Expanding access to high-quality early learning opportunities can help children build strong academic, social, and emotional foundations before entering elementary school. Early childhood programs can also provide valuable support for families by offering safe, nurturing environments that promote child development and school readiness. I believe any new options should focus on accessibility, affordability, qualified educators, strong family partnerships, and ensuring that all children have the opportunity to benefit from early learning experiences.
S-2519	Yes
S-2520	yes
S-2523	Yes
S-2524	no
S-2525	Yes
S-2529	yes
S-2530	yes
S-2531	N/A
S-2532	Yes, mid-county is lacking in such a program and it is very difficult for a teacher to take their child to one of the two established programs if it is driving in the wrong direction for work.
S-2533	Yes
S-2534	no
S-2535	Yes
S-2537	Yes
S-2538	Yes
S-2539	no
S-2540	Yes
S-2541	There are plenty of daycare/preschools in the area. I think working with Early Learning Coalition of Pinellas, John Hopkins All Children's Early Steps or Head Start to see how we can assist families with early intervention for infants with disabilities. Maybe some of the closures can be utilized for therapy needs.
S-2545	Not sure, does not affect me

Q9. Would you support or be interested in new early childhood options (from 6 months to VPK) in this geographic area?

S-2547	Yes, if there is interest
S-2548	Yes
S-2549	Possibly
S-2551	Yes
S-2555	YES. Perhaps offering an early childhood option in a high school and offer an educational path that takes someone to early childhood education, teaching, or pediatric care.
S-2556	No
S-2557	no
S-2558	Yes
S-2560	No! I think 3 years and up.
S-2563	Yes
S-2564	Yes
S-2567	Yes
S-2570	Indifferent
S-2575	Yes
S-2579	Yes
S-2581	If that means that working parents have a safe place to leave their children while they go to work then yes, of course.
S-2582	Yes, the closest center for staff is in Pinellas Park, which isn't helpful for south county teachers.
S-2583	That would be very helpful for working parents with babies.
S-2585	Yes. I would have appreciated this when my children were younger.
S-2586	Yes
S-2587	Yes
S-2591	No
S-2592	Yes! Childcare is nearly non-existent in my area.
S-2594	Yes
S-2598	yes
S-2600	yes
S-2604	Yes
S-2607	I think that would be great as there are more kids I am sure that need the assistance early on and could get it in time to be able to succussed more in school as they move on.
S-2609	possibly but I have questions about this option and would it would do to family child care providers and childcare centers as far as the impact it would have on those businesses
S-2610	No preference
S-2612	Yes
S-2614	Sure.
S-2616	yes, even though I won't need it. The costs of daycare went through the roof after covid and they management of those centers were lax at times.
S-2619	Maybe
S-2620	Yes
S-2623	yes
S-2624	YES
S-2628	Yes!
S-2629	My kids are too old. But I would have loved it when they were little!
S-2631	No
S-2632	Yes

Q9. Would you support or be interested in new early childhood options (from 6 months to VPK) in this geographic area?

S-2634	Yes
S-2635	yes!
S-2637	No preference
S-2638	Yes
S-2640	Yes
S-2641	No
S-2642	Yes
S-2643	yes
S-2646	Yes
S-2648	Yes
S-2649	Yes
S-2650	Yes
S-2652	Yes
S-2654	Yes
S-2655	yes
S-2657	Yes
S-2658	Yes
S-2662	Yes
S-2663	yes
S-2664	It's a necessity for many parents, so it would be awesome to consolidate VPK's through K-5.
S-2665	No, who's paying for this? If you're closing campuses how do you have money for six months to VPK seriously you want the Taxi to be babysitter so badly and then on the other hand, you literally complained that there's not a big enough budget for it no, no no no no taxpayers are not gonna raise peoples children that's on their own from six months to VPK. No those families have to figure that out just like I had to figure it out and the mother's before we had to figure it out those are the sacrifices that you made. It is not the taxpayers responsibility to watch your child for you. Are you kidding me absolutely not let's focus on kindergarten through 12th grade and get that figured out before we rope in six months to VPK are you serious?
S-2667	Yes, I am a prek educator. ECE is important
S-2668	no
S-2671	Yes. My youngest attended pre-k 3 and vpk at Lake St George elementary and it was a wonderful experience. I think expanding that program is a great idea and would help people with childcare shortages and costs.
S-2672	Yes
S-2673	YES ABSOLUTELY
S-2674	yes
S-2678	Yes. East Lake High used to offer this before the middle school was built on their campus.
S-2679	Sure
S-2680	yes
S-2682	Yes 100%
S-2683	Yes
S-2689	We have the Pinellas secondary one, but I could see an area with a higher level of birthrates and families might like the option of having 6months to VPK in a local school to help with childcare needs and keeping their children in the same area as their older kids.
S-2690	YES,YES, YES, YES, YES, YES!

Q9. Would you support or be interested in new early childhood options (from 6 months to VPK) in this geographic area?

S-2691	Yes
S-2694	Yes
S-2695	If the new early childhood options serve the greater community and are not just for the children of school employees.
S-2696	no
S-2698	Yes, if they are needed in the area, but I think our current funding should go towards K-12 or possibly VPK. If there is additional funding from the state for those age levels that would be great.
S-2699	Yes
S-2701	sure
S-2704	yes
S-2705	Yes
S-2706	Always.
S-2709	Sure.
S-2710	I would support expanding early childhood options, including programs serving children from infancy through VPK, if there is sufficient community need and sustainable funding. High-quality early childhood programs can have a positive impact on school readiness and long-term student success. I would want to ensure these options are accessible to families and do not negatively impact existing schools or programs.
S-2711	Yes, early childhood interventions and structured programs are important for kindergarten readiness.
S-2712	yes
S-2714	yes
S-2715	If it included displaced or non renewed staff, yes
S-2716	Yes, with lower rent for those to be able to live in the area not just go to school in the area
S-2719	Yes
S-2720	Yes, early childhood education reaps big academic, social, and emotional returns.
S-2723	yes
S-2724	Yes, as long as they focus on play based learning with low to no emphasis on early academics
S-2725	Yes
S-2726	Yes
S-2727	No opinion
S-2733	no opinion
S-2734	Yes
S-2735	I'm not sure I think it's a good idea for a child that young to start their educational journey before VPK.
S-2736	Yes
S-2740	Yes
S-2741	No
S-2742	YES
S-2743	Yes
S-2744	Yes
S-2746	Yes those programs are vital to young families. As long as it’s not charter magnet etc
S-2747	Yes

Q9. Would you support or be interested in new early childhood options (from 6 months to VPK) in this geographic area?

S-2748	Yes. I strongly support expanding early childhood education in this area. Investing in children from infancy through VPK strengthens school readiness, improves long-term academic outcomes, and supports families. Early childhood programs are an important investment in the future of our community.
S-2749	N/A
S-2751	Probably
S-2752	I think the area could use it, but I wouldn't work there
S-2755	Yes
S-2758	Yes
S-2760	No
S-2762	yes
S-2765	No
S-2768	Yes
S-2770	Yes
S-2771	Only if we're free to low income and single Mothers or single Fathers.
S-2772	Yes and options for a staff school further south for young teachers and district staff.
S-2774	Absolutely
S-2775	no child that age so no opinion
S-2777	no
S-2778	Sí
S-2780	yes
S-2781	yes
S-2784	Yes
S-2785	I think more school should have the PreK3. But no, I rather use a private childcare for 6 months to VPK.
S-2786	Yes
S-2787	No
S-2788	no
S-2789	yes
S-2790	Yes
S-2794	Yes. I would also support if it was connected to a High School and created ECE training opportunities for HS students.
S-2796	so long as this isn't a result of closing a school.
S-2799	Yes!
S-2800	Yes, I believe it is needed in this area
S-2801	Sure
S-2803	Absolutely
S-2804	Yes
S-2805	Yes, if you have staff committed and dedicated to working with children that age as it can be a challenge and I want to ensure that our children are properly cared for.
S-2807	No.
S-2809	no
S-2810	Sure
S-2811	yes
S-2813	Yes.

Q9. Would you support or be interested in new early childhood options (from 6 months to VPK) in this geographic area?

S-2819	Yes
S-2821	Yes
S-2828	YES!
S-2830	Yes
S-2833	Yes
S-2836	No
S-2838	Not for us, but it seems like a valuable thing for families with young children
S-2839	Yes, I believe that is something this area is lacking.
S-2842	Yes.
S-2845	es. I would support expanding early childhood options, including programs for children from 6 months through VPK, in the Mid-County area. Increasing access to high-quality early learning opportunities helps prepare children for kindergarten, supports working families, and promotes strong academic and social development from an early age.
S-2847	Yes
S-2849	yes
S-2850	Yes
S-2851	Yes
S-2856	Yes, we need more if this model.
S-2857	Yes
S-2860	Yes as a priority
S-2861	This doesn't impact me directly. However, if this financially improves our district and provides options for families that require these age-levels of care, then I believe it might be a good idea.
S-2862	Yes
S-2865	Yes, but this does not impact me.
S-2867	Dependable and high quality child/infant care is needed. YES
S-2868	Does not apply to us
S-2873	I think it would be utilized!!
S-2874	Yes, I would support any options that benefit children in their growth and education at all ages.
S-2875	Yes
S-2877	Yes, but I would not take advantage of this service, personally.
S-2878	Yes
S-2881	Yes
S-2883	yes
S-2885	Yes
S-2890	Yes
S-2891	Yes
S-2893	Yes
S-2894	No
S-2895	Yes
S-2896	No.
S-2899	Yes!!
S-2900	Yes
S-2903	No
S-2904	Si
S-2914	Yes

Q9. Would you support or be interested in new early childhood options (from 6 months to VPK) in this geographic area?

S-2916	Yes
S-2917	in elementary schools
S-2919	Yes
S-2920	Yes
S-2921	My kids are in middle school so it would affect me. I have no opinion on this.
S-2924	No
S-2926	Yes
S-2931	yes
S-2932	I would support this if it meant community partners were the ones running the early childhood options and not through the school district. If the school district opened more, they would force many preschools in the area to close from taking their enrollment.
S-2938	I support
S-2939	No
S-2941	I will not be needing VPK after this year, however, I feel that there definitely should be more options, it was so difficult to find a school near me with availability to get in, for both of my kids, four years apart. There need to be more options for VPK.
S-2945	yes
S-2946	YES
S-2947	yes, as long as it provided affordable care to families, if opened to the public.
S-2948	Yes
S-2949	No
S-2951	Yes
S-2961	Yes
S-2962	Yes. I would support expanding early childhood education options in North County, including programs serving children from infancy through VPK. Investing in high-quality early learning opportunities helps build a strong educational foundation, supports working families, and promotes children's academic and social development from an early age.
S-2964	yes
S-2966	Yes
S-2967	Yes
S-2971	Yes, offering cost efficient childcare for district employees and the community would be beneficial to helping families stay in Pinellas County. Perhaps, partnering with businesses, county and city government to provide this benefit for their employees as well.
S-2976	not really
S-2977	I think there might be a need of affordable early childhood care in the area.
S-2979	yes
S-2980	Yes
S-2982	Possibly
S-2983	Support this idea of new early childhood options, this may keep more families attending public school with connected options.
S-2985	Yes
S-2986	I believe it is a good idea to offer VPK for 3-4 year olds. I'm not sure about as early as 6 months.
S-2987	Yes, I would support any proposal that positively impacts students' academic development and overall growth throughout their educational journey.
S-2989	yes

Q9. Would you support or be interested in new early childhood options (from 6 months to VPK) in this geographic area?

S-2990	Yes
S-2991	sure
S-2992	very much so, finding good/safe/educational childcare is very hard.
S-2993	yes
S-2996	Yes!
S-2999	Yes
S-3000	Yes
S-3001	Yes, there are limited options especially for children under 2
S-3002	Yes
S-3004	Yes
S-3005	I think that would be very helpful for the working families in the area.
S-3006	No because I would need longer hours. I don't like YMCA for my younger child. Having her at a daycare means less tradition and more accountability among staff because they're teachers not teens.
S-3015	Yes
S-3017	Yes
S-3020	Yes
S-3021	Yes, I would support any options that benefit children in their growth and education at all ages.
S-3022	Yes
S-3024	Yes
S-3025	No interest as I do not have any children within that age group
S-3026	Yes
S-3027	Yes
S-3028	Yes
S-3029	No
S-3030	Yes
S-3032	Yes
S-3034	No
S-3035	Yes
S-3036	Yes, very much.
S-3037	No
S-3038	Yes. This age group seems very underserved in our area.
S-3039	This question doesn’t apply to me as my children are older.
S-3041	Yes - especially to support PCS staff but also the general public.
S-3042	yes
S-3044	yes
S-3045	No
S-3049	Only if the demographics in the area show that there are enough students to support it
S-3053	Yes
S-3054	No.
S-3056	yes
S-3058	Yes
S-3059	No. I am not interested in new early childhood options in this geographic area. I believe the district’s priority should be on maintaining and strengthening the programs and schools that already serve K–12 students.
S-3061	Yes

Q9. Would you support or be interested in new early childhood options (from 6 months to VPK) in this geographic area?

S-3063	Yes
S-3064	Sure
S-3067	no
S-3070	No opinion
S-3072	Yes. We've had a great experience with an early childhood program that combined daycare and preschool. Expanding quality early learning options would benefit both children and families.
S-3074	Yes
S-3076	Yes, I'd support the new early childhood education option in this area.
S-3078	No
S-3079	Yes
S-3081	Yes
S-3084	Yes
S-3085	yes
S-3087	N/A for my family
S-3090	Yes
S-3091	No. The amount of early childhood programs are not an issue in the area. Program quality and cost are issues in the area.
S-3092	Yes
S-3094	Yes that is very much needed in the Gulfport area
S-3095	No.
S-3096	Yes
S-3097	yes
S-3098	Yes
S-3099	Yes
S-3100	Yes.
S-3101	Very much support additional resources for early childhood in whatever formats they can be developed, there is a shortage and more resources / sites would be welcomed by many.
S-3105	Yes
S-3106	No
S-3109	yes
S-3110	Yeah
S-3111	Yes.
S-3114	not at this time, Eastlake corridor needs a dedicated middle school
S-3119	Yes
S-3120	yes if its a demand to attract more people to have more kids to feed into the school system, but you also have to leave out options. Pinellas County Schools' daycare and early learning programs can be beneficial, depending on the logistics, cost, and how they are implemented. If they truly support families and the community, they are worth investing in. If not, they may not be necessary. A more effective approach could be combining these into a Pre-K through elementary program for better continuity and efficiency.
S-3121	YES, 1000X TIMES YES
S-3123	Yes
S-3124	Maybe

Q9. Would you support or be interested in new early childhood options (from 6 months to VPK) in this geographic area?

S-3125	No. VPK 3 enrollment is down in PCS because residents can't afford it. This is not necessary now.
S-3126	Absolutely. The earlier that a child can benefit from more educational opportunities the better.
S-3127	no kids belong at home at that age
S-3128	Yes.
S-3131	N/A
S-3132	Yes, but there would also need to be childcare. Working parents cannot shuffle their kids around in the middle of the day.
S-3133	Yes
S-3134	Yes
S-3135	No
S-3137	Yes
S-3139	Yes
S-3141	Yes
S-3142	Yes
S-3144	You should have done that at countryside highschool. They had the little cougars program where they had students getting early education certifications. To me that is the way to do it, incorporate it into highschool curriculum so highschool students can get educated and help educate the younger students.
S-3145	yes
S-3146	No
S-3147	Yes
S-3152	Definitely
S-3153	Yes
S-3155	Yes, as the early childhood education can not only provide support in early education/scholastic learning, it can also provide early support for other things like social skills for young children.
S-3157	No
S-3159	Yes but I don't necessarily think they should be combined with an elementary or secondary school.

Q10. Would you support, or be interested in, early childhood options (from 6 months to VPK) located on a repurposed campus that serves only early childhood students?

P-08	Yes and also in South County
P-09	No. Wih birth rates deciling how would open early childcare centers be a solution
P-13	Yes
P-14	yes
P-21	Collaborate with FL Early Steps Program to house early interventions for future PCS students.
P-22	Yes & maybe incorporate special needs.
P-23	Yes and plus childcare
P-36	Yes. Makes sense to do.
P-37	Yes, but putting it on K-5 builds community and citizenship.
P-38	yes
P-39	Yes!
P-40	Have inside HS. That's what made me get into education.
P-41	What about early childhood edu. centers/programs on HS campuses in conjuntion with curricular for HS students(fully supervised) as experiece/training for HS, simultaneously?
P-51	I would love to support early childhood options.
P-52	Yes, possibly. But would want it accessible to low SES families, not just higher SES and numbers for teachers
P-53	Yes! All early childhood options are wanted and needed.
S-0005	No. I think the needs of the current school population should be the priority.
S-0006	Yes.
S-0008	Yes
S-0009	Even including this on an elementary campus, perhaps.
S-0010	No preference on this
S-0011	Yes
S-0022	Yes
S-0023	No
S-0024	Yes
S-0026	No, now you’re opening a daycare???
S-0030	Yes
S-0031	Yes, repurposing and utilizing available resources (when feasible) benefits all!
S-0032	Do you really want to have 300-400 students under 5 yrs all in the same buildings at the same time?? I think parents are more concerned about middle and high school.
S-0034	Yes
S-0035	Yea
S-0037	Yes
S-0038	Yes, if the demand is needed
S-0039	Yes
S-0040	Yes
S-0045	Maybe if it makes fiscal sense
S-0047	Yes north near sawgrass or lynch area, maybe
S-0048	If it works financially
S-0049	Yes
S-0051	Yes
S-0052	Yes
S-0056	Yes great idea!

Q10. Would you support, or be interested in, early childhood options (from 6 months to VPK) located on a repurposed campus that serves only early childhood students?

S-0057	As long as it’s profitable for the district I don’t see a problem.
S-0058	Yes
S-0059	Yes
S-0060	Yes
S-0067	Yes
S-0069	Yes please
S-0072	Yes
S-0075	yes
S-0076	Yes
S-0077	No
S-0078	Yes, it can help in the development of a child's education.
S-0079	Yes
S-0083	Yup
S-0085	If there is interest
S-0088	Yes
S-0091	Yes
S-0092	Again, if professional pay and benefits are provided with union negotiation.
S-0102	Sure
S-0104	Yes.
S-0107	Similar response - so early childhood centers/daycare for community, employees, or both?
S-0115	Yes
S-0121	Yes
S-0123	Yes
S-0126	Yes
S-0127	No
S-0128	Yes
S-0133	Yes
S-0134	Yes
S-0135	I would support it at an elementary school
S-0136	At this time our family would not be interested in this option.
S-0137	Yes
S-0138	I do not believe that will work as well as placing them in an acting elementary school. Parent want comfort in drop offs across ages and do not like change. The family feeling and community in a school would increase even more if a school could offer early through middle. Let the high schools stand alone.
S-0142	Yes
S-0146	Yes
S-0147	Yes
S-0152	Yes
S-0163	If there is a building that needs to be repurposed this can be a good option for the school staff and the neighborhood.
S-0164	Yes
S-0168	Yes
S-0169	As long as the students aren't relocated to a campus that is a long distance away, and doesn't cause overcrowding at the new location.
S-0174	Yes

Q10. Would you support, or be interested in, early childhood options (from 6 months to VPK) located on a repurposed campus that serves only early childhood students?

S-0179	Yes
S-0181	No
S-0186	Yes
S-0187	No
S-0189	No
S-0191	Yes
S-0196	Does not apply to me. My kids are older
S-0199	Yes
S-0201	Yes
S-0202	Yes
S-0205	Yes
S-0208	Yes
S-0209	Yes
S-0210	Yes
S-0214	No
S-0224	Yes
S-0226	If there is enough demand
S-0231	No
S-0233	Yes! And why not have an Early Childhood Education program at a local north county high school where hs students can earn their CDA and be future employees! Why close a successful program that offered this at Countryside HS?!
S-0234	No
S-0238	No
S-0240	yes- I also think a great option would be to have these young ones and do adult daycare for elderly that shouldn't be home alone all day. So many benefits by interactions with both of these age groups.
S-0242	Yes
S-0247	No
S-0250	Not applicable, but may be a good idea for staff and the parents choosing to send older children out of zone.
S-0251	No
S-0253	No
S-0258	No, middle school needed
S-0259	Yes
S-0265	Would need more information
S-0270	No
S-0271	Yes
S-0273	Sure.
S-0275	Yes. This is a good use for a closed elementary school.
S-0277	Yes
S-0280	No
S-0281	Yes
S-0282	No
S-0289	Yes
S-0290	Yes

Q10. Would you support, or be interested in, early childhood options (from 6 months to VPK) located on a repurposed campus that serves only early childhood students?

S-0301	Yes. I would support an early childhood campus dedicated to serving children from 6 months through VPK if it expands access to high-quality early learning opportunities. A dedicated campus would allow programs and facilities to be designed specifically for the developmental needs of young children while creating a strong foundation for future academic success.
S-0303	Yes
S-0306	Maybe, I would need more information
S-0307	Dedicated early childhood campuses seem like a better option than mixing with an existing school campus.
S-0310	Yes
S-0312	Yes
S-0313	I would be interested in this option if there is a demonstrated need in the community. A dedicated early childhood campus could provide high-quality learning experiences for our youngest children, support kindergarten readiness, and make good use of an existing facility. Any decision should be based on community demand, long-term sustainability, and the educational benefits for children and families.
S-0315	Maybe
S-0317	No
S-0323	I think that would hurt the district in the long run more than it would help, but we could remediate that. We have poor attrition between Pre-K and Kindergarten as is. If we further divide them from our K-5 population it naturally causes more attrition. If instead we added the program and changed the school to a primary school, serving students 6 m.o. Through 3rd grade where the class sizes change, then it may be a good idea as it would provide a more stable transition point for parents who often choose school choice options in 4th grade due to increased class sizes allowed by the state.
S-0324	Yes
S-0329	Yes
S-0333	Yes
S-0335	That wouldn’t be a bad idea
S-0336	As long as it is in the best interest of all students in the neighborhood
S-0338	Yes
S-0340	Not necessary - little ones can be kept separate on any campus
S-0347	No
S-0357	Yes
S-0361	Yes, however, if open to the public, it should be run by PCS staff, not a private entity.
S-0364	Yes but it will be way harder to fill an elementary school with that many littles
S-0367	Yes
S-0369	Sure
S-0374	Yes
S-0378	Yes
S-0380	yes
S-0381	Yes
S-0383	No, I think parents would like more affordable preschool options in their area, but they would be more apt to bring children to a campus where they can meet their child's future teachers and build community early on as well as having all their young children at 1 location for easier pickup and dropoff
S-0388	Need more information

Q10. Would you support, or be interested in, early childhood options (from 6 months to VPK) located on a repurposed campus that serves only early childhood students?

S-0392	Maybe, but I feel that for many with multiple children this is still very inconvenient and doesn't solve my issue, which is no time to transport children and get to work on time. The qualities that would sway me to switch from private daycare provider to a closer, cheaper one would be if it conveniently fit into my existing situation. If I already had a child in a neighborhood or nearby public school, I'd be more likely to switch my younger child there. The lower cost and closer location is only a benefit second to the convenience (when it comes to disrupting an existing care setup). If I didn't yet have kids and was planning to, I would be more likely to put my children in public schools if the convenience of location was a benefit.
S-0393	Yes
S-0395	No, I think parents would like more affordable preschool options in their area, but they would be more apt to bring children to a campus where they can meet their child's future teachers and build community early on as well as having all their young children at 1 location for easier pickup and dropoff
S-0396	Great use of a facility.
S-0401	Unsure
S-0404	Yes, if viable
S-0405	No
S-0409	Yes
S-0416	Yes
S-0417	No
S-0428	If it makes sense. It may help with school traffic issues also.
S-0436	No
S-0443	Yes
S-0446	I don't like the idea of doing for outside PCS families
S-0448	Absolutely not! Stop talking people’s lively hoods!
S-0457	Yes
S-0458	No
S-0459	Na
S-0469	No
S-0470	Yes
S-0479	No
S-0480	No
S-0483	Yes
S-0487	No
S-0488	No
S-0489	Yes
S-0495	No
S-0501	Yes
S-0509	Yes (or just add them onto an elementary school that is running at low capacity)
S-0511	Yes
S-0512	Yes
S-0516	Yes
S-0519	No
S-0523	Yes
S-0526	Sure
S-0528	Yes

Q10. Would you support, or be interested in, early childhood options (from 6 months to VPK) located on a repurposed campus that serves only early childhood students?

S-0529	yes
S-0532	No
S-0533	Yes
S-0534	Yes.
S-0538	No
S-0545	No
S-0549	Sure
S-0551	No
S-0552	Yes
S-0558	No
S-0559	Yes
S-0565	Yes
S-0567	Fabulous idea
S-0569	Yes
S-0570	Yes
S-0571	Yes.
S-0573	Yes
S-0577	Yes
S-0578	Yes. I will support anything that keeps parents and families in public schools.
S-0580	yes
S-0581	Yes
S-0586	Yes
S-0588	Yes take VPK out of elementary schools and creat their own school
S-0590	YES
S-0593	N/a
S-0595	No
S-0598	Yes
S-0599	yes
S-0603	Yes
S-0609	Sigh !
S-0611	yes
S-0613	No
S-0614	Yes
S-0624	Yes
S-0627	Yes
S-0634	Not sure
S-0636	I would support, especially for giving the opportunity to caregivers with six mo plus children.
S-0637	Yes
S-0651	Yes
S-0653	No
S-0654	No
S-0656	Yes
S-0660	YES
S-0665	Don't think so
S-0666	Yes
S-0667	Maybe.. That's a lot of space...

Q10. Would you support, or be interested in, early childhood options (from 6 months to VPK) located on a repurposed campus that serves only early childhood students?

S-0674	Yes. Repurposing an existing campus to serve only early childhood students could be a great opportunity to expand access to high-quality early learning while making good use of existing district resources. A dedicated early childhood campus could provide developmentally appropriate spaces, specialized staff, and strong family engagement opportunities from the earliest years. Building relationships with families before kindergarten allows Pinellas County Schools to support students earlier and create a stronger foundation for future academic success.
S-0678	no
S-0679	Potentially, however the benefit of having PreK on an Elementary campus is its convenience for families.
S-0681	Yes
S-0682	No
S-0683	Yes
S-0684	I would need additional details on how this affects Pinellas County schools, staff, students, and families.
S-0693	No
S-0704	Yes.
S-0705	Sure
S-0707	yes
S-0712	Yes. But a public one, not a charter or private
S-0715	Yes
S-0718	Not sure there is that large of a need based on birth rates. I don’t understand it fully, but I know there are safety and security concerns I’d located on a traditional campus.
S-0719	Yes
S-0721	Yes
S-0724	Yes
S-0730	Yes! Hire qualified teachers, not babysitters or day care workers.
S-0731	Yes
S-0734	Yes
S-0737	Well you already have campuses you have previously closed. Maybe use one of those without closing another one to create overcrowding which you then feed those children into.
S-0743	Absolutely!
S-0745	Yes
S-0747	I don't want my child's neighborhood schools closed. I can see maybe adding early childhood education to an elementary school in a separate building from the elementary school kids, like how Sexton Elementary has a separate building. Maybe VPK could be in the main elementary building but everything else would be in the smaller building.
S-0748	As long as every child safety is priority
S-0749	Yes
S-0752	Yes
S-0755	Yes
S-0756	Don’t have kids that age
S-0758	No
S-0763	Again, not sure.
S-0767	No opinion
S-0769	Provide buses

Q10. Would you support, or be interested in, early childhood options (from 6 months to VPK) located on a repurposed campus that serves only early childhood students?

S-0770	Yes
S-0771	No
S-0774	Yes
S-0777	Is it going to become affordable? If you don’t choose to reflect on the real issues within the school system and it forces more closures and more decline in attendance?
S-0780	Yes
S-0781	No
S-0782	YES
S-0783	Maybe
S-0787	yes
S-0788	Yes
S-0791	Yes if that campus has a low attendance and is not being utilized appropriately.
S-0794	If needed
S-0795	Yes
S-0799	Yes
S-0807	Yes
S-0808	Yes
S-0812	Yes, absolutely I would.
S-0814	Not sure
S-0818	Yes
S-0819	yes
S-0821	Yes
S-0828	Possibly
S-0847	Yes. I would support dedicated early childhood campuses, as they provide an environment designed specifically for young children's developmental and educational needs while giving families more childcare options.
S-0855	Yes
S-0856	I really like the fact that the high school students in the program worked with both my children in smaller groups when they were in the programs
S-0858	No
S-0866	Not sure
S-0871	VPK should be equitable and accessible to every family. Every child should have the opportunity to attend a high-quality early learning program, regardless of their income, location, or background, so they can start kindergarten prepared to succeed.
S-0873	Yes
S-0874	Yes
S-0877	Yes if teachers are paid the same
S-0878	Yes
S-0879	Yes
S-0881	N/a
S-0883	Yes.
S-0884	Yes.
S-0885	see previous answer
S-0887	That would depend on the cost of repurposing the campus, the demand for early childhood services.
S-0888	No

Q10. Would you support, or be interested in, early childhood options (from 6 months to VPK) located on a repurposed campus that serves only early childhood students?

S-0892	yes
S-0895	Yes, I would support early childhood options located on a repurposed campus if a thorough cost analysis demonstrates that this is the most responsible use of district resources. However, the district should prioritize ensuring that current K–12 schools, particularly those in aging facilities, have safe and functional learning environments before investing significant funds into repurposing campuses for new programs. Any repurposing effort should consider long-term costs, facility needs, and the overall impact on all students.
S-0897	No
S-0899	Yes
S-0900	no
S-0901	No
S-0902	Unsure
S-0911	Yes
S-0913	No
S-0914	Only if the campus is currently not functioning as a school. If it means closing a school to convert it to early childhood, then no. Build a school for early childhood.
S-0918	No
S-0920	Yes
S-0930	Yes
S-0931	No
S-0935	Yes
S-0941	No
S-0944	yes
S-0945	No
S-0946	Yes
S-0950	Yes
S-0954	Yes
S-0955	Yes
S-0959	No. This needs to remain with private preschools and not be a part of the school district. If there's state funding available to support this within the school district then it should go to the ELC to be able to support the private preschools and parents' ability to pay for those.
S-0964	N/A
S-0972	Yes
S-0974	Absolutely!!
S-0976	possibly
S-0978	Maybe
S-0980	Yes
S-0981	Yes
S-0983	Yes
S-0989	N/A
S-0992	Sure.
S-0993	Yes

Q10. Would you support, or be interested in, early childhood options (from 6 months to VPK) located on a repurposed campus that serves only early childhood students?

S-0999	Similar concern as previous. However better option might be offering early childhood programs in several schools across the district, with transportation available, so access is not limited by where families live. That would make it more equitable and easier for more children to benefit.So my view would be: a single specialized campus could work, but only if access is truly solved. Otherwise, spreading the option across multiple schools is probably the better choice because it's more reachable for families.
S-1003	Yes
S-1004	Yes
S-1005	Yes
S-1006	In the meeting, the graph said that there are close to 45,000 seats in PCS that are empty and could be filled. Is there not room for early childhood at existing schools if they have that unfilled capacity?
S-1011	Yes, a staff only early childcare for South and North county would be very helpful.
S-1014	YES
S-1022	Yes
S-1029	Yes
S-1030	Yed
S-1031	yes, please add kidnergarten.
S-1032	Yes
S-1037	Yes
S-1038	Yes
S-1040	Not sure about numbers for this one
S-1041	Yes
S-1042	Yes it would be helpful
S-1043	Yes
S-1044	Yes
S-1045	yes
S-1048	No
S-1049	Yes
S-1050	Yes
S-1051	Yes
S-1056	Yes
S-1062	No
S-1063	Yes
S-1064	No
S-1065	Yes
S-1068	Yes
S-1069	No
S-1070	Would support
S-1071	Yes
S-1073	Yes
S-1074	Yes
S-1077	Yes
S-1082	Yes

Q10. Would you support, or be interested in, early childhood options (from 6 months to VPK) located on a repurposed campus that serves only early childhood students?

S-1087	If the repurpose campus expands access to affordable, high-quality early childhood education, improve school, readiness, outcomes, and leverage strong, community partnerships, I will strongly support consideration of this model within the districts, long-term planning efforts
S-1089	Yes
S-1094	Not me, but 15 years ago I would have loved it
S-1099	Consider McMullen
S-1100	Yes
S-1102	Who's paying for this? We don't have enough money now to give teachers decent raises. In this political climate, you can't count on funding from the state or federal government to last (if you can even get it in the first place). So I say, vehemently NO. Use whatever magic money you're thinking of using for this to give teachers REAL, meaningful raises.
S-1108	No
S-1110	Yes
S-1112	Yes
S-1113	No
S-1115	If the demand is there
S-1117	N/A
S-1122	Yes
S-1123	Yes, if there is a need.
S-1127	No
S-1129	See previous answer, that’s a no
S-1130	yes
S-1132	I would be interested in learning more about what that option would look like.
S-1134	Sure
S-1137	Yes! Westgate elementary please! Both staff and community would utilize this and we already have as low as a 3s class
S-1141	Yes
S-1142	No
S-1143	Yes
S-1144	Yes
S-1147	yes
S-1149	Yes
S-1153	No
S-1154	No
S-1155	Yes, this sounds like a great idea given it is affordable and within pinellas’ already stretched budget. These teachers need to be compensated and provided with the appropriate support for early childhood students.
S-1158	Yes!
S-1159	Yes
S-1162	Yes
S-1166	yes
S-1168	Yes
S-1169	Yes
S-1170	No
S-1171	Sure
S-1173	Yes

Q10. Would you support, or be interested in, early childhood options (from 6 months to VPK) located on a repurposed campus that serves only early childhood students?

S-1174	May be
S-1178	Yes
S-1179	Yes, often students and staff in these programs on a shared campus are sometimes left out of activities due to various reasons. Having a campus dedicated to the youngest learners could give them plenty of space and the full attention so to speak of the school.
S-1181	Absolutely
S-1182	Yes
S-1184	Maybe
S-1190	I feel all schools should have one
S-1191	Yes
S-1192	Yes.
S-1194	Yes.
S-1197	Maybe. Need more information.
S-1201	Again, cautiously; this domain does not fall under educator responsibility.
S-1202	Yes, especially for the youngest - 6mths to 2yrs. There's a huge shortage in Pinellas for those ages
S-1204	NO, NO, and NO
S-1206	Yes
S-1208	Yes
S-1209	Yes
S-1211	probably if it includes free/low cost tuition even before VPK
S-1215	Yes.
S-1216	I do not have an issue with this possibility.
S-1217	I do not have a strong opinion on this proposal, as my children are grown and I no longer have firsthand experience with early childhood education programs. However, I would be open to the concept if there is demonstrated community need, a sustainable operational plan, and evidence that a dedicated early childhood campus would provide meaningful benefits for children, families, and the surrounding community.
S-1218	Yes
S-1219	No
S-1221	No
S-1225	Yes
S-1229	Yes
S-1231	Yes
S-1232	Not sure that would be helpful in this area.
S-1233	Yes
S-1234	Yes
S-1235	Sure
S-1236	No
S-1240	No
S-1243	Yes
S-1244	Yes
S-1246	Yes, I think this would benefit the community.
S-1249	No.
S-1250	I like the idea of a repurposed school.
S-1252	i think so.

Q10. Would you support, or be interested in, early childhood options (from 6 months to VPK) located on a repurposed campus that serves only early childhood students?

S-1255	No
S-1260	That seems like a good option. I am totally in favor of repurposed facilities
S-1261	yes
S-1262	Yes.
S-1263	I would support it.
S-1266	Yes
S-1269	yes, but again it would depend on the cost of each age group.
S-1279	Yes. At a fair price.
S-1283	Sure
S-1284	No
S-1285	No
S-1292	Yes
S-1293	No, I will not be interested
S-1295	Yes
S-1297	I would not like to see you kick out preschoolers from their current schools.
S-1301	Yes
S-1303	NO
S-1316	Why not included this program in a High School? You could use students to help staff the program while earning credits in early childhood education.
S-1325	Yes, if separate from employees children
S-1329	Yes, especially if it had ESE classrooms
S-1334	Yes
S-1347	No
S-1350	Yes, I support it. I think it's needed.
S-1352	yes
S-1357	yes
S-1360	Maybe, but 6 months seems too young to be in school.
S-1363	Yes. As long as it is truly a early childhood setting and not focused on testing. It should be fun and a true setting for early childhood education. It should teach them social skills and how to make friends. It should also teach them critical thinking, problem solving. It should teach them the alphabet, how to write their name, count to 10 along with the colors and shapes. It should teach them to be proud of their accomplishments. Not stressed about testing.
S-1368	Yes
S-1372	Yes
S-1380	Yes
S-1382	Yes
S-1384	Yes
S-1387	sure
S-1388	Yes
S-1389	No
S-1391	Yes
S-1392	No. I do not see a need for this.
S-1396	Yes
S-1398	I am unsure but I am not against the idea
S-1399	yes. there is a lack of great VPK or early education choices in south county.

Q10. Would you support, or be interested in, early childhood options (from 6 months to VPK) located on a repurposed campus that serves only early childhood students?

S-1402	Yes
S-1405	No
S-1414	Yes
S-1415	Yes
S-1416	Yes
S-1417	Yes
S-1420	Sure, although at that age we prefer the church based options on the book voucher
S-1424	Yes
S-1427	Yes
S-1428	No, There already are several options within 1 mile...The 'need' for such considerations creates such services...When 'this' area 'blossomed', forty years ago- as North Pinellas (Palm Harbor)- filled with new homes and neighborhoods, the needed schools were established to meet the needs of the new, young families. Now those 'needs' are past; and, NOW out-lying communities should be the focus for where 'new schools' are located. The average age across our neighborhoods and communities has JUMPED beyond the elementary to high school that once existed forty years ago! Retirement is near and dear.
S-1431	yes
S-1434	yes
S-1435	Yes
S-1437	I think a VPK in a general Ed school is a big plus when a child enters kindergarten. They already know the school.
S-1439	No.
S-1441	Yes if it is a repurposed existing school.
S-1442	If the district wants to repurpose a campus for just that I would be willing to hear what they’re proposing. However we do have many options already.
S-1443	yes
S-1444	No
S-1445	Yes
S-1454	Yes
S-1457	Pinellas County Schools daycare and early learning programs can be beneficial, depending on the logistics, cost, and how they are implemented. If they truly support families and the community, they are worth investing in. If not, they may not be necessary. A more effective approach could be combining these into a Pre-K through elementary program for better continuity and efficiency.
S-1458	Yes
S-1462	Yes
S-1463	Yes
S-1464	Yes
S-1466	yes
S-1472	I think that’s a better idea than having it at an elementary school. It’s too much.
S-1479	Yes
S-1481	Not necessary
S-1482	Yes
S-1488	Yes
S-1490	Yes
S-1492	NA

Q10. Would you support, or be interested in, early childhood options (from 6 months to VPK) located on a repurposed campus that serves only early childhood students?

S-1493	Possibly
S-1496	No
S-1498	Yes!
S-1502	Support
S-1504	No
S-1506	Yes
S-1514	It doesn't sound as if there is a population to fill this option
S-1517	No. Fill up the elementary schools first.
S-1519	Yes
S-1520	Yes
S-1522	This would be great and nurture early fundamentals. It would also provide an option for early childhood education in a world where childcare is very expensive so many parents are choosing to not put children in any childcare until Kindergarten, leading to the data and behavior issues seen when entering Kindergarten without prior exposure. Allowing more opportunities like this could create a positive domino effect!
S-1525	Yes
S-1527	With lowering student attendance, i'm not sure it's necessary. I have seen a ton of daycares that are struggling with vacancy and a lack of students.
S-1530	No
S-1538	Again, no opinion.
S-1539	Yes
S-1542	Yes
S-1543	Yes
S-1544	In this area no, could be successful on other areas.
S-1545	Yes
S-1547	Maybe
S-1555	Maybe, I'd be interested in seeing Mount Vernon elementary turn into a Primary school for 6months to 3rd grade, as it would push our unit count up and remove the largest inefficiencies, namely the reduction in units in 4th and 5th due to changes in class size and attrition to other programs, once again due to changes in class size.
S-1561	that seems like a smart use of the land- again as long as there was a market for the early education school. (it wouldn’t make sense to spend money converting a school if every parent of a young child is going to stay with private care).
S-1565	If the reasoning of downsizing is because of declining birth rate why would this be an option or make sense.
S-1574	yes
S-1576	No
S-1580	No
S-1583	Yes
S-1587	Yes
S-1588	No , I would NOT be in support of this
S-1590	Yes
S-1593	Yes
S-1595	This would be nice
S-1597	Yes
S-1598	Yes

Q10. Would you support, or be interested in, early childhood options (from 6 months to VPK) located on a repurposed campus that serves only early childhood students?

S-1600	This for profit model use of facilities is better than leaving them vacant.
S-1606	No
S-1609	Sure
S-1612	Yes
S-1614	I am not.
S-1618	Yes
S-1620	Yes
S-1631	yes
S-1632	No
S-1634	No preference
S-1638	Yes
S-1645	Yes
S-1647	As long as it does not raise my taxes
S-1649	Sure
S-1650	Yes
S-1652	Absolutely
S-1659	Yes
S-1661	Yes
S-1663	Yes
S-1664	Yes
S-1665	Yes
S-1669	Yes
S-1670	Yes
S-1671	Yes
S-1672	yes
S-1673	yes
S-1674	Yes. This is a community need.
S-1677	Yes
S-1678	Yes
S-1680	Yes
S-1685	Possibly
S-1687	If that is what is needed to consolidate other schools and it saves the district money then yes.
S-1688	Yes if there is need - that would be a great solution
S-1690	Probably
S-1693	Yes
S-1701	Yes
S-1702	Yes
S-1707	Yes
S-1709	No
S-1714	Yeah. Why not… seems compelling. Making a handful of dedicated pre-K centers seems like an idea that would be well received by parents.
S-1721	Not sure.
S-1722	Yes
S-1725	No
S-1726	No
S-1729	Yes

Q10. Would you support, or be interested in, early childhood options (from 6 months to VPK) located on a repurposed campus that serves only early childhood students?

S-1733	No
S-1740	Support, yes
S-1743	Yes
S-1744	No
S-1753	Yes
S-1754	No. An early childhood facility should be designed for that purpose.
S-1757	Yes
S-1766	Yes
S-1769	Yes. If the emphasis is on play learning, helping emotional readiness as well but again not sure if it would solve the root cause.
S-1777	no
S-1782	Yes
S-1783	Yes
S-1785	Yes
S-1787	Doesn't benefit me, but I would support
S-1788	Yes
S-1789	Yes.
S-1794	Yes
S-1796	Yes
S-1799	Yes
S-1803	No
S-1806	N/a
S-1807	Yes
S-1809	Yes I would support
S-1811	Yes
S-1812	Yes
S-1815	yes
S-1816	No
S-1818	Yes
S-1819	Yes
S-1823	No
S-1825	Yes
S-1826	No
S-1827	I would be shocked if you would get enough students to actually fill that School but yes, would be interested
S-1828	yes
S-1829	Yes
S-1830	Yes
S-1838	Yes
S-1840	Yes
S-1842	No
S-1844	Yes, with supervision of the VPK and younger students. Teachers and parents should be responsible for enrichment and learning.
S-1845	Yes
S-1846	If the need is there
S-1847	Yes

Q10. Would you support, or be interested in, early childhood options (from 6 months to VPK) located on a repurposed campus that serves only early childhood students?

S-1858	Yes
S-1864	No
S-1865	Yes
S-1870	No
S-1872	Yes, again providing teachers are given free or discounted childcare
S-1876	Yes
S-1878	Yes
S-1879	Yes
S-1882	Yes
S-1883	Yes
S-1886	Yes
S-1889	Yes
S-1890	Yes.
S-1892	Yes. Great idea.
S-1894	No
S-1896	Yes
S-1897	Yes
S-1898	Yes
S-1899	Yes
S-1900	Yes
S-1902	N/A
S-1907	No
S-1908	Yes
S-1915	Yes
S-1916	Yes
S-1920	No
S-1921	No
S-1923	Neutral
S-1924	Yes
S-1925	No
S-1926	Yes
S-1927	No
S-1930	Yes
S-1931	Yes
S-1932	Yes.
S-1934	No opinion
S-1936	Yes
S-1937	No
S-1938	Yes
S-1940	Yes
S-1945	Yes
S-1947	Yes
S-1948	No, because we don't have enough seats at the local middle school to house existing students and that's why we have a lottery in place. We should condense Brooker and Cypress Woods and repurpose the campus to be another middle school.
S-1949	Yes

Q10. Would you support, or be interested in, early childhood options (from 6 months to VPK) located on a repurposed campus that serves only early childhood students?

S-1950	No
S-1951	Yes
S-1953	yes
S-1954	Sounds cool but my kids are older than that already
S-1955	Yes
S-1956	Yes
S-1957	Yes
S-1958	Yes
S-1959	No
S-1960	Yes
S-1961	Yes
S-1962	Yes
S-1963	Yes
S-1965	No
S-1968	N/A
S-1971	Same answer as before.
S-1974	Yes
S-1975	Yes
S-1976	Yes
S-1980	Yes
S-1981	Yes
S-1984	Yes
S-1985	yes, that is a great idea
S-1987	Yes
S-1990	Anytime you can open opportunities to the youngster it is great for the kids and the families.
S-1991	Unsure
S-1993	Yes
S-1995	Yes
S-1997	Indifferent
S-1999	No
S-2002	No thank you
S-2004	No
S-2006	Yes
S-2007	Yes
S-2008	No
S-2009	Yes
S-2011	Yes
S-2013	Yes
S-2014	Yes
S-2015	Yes
S-2023	Yes, I would prefer to see the county repurpose the facilities for ECE rather than sell them off. It serves a need for the community and keeps the facilities available to support future needs as well.
S-2026	Yes
S-2028	Yes
S-2029	Yes

Q10. Would you support, or be interested in, early childhood options (from 6 months to VPK) located on a repurposed campus that serves only early childhood students?

S-2031	Yes
S-2032	Yes
S-2033	Yes.
S-2040	Indifferent
S-2042	Yes
S-2043	Yes
S-2044	Yes
S-2046	Yes
S-2052	Yes
S-2053	Yes
S-2054	Yes
S-2058	Yes
S-2060	Yes
S-2061	Yes
S-2066	Yes
S-2067	Only if it had to happen. I don’t have elementary school children but I live right by one. They need that community. People can’t afford to drive everywhere. Are you going to bus babies!? No, so only the parents with transportation can use your special Sites
S-2069	Yes
S-2070	no
S-2072	This sounds good, but not sure what it would look like
S-2073	Yes
S-2074	Neutral
S-2076	Yes
S-2078	No
S-2081	Yes
S-2085	No
S-2087	n/a
S-2089	NA
S-2090	Neutral
S-2091	Yes
S-2092	Yes
S-2094	Yes
S-2095	No
S-2097	No
S-2099	Yes
S-2103	No
S-2104	Sure

Q10. Would you support, or be interested in, early childhood options (from 6 months to VPK) located on a repurposed campus that serves only early childhood students?

S-2106	Yes. I strongly support a dedicated early childhood campus, but it should be designed differently than a traditional preschool. Therapy should be embedded throughout the day, with speech-language pathologists, occupational therapists, physical therapists, music therapists, and behavior specialists working alongside classroom teachers. Children should learn communication, motor planning, balance, social interaction, and self-regulation through play and daily routines, not just during brief pull-out sessions. The campus should also intentionally include opportunities for younger children to learn from older peers through shared activities, games, mentoring, and cooperative play. Many children today miss natural opportunities to learn these social and motor skills from siblings and neighborhood friends. An innovative early childhood campus could intentionally recreate those experiences while giving every child the strongest possible developmental foundation.
S-2107	Again, if there is population to support, yes.
S-2109	Yes
S-2110	Yes
S-2113	Yes
S-2118	Possibly if given plans or layout
S-2119	Maybe
S-2122	Yes
S-2123	No
S-2126	Yes
S-2127	Sure, if it helps the district financially
S-2130	yes
S-2131	Yes
S-2136	yes, but where will you get enough early childhood students to fill a traditional school? It would need to draw from a huge geographic area to make financial sense. Would parents want a long commute just to do EC dropoff and pickup?
S-2137	Yes
S-2139	N/A
S-2145	Yes
S-2146	Yes
S-2152	yes
S-2153	No
S-2155	Yes!!!
S-2156	No
S-2157	No
S-2158	Yes, 100%
S-2159	Yes
S-2161	No the priority should be place K-12
S-2163	Yes
S-2164	No
S-2169	Yes
S-2172	Yes
S-2174	Yes
S-2175	N/A
S-2179	Yes
S-2181	Yes

Q10. Would you support, or be interested in, early childhood options (from 6 months to VPK) located on a repurposed campus that serves only early childhood students?

S-2182	Yes
S-2184	yes
S-2185	Yes
S-2186	Yes if it was not too far away
S-2189	No
S-2190	No
S-2194	No
S-2198	Yes I think this is a great idea
S-2199	Yes. A great idea.
S-2201	Yes
S-2205	Yes
S-2206	yes
S-2208	No
S-2211	Yes and it ma be a preference
S-2212	Yes
S-2213	Yes
S-2215	Not interested
S-2217	More generally on early childhood programs spanning generations toddler care(6months)through VPK
S-2219	Sure
S-2222	No
S-2225	No
S-2231	Again I'm not knowledgeable enough on VPK and younger
S-2235	n/a but if I had smaller child then yes
S-2236	Yes
S-2237	Yes
S-2238	No
S-2241	Yes
S-2243	Yes!
S-2244	Yes, but I think having it incorporated with where the children would potentially be attending elementary school is better. Less change, more familiarity for both parent and child. Easier if there are siblings involved
S-2245	Yes
S-2247	Yes, I think that is a great idea. Provide early childhood options for a closed school in a neighborhood and lots of information in a variety of forms about how families can access school choice for their older children.
S-2250	Only if the entire facility remains out of the parasitic schools of hope control.
S-2254	No
S-2255	N/A
S-2257	Support but geographically it would need to be people in the household that can actually get their child there and back unless transportation was provided
S-2259	Yes
S-2260	Yes
S-2261	NA
S-2263	Yes
S-2264	Yes

Q10. Would you support, or be interested in, early childhood options (from 6 months to VPK) located on a repurposed campus that serves only early childhood students?

S-2269	Yes
S-2275	Yes
S-2276	Yes
S-2278	No
S-2280	NO
S-2285	Yes
S-2287	No
S-2289	No
S-2291	unsure
S-2293	Yes
S-2295	Yes
S-2297	Na
S-2298	Absolutely
S-2304	Yes
S-2305	Yes
S-2310	Yes
S-2311	I think an early childhood campus is a great idea.
S-2312	Yes
S-2313	Yes
S-2314	Yes.
S-2315	yes
S-2316	No
S-2318	I think it is interesting and would have been interested when my kids were younger.
S-2319	Yes
S-2321	N/A
S-2322	Yes
S-2326	Yes
S-2327	Yes
S-2328	Yes
S-2329	Yes
S-2331	Yes
S-2332	Yes
S-2335	Yes
S-2336	NO!!! Are you $#¡+¡%& me? Why don't just raise and feed other people's kids?! You are proving that it takes a village to raise the idiots. Do your jobs and properly educate the school aged kids!
S-2338	Yes
S-2342	Yes
S-2343	Yes.
S-2345	Yes
S-2348	Yes
S-2350	Yes
S-2351	Yes if it will help bring money in
S-2352	Yes
S-2356	no
S-2358	Yes

Q10. Would you support, or be interested in, early childhood options (from 6 months to VPK) located on a repurposed campus that serves only early childhood students?

S-2359	No
S-2360	Yes
S-2361	it seems like there are lots of options in this area already
S-2362	yes
S-2363	Yes
S-2365	Yes
S-2368	yes
S-2371	Yes
S-2372	Yes
S-2373	yes
S-2378	No
S-2379	No
S-2380	Yes
S-2385	Yes
S-2388	Yes
S-2389	Yes
S-2392	Yes
S-2393	Yes
S-2396	Yes
S-2397	No
S-2400	No.
S-2402	Yes
S-2403	No
S-2404	No
S-2405	Yes
S-2406	Yes
S-2407	if nessesary
S-2408	Yes
S-2409	Unlikely
S-2414	Yes
S-2415	Yes
S-2416	A lot of families like the convenience of enrolling their pre-K children at the same building as their older elementary kids. Since the pre-K staff do an awesome job of isolating their little ones from possible harm from big kid, I support this too. After all, four-year-olds are not resourceful enough, or developmentally ready to socialize with big kids when they shouldn’t.
S-2417	No
S-2419	Yes
S-2424	Not sure
S-2425	Yes. Repurposing underutilized campuses for early childhood education is a thoughtful way to expand access for families while making the best use of existing district facilities.
S-2426	No. We have a couple of established ones in the area.
S-2427	yes
S-2428	Na
S-2429	Yes

Q10. Would you support, or be interested in, early childhood options (from 6 months to VPK) located on a repurposed campus that serves only early childhood students?

S-2431	Yes
S-2432	Yes. I would support a dedicated early childhood campus if it provides high-quality education, safe facilities, and is convenient and accessible for families.
S-2434	Yes
S-2437	No. K-5 Is early enough
S-2438	Yes
S-2440	No
S-2443	Yes
S-2444	Yes
S-2445	yes
S-2446	Yes maybe
S-2449	I don’t have young kids but I think it’s a great idea
S-2450	yes
S-2451	No
S-2452	yes
S-2453	Yes
S-2454	Yes
S-2455	No.
S-2457	Yes
S-2460	Yes
S-2462	If needed, yes
S-2463	Yes
S-2464	Possibly.
S-2465	Yes
S-2467	Yes
S-2470	Yes
S-2471	Yes
S-2474	Yes
S-2475	yes
S-2476	yes
S-2479	Yes
S-2480	Yes
S-2481	Yes, move the programs from Elisa Nelson to other nearby schools and use that facility for an early childhood center.
S-2482	Yes
S-2483	Only if it's needed, promotes jobs & doesn't cost more than it profits.
S-2484	No
S-2489	Yes
S-2492	Yes
S-2493	Yes
S-2494	Yes
S-2495	Yes absolutely
S-2496	No
S-2497	yes
S-2499	Yes
S-2504	Yes.

Q10. Would you support, or be interested in, early childhood options (from 6 months to VPK) located on a repurposed campus that serves only early childhood students?

S-2506	Yes
S-2507	Yes
S-2509	Yes
S-2510	Maybe
S-2512	Yes
S-2513	That’s extremely interesting and I would consider this as an option with more information
S-2514	no
S-2518	I would be open to considering early childhood options located on a repurposed campus that serves only early childhood students if it provides a safe, supportive, and developmentally appropriate environment for young learners. A dedicated early childhood campus could allow for specialized resources, age-appropriate learning spaces, and educators who are specifically focused on the unique needs of children from 6 months to VPK.
S-2519	Yes
S-2520	yes
S-2523	Yes
S-2524	no
S-2525	No
S-2529	yes
S-2530	yes
S-2531	N/A
S-2532	I can see the value of this.
S-2533	Yes
S-2534	yes
S-2535	Yes
S-2537	Yes
S-2538	Yes
S-2539	yes
S-2540	Yes
S-2541	I don't think more daycare/preschools need to be created but using them for support services for families is where I see a concern. Many children are asked to leave preschools because staff is not capable to cope with special needs.
S-2545	yes
S-2547	yes
S-2548	No
S-2549	Yes- I feel best to utilize current buildings PCS already has.
S-2551	Yes
S-2555	No.
S-2556	No
S-2557	no
S-2558	Yes
S-2560	No, 3 years and up only.
S-2563	Why not?
S-2564	Yes
S-2567	yes
S-2570	Indifferent
S-2575	Yes

Q10. Would you support, or be interested in, early childhood options (from 6 months to VPK) located on a repurposed campus that serves only early childhood students?

S-2579	Yes
S-2581	Of course.
S-2582	yes
S-2583	Yes
S-2585	I would support this if there was enough enrollment to justify it.
S-2586	No preference
S-2587	Yes
S-2591	No
S-2592	Yes.
S-2594	No
S-2598	yes
S-2600	yes
S-2604	Yes
S-2607	That would a great way to use a location and not get bought by a developer.
S-2609	not sure
S-2610	No preference
S-2612	No
S-2614	No, that can be added to an existing school.
S-2616	yes
S-2619	Maybe
S-2620	yes
S-2623	yes
S-2624	YES
S-2628	Yes.
S-2629	My kids are too old, but I would have loved it when they were little!
S-2631	No
S-2632	Yes
S-2634	yes
S-2635	yes!
S-2637	yes
S-2638	No
S-2640	Yes
S-2641	Yes
S-2642	No
S-2643	yes
S-2646	Yes
S-2648	Yes
S-2649	Yes
S-2650	Yes
S-2652	Sure
S-2654	Yes
S-2655	yes
S-2657	Yes
S-2658	Yea that would be smart
S-2662	Yes

Q10. Would you support, or be interested in, early childhood options (from 6 months to VPK) located on a repurposed campus that serves only early childhood students?

S-2663	yes
S-2664	Similar to my last comment.
S-2665	Absolutely not get out of here you guys can't even figure out how to keep the lights on for kindergarten to 12th grade. You really want six months to VPK absolutely not. It's not the taxpayers responsibility to take on more debt and raise more children. No absolutely not. No no no
S-2667	Yes
S-2668	yes
S-2671	Yes.
S-2672	Maybe
S-2673	YES ABSOLUTELY
S-2674	yes
S-2678	Yes
S-2679	Yes
S-2680	yes
S-2682	Yes
S-2683	Yes
S-2689	if there were a need or a location that could support that.
S-2690	Could add kindergarten and first grade, at least kindergarten. This would facilitate preparing these children for school - for learning. Assessments could be made and interventions developed. Linking with local colleges, these centers could offer internships to future teachers, counselors, nurses, social workers. Time there could be offered as degree or certification credits.
S-2691	Yes
S-2694	Yes
S-2695	No. I think it is better to have early childhood options on elementary school grounds to integrate the families into the local school, and to share resources like playgrounds and staff who understand early education. It would also be easier on families with multiple children.
S-2696	yes
S-2698	Yes, if they are needed in the area, but I think our current funding should go towards K-12 or possibly VPK. If there is additional funding from the state for those age levels that would be great.
S-2699	Yes
S-2701	sure
S-2704	yes
S-2705	No, unnecessary
S-2706	Yes.
S-2709	Sure- on an already closed campus.
S-2710	I would support exploring a dedicated early childhood campus if there is a demonstrated community need and a clear benefit for children and families. Early learning programs can play an important role in preparing students for success in school. However, I would want to ensure that any repurposing decision is based on a comprehensive review of community needs and educational outcomes, not solely on facility utilization or enrollment numbers.
S-2711	Yes, keeping Pinellas County Schools property within the school system is important for future planning and a way to show support to the community.
S-2712	yes

Q10. Would you support, or be interested in, early childhood options (from 6 months to VPK) located on a repurposed campus that serves only early childhood students?

S-2714	yes
S-2715	With opportunities for our staff, yes
S-2716	Yes!
S-2719	Yes
S-2720	Maybe, I don't have any information regarding this choice.
S-2723	yes
S-2724	Yes
S-2725	Yes. I would expect it to be a more affordable option than a private facility
S-2726	Yes
S-2727	No opinion
S-2733	yes
S-2734	Yes
S-2735	No
S-2736	Yes
S-2740	Maybe
S-2741	No
S-2742	Yes, The county should be taking advantage of early childhood education.
S-2743	Yes
S-2744	Yes
S-2746	Yes if they lived within that community.
S-2747	Yes
S-2748	I support early childhood education, but I do not support repurposing Lakewood High School or other neighborhood schools to make it happen. Expand these programs in other appropriate locations while preserving our existing schools.
S-2749	N/A
S-2751	Probably
S-2752	Absolutely not
S-2755	Yes
S-2758	Yes
S-2760	No
S-2762	yes
S-2765	No
S-2768	Yes
S-2770	Yes
S-2771	It would have service low income households and single parents Male or Female.
S-2772	yes
S-2774	Yes
S-2775	not child that age so no opinion
S-2777	yes
S-2778	Si
S-2780	yes
S-2781	yes, especially if there is a summer care option
S-2784	As long as the resources continue to spread to the children that were previously located at the repurposed campus

Q10. Would you support, or be interested in, early childhood options (from 6 months to VPK) located on a repurposed campus that serves only early childhood students?

S-2785	Repurposing the campus for early childhood is just fine. I probably wouldn't choose the public schools for early care. I think the campus could be repurposed for specialty programs where all schools for take a field trip and have access to the facility and only send money for the campus to have the extra equipment, instead of paying for multiple school to have some equipment. Use the campus for cooking classes at different levels. Or art classes with potty wheels. Or a science campus with different labs.
S-2786	Yes. Consider opening to public also
S-2787	No
S-2788	yes
S-2789	yes
S-2790	Yes, it will keep the younger students away from older elementary age students. and their behaviors.
S-2794	Yes.
S-2795	Yes
S-2796	nope! nope! nope!
S-2799	Yes!
S-2800	Yes
S-2801	Sure
S-2803	Yes. But you should include kindergarten
S-2804	Yes
S-2805	Yes, with qualified and educated staff who have experience working with young children
S-2807	Yes.
S-2809	no
S-2810	Possibly
S-2811	yes
S-2813	Yes.
S-2819	No....append existing schools
S-2821	Yes
S-2828	Not repurposed, but yes otherwise.
S-2830	Yes
S-2833	Yes
S-2836	No
S-2838	Not for us, but it seems like a valuable thing for families with young children
S-2839	Yes, I believe this area is lacking in South County.
S-2842	Yes.
S-2845	A dedicated early childhood campus could provide age-appropriate learning environments, specialized resources, and comprehensive support services while preparing young children for success in kindergarten. Repurposing an existing campus for this purpose is a practical way to maximize district resources and expand access to high-quality early learning opportunities.
S-2847	Yes
S-2849	yes
S-2850	Not sure
S-2851	Yes
S-2856	Excellent idea.
S-2857	Yes, please keep campuses for public school students only
S-2860	Yes

Q10. Would you support, or be interested in, early childhood options (from 6 months to VPK) located on a repurposed campus that serves only early childhood students?

S-2861	Again, if this financially improves things for our district, then yes. However, I don't know exactly how this works, so I can't fully support this idea without further information.
S-2862	Yes
S-2865	Yes, but this does not impact me.
S-2867	That sounds fine.
S-2868	Does not apply to us
S-2873	sure!
S-2874	Yes, I would support any options that benefit children in their growth and education at all ages.
S-2875	Yes
S-2877	Yes
S-2878	Yes
S-2881	No
S-2885	Yes
S-2890	Yes
S-2891	Yes
S-2893	Yes
S-2894	If they were flexible. Half day, morning or afternoon sessions. Allowed parents to be on campus.
S-2895	Yes
S-2896	No
S-2899	Yes!!
S-2900	Yes
S-2903	No
S-2904	Si
S-2914	Yes
S-2916	Yes
S-2917	YES
S-2919	Yes
S-2920	Yes
S-2921	Yes
S-2924	No
S-2926	Yes
S-2931	yes
S-2932	If ran by a community partner.
S-2938	I support
S-2939	No
S-2941	Yes, I think thats a great idea. Having VPK students in a school with K-8 is a very scary thought and does not seem safe.
S-2945	yes
S-2946	YES
S-2947	Yes, this would be even more optimal than the last option.
S-2948	Yes
S-2949	No
S-2951	Yes
S-2961	Yes

Q10. Would you support, or be interested in, early childhood options (from 6 months to VPK) located on a repurposed campus that serves only early childhood students?

S-2962	Yes. I would support an early childhood center on a repurposed campus if it provides high-quality programs for children from infancy through VPK. A dedicated early learning campus would expand access to early education, support working families, and help ensure children enter kindergarten prepared for long-term academic success.
S-2964	yes
S-2966	Yes
S-2967	Yes
S-2971	If it is feasible. I think partnerships would be needed. Perhaps businesses could "buy-in" through their human resources and benefits programs.
S-2976	maybe
S-2977	Not sure
S-2979	yes
S-2980	Yes in the northwest of the county.
S-2982	Yes
S-2983	Interested in the idea of a repurposed early childhood campus.
S-2985	Yes
S-2986	That sounds like a daycare when you go as early as 6 months. If a school is just sitting empty though and it would provide jobs and parents would pay for the services, I'd support it. If you are taking district money that could be used for teacher (classroom and nonclassroom) salaries and nonrenewing or getting rid of nonclassroom teacher jobs (such as counselors and library media) then I say no. Don't take away from the students currently going to our schools to give free daycare.
S-2987	es, I am open to supporting any option that best serves students' educational needs and helps them thrive both academically and personally.
S-2989	yes
S-2990	Yes
S-2991	no
S-2992	yes
S-2993	yes
S-2996	Yes!
S-2999	Yes
S-3000	Not only; I think all of the campuses are large enough to support multiple age groups. There is a serious lack of positive teen activity centers in the area that do not involve pay for play sports.
S-3001	Yes
S-3002	Yes
S-3004	Yes
S-3005	Yes, I think that would be good utilization of those campuses.
S-3006	No.
S-3015	Yes
S-3017	Maybe
S-3020	Yes
S-3021	Yes, I would support any options that benefit children in their growth and education at all ages.
S-3022	Yes
S-3024	Yes

Q10. Would you support, or be interested in, early childhood options (from 6 months to VPK) located on a repurposed campus that serves only early childhood students?

S-3025	I have no interest in supporting VPK as I do not have any children in this age group House bill 1473 needs to continue to exist because Principal one high school failed to engage with parents
S-3026	Yes
S-3027	Yes
S-3028	No
S-3029	Yes
S-3030	Yes
S-3032	Yes
S-3034	No
S-3035	Yes
S-3036	Yes
S-3037	No
S-3038	I don’t think a specific campus on our area for that is necessary
S-3039	This question doesn’t apply to me as my children are older.
S-3041	Yes - could be a good way to utilize buildings that would otherwise be closed.
S-3042	yes
S-3044	yes
S-3045	No
S-3049	Yes, only if the demographics show that there are enough students to support it
S-3053	Yes
S-3054	No.
S-3056	Yes
S-3058	Yes
S-3059	No. I am not interested in new early childhood options in this geographic area. I believe the district’s priority should be on maintaining and strengthening the programs and schools that already serve K–12 students.
S-3061	Yes
S-3063	Yes
S-3064	No
S-3067	no
S-3070	How would this operation be funded, With district funding? Would it have to follow state guidelines the same as daycare certification?
S-3072	Yes. Repurposing an existing campus for high-quality early childhood education is a good use of resources and would benefit families.
S-3074	Yes
S-3076	Yes I'd support this idea
S-3078	Yes
S-3079	Yes
S-3081	Yes
S-3084	Yes
S-3085	yes
S-3087	N/A in my family
S-3090	Yes
S-3091	Maybe.

Q10. Would you support, or be interested in, early childhood options (from 6 months to VPK) located on a repurposed campus that serves only early childhood students?

S-3092	Yes
S-3094	Yes
S-3095	No.
S-3096	Yes
S-3097	yes
S-3098	No, that would hurt parents with other children in school. Keep families together.
S-3099	Yes
S-3100	Yes.
S-3101	Very much support additional resources for early childhood in whatever formats they can be developed, there is a shortage and more resources / sites would be welcomed by many.
S-3105	Yes
S-3106	Yes
S-3109	yes
S-3110	Yes
S-3111	Yes, that would be a great use of a campus for our district.
S-3114	not at this time, Eastlake corridor needs a dedicated middle school
S-3119	YES!
S-3120	Depending on whether there is a demand for it by parents.
S-3121	Yes, as long as the displaced students are appropriately supported.
S-3123	Yes
S-3124	Maybe
S-3125	No. VPK 3 enrollment is down in PCS because residents can't afford it. This is not necessary now. The need is not there.
S-3126	Yes. If this model is cost-effective then let's allow children to have access to these programs.
S-3127	No
S-3128	Yes.
S-3131	N/A
S-3132	I think we would do better to use some of the empty seats in schools that already exist and have a location for them to move on to Kindergarten etc.
S-3133	Yes
S-3134	Yes
S-3135	No
S-3137	Yes
S-3139	Yes
S-3141	Yes
S-3142	Yes, I would support this
S-3144	no
S-3145	yes
S-3146	No
S-3147	No
S-3152	Definitely
S-3153	Yes
S-3155	Yes, I would support this. That could ensure use of a campus (in hopes that enrollment increases again in the future and more campuses will be needed again), but also hopefully attract families to move into the county because of the opportunities for early childhood options and jumpstart their educational journey.

Q10. Would you support, or be interested in, early childhood options (from 6 months to VPK) located on a repurposed campus that serves only early childhood students?

S-3157	No
S-3159	Yes

Q11. If school/district buildings are vacated, what ideas do you have for repurposing them in this geographic area?

P-01	Coworking community centers. Event space for local non-profit orgs.
P-08	Partnering with Technical or Community organizations to promote trade & STEM specialties
P-09	Youth enrichment programs and recreation. School out days & vacation breaks throughout the school year
P-10	If our elderly population is growing shouldn't we consider selling the buildings for elder care.
P-11	Sell or lease to private businesses
P-12	Sell them
P-13	Partnerships
P-14	Rent out - after school programs - $$.
P-15	Concerns about low income housing going in SPC campus and 34th St S. What will that do?
P-16	Rent them out for activities or YMCA
P-17	I love the idea of partnerships with the YMCA or Great Explorations.
P-18	Teacher & retired teacher housing
P-19	Great I would move back to pinellas (in response to teacher or retired teacher housing comment written above)
P-20	Perhaps partnerships with local colleges or trade skills, its important to develop the skills they need
P-21	Affordable housing or green/park space
P-22	Keep the property. Rent it out if possible.
P-23	Community workshop space/more condos means less space for hobbies with big tools.
P-24	Mult-Purpose: Job training, Child Care, Community Gardens and/or Youth Resource Areas
P-25	Turn them into vocational or technical locations or other locations for Enterprise Village/Finance Park.
P-26	Turn it into an early learning center or a vocational/tech school
P-27	Combining senior center with early learning centers
P-28	Community Art Center
P-36	Create a place for field trips. Examples, Enterprise Village, Nursing, Car Shop, Kitchen/Culinary.
P-37	Lease to non-profits to provide resources for disabled, elderly homeless, etc. Perhaps county could get rent subsidies from corporate sponsorships or government assistance?
P-38	Kids need to learn to eat healty & garden. Perhaps a gardening program.
P-39	Repurpose a building for DAS.
P-40	If sell or lease closed school use money to build onto another to make it K-8 or K-12.
P-51	Rent them out for geriatric care facilities or something similar. Use generated rent to fund education programs in the remaining schools.
P-52	repurpose for affordable housing
P-53	repurpose to support arts organizations and creative spaces.
P-54	Science center
P-55	Community centers and third spaces
S-0003	Lease, bring more revenue into the county
S-0005	No ideas offhand
S-0006	None.
S-0008	Early childhood education/after school activities or clubs
S-0009	Technical skills labs.
S-0010	affordable housing options, professional development centers, athletic fields/options that could be both revenue generating and cost-saving to avoid or lessen lease fees

Q11. If school/district buildings are vacated, what ideas do you have for repurposing them in this geographic area?

S-0011	A school to serve nuero diverse children (autism/ADHD). These kids fall through the cracks and require more support!
S-0022	Affordable housing
S-0023	Tech or vocational school
S-0024	Early childhood education, before/after care, or used to support non-profit community resources.
S-0026	Sell them. The amount of money spent to repurpose them is just throwing money away. Invest in your neighborhood school.
S-0030	I like the early childhood or children camp versus jdc and other options.
S-0032	EBD specialty schools. Or divide the largo campus into its district areas and have a school have a supe office. That way district leadership gets an actual understanding and first hand account of what schools are dealing with regarding behavior of students and parents. It takes way too long to move aggressive and violent students into specialized and more appropriate settings.
S-0034	Renting these building to arts organizations at affordable rates to allow increased partnership.
S-0035	Early child care, affordable housing for new families to come in and increase the birth rates. As long as the buildings are not left for more charters to come in.
S-0038	I love the idea of partnerships with the Y and Great Explorations
S-0039	Community partners leading the space with community programming. I also read that other cities are converting old schools into affordable housing units. This is smart because I think part of the decline of student population is from people moving out of the county due to the cost of living.
S-0040	Disston can be Gulfport city and police communications facility.
S-0045	Sell them and reinvest the money in programming and capital needs at schools that are remaining
S-0047	Employee sliding scale housing
S-0048	'-Sell to the city for rec centers -Get a grant to install thousands of solar panels on the land and start making our own energy (this happened in Arkansas)
S-0049	None
S-0051	Community center
S-0052	Affordable childcare facilities, affordable healthy food options (partnerships such as with St. Pete Free Clinic and similar non-profits
S-0056	More community partnerships like Great Exploration or YMCA
S-0057	Daycare for PCSB employees.
S-0058	Rent them to businesses to bring in money to run the other ones
S-0067	Move Gulfport City Hall, Water Dept and Police Dept to Disston Middle.
S-0069	Disston Annex- early childhood; Sexton elementary school could close and send students to lynch/sawgrass- Sexton becomes early childhood hub- easy access
S-0072	Tear down sell land or lease out to business that serve children in some way.
S-0075	Being creative
S-0076	Merge with school with low numbers
S-0077	STEM purposes, adult education (with ESOL adult classes)
S-0078	Rentals for conferences and family/corporate oriented activities.

Q11. If school/district buildings are vacated, what ideas do you have for repurposing them in this geographic area?

S-0079	Early childhood centers, after school tutoring/ neighborhood centers, district leadership offices for those who represent the area. Is selling vacant campuses an option to provide funds for assistance with modifying any existing campuses that would serve more students?
S-0083	Sell the land to help the budget that's in red. Families can not afford to live in Pinellas.
S-0085	Convert to affordable housing Reconfigure schools, community partnership/clinical
S-0088	Summer camps, sports after school/summer programs, youth centers, ymca, community outreach programs
S-0091	Green spaces are needed in the area, renting out to local artist groups but NOT selling them to private interest groups such as Scientology, out of state investors, etc.
S-0092	We need affordable housing for staff. We could also provide services. Maybe a clinic or urgent care for the community. Create a center for support services. Emergency housing for homeless. We could also provide a center for food security issues, cafeteria.
S-0102	Affordable housing units are needed!
S-0107	Community centers that build students educationally and socially- much support needed in this geographic area.
S-0115	Museums, adult learning center, technical college, adult senior activity center.
S-0121	Turn one into early childhood center
S-0123	Work with our community to see what kind of partner we would be able to share those vacant spaces.
S-0126	YMCA
S-0127	That's not my jobs
S-0128	Rec center/community shared center with options for students to gain volunteer hours
S-0133	Using them as technical training school programs
S-0134	Creating additional ebd and/or behavioral schools; Tutoring Centers
S-0135	Churches
S-0136	Providing Eastlake corridor with a designated middle school
S-0138	I do not have ideas for you at this time.
S-0142	Rent/Lease to businesses
S-0146	Whatever the demand dictates regarding real estate needs
S-0150	Id asked the school board to view. This time is not simply an opportunity to close schools, but as an opportunity to reimagine public education in North Pinellas. The Tarpon Springs Leadership Conservatory for the Arts has already demonstrated that leadership, academics and the arts can transform lives and attract families. Let's build on that success by expanding the leadership conservatory into a K-12 pathway and exploring a K-8 fundamental school model. These are the kinds of innovative solutions that strengthen enrollment Serves students and ensure a vibrant future for Pinellas County schools.
S-0152	Conversion to technical school
S-0163	Not sure.
S-0164	First see if you can rent/community partnerships first, then sell. Especially properties in flood zones….
S-0169	Private tutoring, music lesson school, center for family mental welness, YMCA
S-0174	Could local collages use them as teaching centers
S-0179	Technical schools, training centers,
S-0181	Kids activities extracurricular or rec centers or soccer fields indoor
S-0186	Bring dual enrollment classes in person on campus so students don't have to leave campus and are still a part of all daily school activities.

Q11. If school/district buildings are vacated, what ideas do you have for repurposing them in this geographic area?

S-0187	Larger or additional community recreation center.
S-0189	Make them shelters for children who attend public county schools who are homeless
S-0191	Seeing if there eligible for county or city use
S-0196	Shelters
S-0199	Yes
S-0201	Can any be made into affordable housing for staff or families?
S-0202	Sell them For affordable housing. Do not lease them to private schools, religious organizations, or charter schools. Protect the interests of our public school system!
S-0205	Meeti by spaces for district employees maybe a place to hold graduations
S-0208	Use the biggest campus to put two schools together
S-0209	A mixed-use community center where it will be home to small businesses and non-profit organizations, an early childhood program, a fresh food store, STEAM building, and/or Makerspace.
S-0210	Sell the land!
S-0214	Do not close anymore schools
S-0226	I think more alternative education opportunities would be welcome. The kids who leave are kids who fall through the cracks where parents are desperate to find a better educational fit. Would love to see a school that focuses on kids with 504 for things like adhd and anxiety. Kids who may look ok on paper but are not having a good educational experience. Not just make general magnet schools but model smaller (even k-8) specialty schools that “look” more traditional but offer specialized services. ENE kind of does this but more like Tampa Day School or even schools like Pepin Academy.
S-0233	Adult learning centers? Community extracurriculars/sport facilities?
S-0234	Community centers; highly green parks; housing
S-0238	Convert to affordable housing, Public Parks
S-0240	I would love to have one that is for special occasions. Maybe let employees/school use building for holiday parties, retirements. Rent out to others to help pay utilities.
S-0242	Daycare and preschool
S-0247	I think Brick and mortar schools will be obsolete within 5 years. My suggestions is to take chromebooks out of the classroom, give teachers more autonomy over their curriculum, take away all the unnecessary meetings and requirements that interrupt their ability to actually focus on the kids and let them focus on actually teaching like they were able to 12 years ago. If that happens, Maybe the school system will have a chance if we go back to the basics.
S-0250	Technical schools or adult education centers. A north county Enterprise Village.
S-0251	Athletics more sports for middle schools
S-0253	Rec center for east lake
S-0258	Yes
S-0259	Yes
S-0265	Low income housing
S-0270	Sell them and fix your budget issues
S-0271	Athletic facilities for local communities and sports organizations. Classrooms for businesses.

Q11. If school/district buildings are vacated, what ideas do you have for repurposing them in this geographic area?

S-0273	It is sad but probably some properties should be sold, or potentially leased. But whatever the arrangement, PCS should avoid to the extent possible letting the building sit unused. Possibly remodeled for housing units? Whatever happened with the Tomlinson property? Did that remodel come to fruition? PCS has no choice but to right size our facilities and streamline expenses to meet the maximize opportunities for the current and future students.
S-0275	I think that the district should sell the land that Gulf Beaches Elementary and Madeira Fundamental are on and move those schools to other campuses that are closed. They flooded in the hurricane so it is only a matter of time before it happens again. The insurance, maintenance, etc. must be astronomical. The land is also at a prime location and can make the district a lot of money when sold. The parents already had to bring their children to other campuses after the hurricane and it was fine. The schools would stay as is but on a different campus that was repurposed.
S-0280	After school programs-Boys and girls clubs/tutoring etc.
S-0281	I think we need more specialized schools even in elementary level. It seams like that's what the charter schools are doing and why people are leaving, so let's change with the times.
S-0289	Convert into a community center for athletic use or day programs for tutoring or student enrichment classes
S-0290	Why is admin building getting upgrades when schools are closing?? House those admin people in existing vacant schools and sell the property that houses admin.
S-0306	Well, I don't support closing neighborhood schools. If the building was vacant, I would support trade options for highschoolers outside of traditional school. Something like Ptech for North County students would be great.
S-0307	We would benefit greatly from having literacy centers that focus on kids who are below grade level for reading. If we can't find a use within the district, we can sell these spaces with an eye on developing affordable housing. If housing is not an option, allow private entities to purchase spaces with a stipulation that their plans include ways to serve the community.
S-0312	As an employee I honestly think you need testing centers. Not all schools don't really have the set up to handle all the testing that has to happen. If there were testing centers to add options of places to hold tests and schools could sign up for usage, I think that's would be a good resource. They would probably make good places for trainings also when not being used for testing.
S-0313	If district buildings are vacated, I would like to see them repurposed in ways that continue to benefit students, families, and employees, with a primary focus on establishing employee wellness clinics through partnerships with local healthcare providers. These clinics could improve access to care, support staff well-being, and potentially reduce healthcare costs for the district while also helping lower insurance costs for employees. Similar models are already being implemented in places like St. Johns County (St. Augustine), which could serve as a helpful reference. In addition, the buildings could serve as student support hubs by providing services such as mental health counseling, speech and occupational therapy, family resources, and tutoring. They could also be used as teacher training and professional learning centers. Repurposing existing facilities in these ways maximizes community resources while continuing to support student success and employee well-being.
S-0323	I think they would be best off being sold. Holding on to them just invites future issues and liabilities. If at all possible though, I would prefer not selling them to private or charter school operators. Maybe community Rec centers, servicing students in the geographic area who may be bused elsewhere for school?

Q11. If school/district buildings are vacated, what ideas do you have for repurposing them in this geographic area?

S-0324	Make it a park
S-0327	Apartments for staff
S-0329	Rules/laws on restrictions and allocations regarding public school finances must be reviewed and updated. Endowments must be explored. Properties should become income producing or sold completely. Contracts could mandate that portions of properties be mandated green space, playgrounds, recreation, parks, agriculture zoned, etc. Properties could be leased/rented to corporations strictly for income, some could be partnerships where the business contributes to the students in some way. PCS should not own waterfront/beach property and other high maintenance locations; this is not responsible stewardship of our community tax dollars.
S-0331	It depends on the closure. Nothing residential, a community resource that serves its residences.
S-0333	Possible use as community centers; lease them out or sell the property
S-0335	Adult learning centers
S-0336	Turn them into daycare centers for teachers, or have administration have their offices in those buildings
S-0338	Retail, mixed-use residential
S-0340	Expand Pinellas Technical College. There is a waitlist for nearly every program.
S-0347	?
S-0357	We are worried about land being sold to developers and then building more multiple apartment complexes. Anything but that.
S-0361	Create early childhood center at Seminole Elementary where senior citizens from Freedom Square and other nearby senior citizens communities could assist and get services as well. Many seniors are retired teachers that could be helpful in this situation.
S-0364	Diston academy < convert to needed artist gallery/ studios. Make this a fully alternative use for PCS property. Allow food trucks and cool activations. Maybe a non for profit is interested in managing a vision like this.
S-0367	I don’t know. It would depend on the school and it’s location.
S-0369	Rent office space for small businesses?
S-0374	I think with the loss of state funding, we should seriously be considering selling the properties or leasing with community partners to generate some kind of revenue
S-0378	Don’t close them
S-0380	A school for children with Autism where they can get all of their therapies in one place. Perhaps even with ABA therapy available on site in addition to speech, occupational and physical therapy.
S-0381	Not sure
S-0383	Before and after school care, tutoring, community events, extra-curricular programs (many elementary aged baseball players in the tyrone area) sports, arts, parent meet ups, community resources for families. ESE families looking to build a community.
S-0388	None at the moment.
S-0392	accessible public buildings. Many of the schools are historic (if not designated) and should be kept in the ownership of the community.
S-0393	I would not allow a charter school or any private educational organization use the school. Some northern schools are in much need of a update, down to the classroom furniture.

Q11. If school/district buildings are vacated, what ideas do you have for repurposing them in this geographic area?

S-0395	Before and after school care, tutoring, community events, extra-curricular programs (many elementary aged baseball players in the tyrone area) sports, arts, parent meet ups, community resources for families. ESE families looking to build a community.
S-0396	Oops answered earlier. Rent them out, convert to affordable housing. Lease the land for urban agriculture. Continuous Indie Market mall. Private art and music classes. Cafeterias can be converted to food banks with the produce harvested from the land. Whatever is done, do not break up the large parcels. They will never be pulled back together again.
S-0401	Housing is probably the best option. Senior housing, senior living centers, teacher cluster housing (for young, unmarried), community centers.
S-0404	Possibly converting them to affordable housing. Especially schools nestled in neighborhoods.
S-0405	East Lake corridor needs a dedicated zoned middle school consolidate or create k-8 programs in the area to address low enrollment
S-0416	Life skills classes, after school programs, early education programs, adults education programs
S-0443	No specific idea as to what these areas could become, but if the operate as shelter during hurricanes, something that can maintain that status.
S-0446	After school options, offer to businesses - there needs to be uses to take the financial responsibility off the county
S-0448	Housing for homeless children, after school programming,
S-0457	Smaller class sizes are a good thing keep schools open
S-0459	Na
S-0469	After school programs.
S-0480	Centers for older adults or technical schools
S-0483	Sell the land
S-0489	Rent them out
S-0495	Lease them out.
S-0509	Centers for electives, technical programs, magnets. A dual enrollment school so high school students that are taking college courses have a place to go other than a college campus.
S-0512	I guess it depends exactly where and if small businesses could take over the space.
S-0516	Immune it’s centers to support youth programs or Elderly programs
S-0519	None
S-0526	Turn them into affordable housing!
S-0528	Community center
S-0529	consult with local township on possible uses
S-0532	A middle school
S-0533	Vacated school buildings should continue serving the community whenever possible. They could be repurposed for affordable childcare and preschool programs, career and technical education, adult learning, tutoring, mental health and family services, or youth recreation and enrichment programs. Reusing these facilities helps meet community needs while making the best use of public resources
S-0534	What if we repurposed some buildings to be PCS sponsored community spaces? Co-work areas, quiet study rooms, computer labs, tutoring centers, indoor play centers for toddlers and little kids, Pearson approved test labs? These spaces could have hours open late into the evening so the community could utilize them.
S-0545	No
S-0549	Not sure

Q11. If school/district buildings are vacated, what ideas do you have for repurposing them in this geographic area?

S-0551	We don’t have such.
S-0552	More things for the community and for children like camps or neighborhood events
S-0558	Housing
S-0559	Homeless shelters, YMCA’s, rec centers, yoga studios, art centers (art classes) food banks, teen programs, sports centers, tech programs (have you seen the demand for p-techs electrical program? It’s always full, hard to sign up for). Medical centers, labs. Our community could benefit from so many services.
S-0565	Transition them to library or activity center where kids should have some fun
S-0567	Training sites or child care options
S-0569	Sell them
S-0570	PCS Sports Complex south/mid/north
S-0571	Library, community/rec centers, expanded ymca programs, artist workshops/studio spaces, small local business center, Big Brother programs, athletic programs… Anything to better community. No to leasing to a private school.
S-0573	Community centers, art studios, senior centers.
S-0578	I think using them for arts programs, Boys and Girls Club, Boy Scouts or Girl Scouts, or tutoring options would be great. I DO NOT want us to allow private schools that are already taking our voucher money in our schools.
S-0580	community centers, childcare, before and after school
S-0581	Rent them incase buildings are re-needed down the road.
S-0586	Sell it
S-0588	Sell them and the property
S-0589	Affordable housing
S-0590	Sell or Lease
S-0593	Combine students from brooker creek elementary with cypress woods elementary, and convert brooker creek elementary to a dedicated middle school for the north Pinellas county corridor
S-0595	Middle school!
S-0598	Community centers, affordable housing, sell for redevelopment
S-0599	A northern county training location. You could do the same with a south county empty building, giving the district more options when scheduling meeting locations, having them rotate locations instead of always very far away for some people.
S-0600	Can locations that are not needed be sold and the proceeds re-invested in existing schools
S-0603	Low income or senior housing
S-0609	Fill them again with useful content; content that is in demand. If they are empty it's because nobody wants to buy what you are selling.
S-0611	affordable housing
S-0613	Library expansion
S-0614	I love the idea of expanded early childhood and VPK. If they need to be repurposed entirely, it would be great if they became low income housing. Or maybe housing that gives priority to teachers and school staff.
S-0627	As a parent of a child with autism in a low-income community, I believe vacant school buildings should be repurposed into community resource centers. They could partner with Head Start to expand early childhood programs, provide affordable before- and after-school care, offer autism and family support services, create local employment opportunities, and serve as a community resource hub for families in need.

Q11. If school/district buildings are vacated, what ideas do you have for repurposing them in this geographic area?

S-0634	I would still like to see places of learning- museums, libraries, maybe open education spaces?
S-0636	Tutoring centers / collaborative co-op space for kids (a public space where Parent volunteers can come to teach co-ops for Florida virtual students(/ homeless shelter / Recreation center / low income housing
S-0637	Convert into recreation centers targeting adolescents
S-0651	Homeschool co-ops, housing
S-0653	Afterschool? Or extra curricular activities - safe place for community events
S-0654	Shelters
S-0656	Employee housing, employee daycare, Employee health/fitness center.
S-0660	I think leasing these facilities to shared or similar entities (private OT/speech, homeschool programs, karate/fitness, tutoring, etc). It may sound odd, but visit Salon Centric on East Bay in Largo and see what can be done with a large space to serve similar purposes.
S-0665	Youth sports complex is needed
S-0666	None
S-0667	Some buildings could serve as centralized student support hubs, providing tutoring, mental health services, family resource centers, or before- and after-school programs...a district community center...a partnership with the county?
S-0674	If school buildings are vacated, I believe the focus should be on repurposing these spaces in ways that continue to benefit students, families, and the surrounding community. Potential uses could include early childhood education centers, community resource hubs, workforce and technical training programs, family support services, or partnerships with local organizations. I would also encourage the district to explore innovative ideas such as workforce housing for teachers and school employees, if feasible. Supporting the people who serve our students every day strengthens our schools and communities. These buildings are valuable community assets, and any repurposing decisions should prioritize opportunities that create long-term benefits for families and the area.
S-0679	These facilities could be used as auxiliary campuses for secondary schools. These campuses could prioritize small class sizes and focused academic and/or technical programs.
S-0681	Professional development centers, community learning spaces
S-0682	Sell them
S-0683	Training facilities for sheriff's dept, training building for maintenance employees
S-0684	If owned by Pinellas County, they could be rented/leased out to other schools, pre-schools, etc. possibly.
S-0693	No idea

Q11. If school/district buildings are vacated, what ideas do you have for repurposing them in this geographic area?

S-0704	If school or district buildings are vacated, I would prioritize repurposing them in ways that continue to benefit students and the community. Potential uses could include: Career and technical education centers that provide workforce training in healthcare, skilled trades, technology, and other high-demand fields. Early childhood education and preschool programs to expand access for families. Adult education, GED, and workforce development programs. Community centers offering recreation, arts, tutoring, and after-school services. Partnerships with local colleges, universities, or employers for training and certification programs. Space for nonprofit organizations that serve youth, families, seniors, and veterans. Business incubators or entrepreneurship hubs that help support local economic growth. District support services, administrative offices, or specialized student support programs. Before
S-0705	Yes but I hope and pray that does not happen
S-0707	gymnasiums, restaurants, multi-use (ex: restaurant/salon/gym)
S-0712	You say our vacated as if the staff and students just didn't show up one day. Say it like it is, if you shut down schools. Because if you don't force them to shut down, they'll stay functioning and open. Stop forcing schools to be vacated, and allow for lower student to teach ratios! It's really not that difficult, so just come out and say you don't want to support education!
S-0715	Affordable housing
S-0718	Hybrid community centers? Places and partners committed to supporting the community. Maybe some mixed programming for people of all ages. Not sure who does that, but could be amazing. Maybe it means multiple partners for one location?
S-0719	Sports and recreational activity for children
S-0724	Gifted/Magnet needed in this area. Technical trade schools. Adult schools.
S-0728	Tear down and build parks and playgrounds
S-0730	Create places for stem or extra curricular activities. A place where students can go after school for tutoring, classes, and safe social events.
S-0731	Honestly, I’m not sure.
S-0734	Either lease the buildings or sell the real estate to help fund other schools.
S-0737	How about don't close more? If you close them. Perhaps maybe community centers, teacher or homeless family housing, tutoring centers, libraries, parks, or green spaces. Just keep in the community without overdeveloping into more overpriced condos locals are priced out of or for profit only concerns. No data centers or scientology retreats either.
S-0743	I think early education centers, gifted centers, dual language immersion schools (as everywhere else in the world this is standard), or interesting, city-inspired co-working spaces.
S-0745	School of Arts
S-0747	Maybe vocational schools, trade schools, adult education schools, maybe even add college courses of some sort to a building.
S-0748	Those schools that may possible closed turn them into shelters for displaced families / people or a place where free tutoring and trades can potentially be held at. A community center as well . I feel cutting the pay for higher ups would be best versus cutting corners to save in other areas.
S-0749	Recreation centers for children. They have no where to play

Q11. If school/district buildings are vacated, what ideas do you have for repurposing them in this geographic area?

S-0752	Sell Gibbs High School PCCA magnet to the Florida Orchestra and move the high school magnet to a different school
S-0755	I think a lot of schools aren't positioned to be repurposed because of where they are in the community. I would prefer to see them knocked down and replaced with housing.
S-0756	Affordable housing, community centers
S-0758	Start busing
S-0763	Renting them out for use to local groups, charter/private/home schools for their activities. Anything but letting them sit empty. Get what you can, money wise, for equipment not being utilized on a large scale and keep a small amount on site for use through those rentals.
S-0767	New housing? Sell or lease to a charter school? Sell property for new development
S-0769	Buses and virtual learning
S-0770	Sell to fund existing programs
S-0771	Autism center
S-0777	How about outreach? Help for the community? Anything other than more selfish propaganda
S-0780	Could they relocate to church or malls? Malls are a good option because traditional malls have a lot of space availability
S-0782	They should used them for early childhood education, career and technical education, adult education and community programs, also for students support services to continue benefiting the communities.
S-0783	These spaces should be repurposed for students with behavior issues. No teacher should have to spend the school year dealing with behavior issues from the same students over and over.
S-0787	homeless shelters
S-0788	Early child care center, Special Education Center (Autism!), Training / Professional Learning Center, Adult Learning, Parent University Classes
S-0794	I think the preschool options are good. I'd be interested in your other propositions,
S-0795	No suggestions
S-0799	In school
S-0807	Lease unused buildings to charter schools, colleges, nonprofits, daycare providers, or community * Sell buildings that are no longer needed. * Consolidate administrative offices into fewer buildings to reduce costs * Expand employee childcare into underused schools. * Share facilities with city recreation programs, libraries, or community health clinics * Review transportation routes Any savings goes directly to staff health care Do not allow outside hires when teachers are displaced Expand the teacher contract to 5 years at a time Lease out unused busses Rent out school spaces during non school hours for events. Rent out parking spaces for markets and community events. Sell old furniture or equipment. Partner with nearby universities to lease out unused buildings. Money that comes in consistently should go towards health care for staff and teacher raises.
S-0812	Sell them! Our education system should not be in the business of holding onto unnecessary real estate.

Q11. If school/district buildings are vacated, what ideas do you have for repurposing them in this geographic area?

S-0814	Not sure
S-0816	S.T.E.M. Program for all ages
S-0818	Unsure
S-0821	Create art centers
S-0828	They can become field trip destinations (like the old safety park), used by community partners (PCCPTA, CTK), food banks, rental venues, etc
S-0847	I recommend first evaluating whether existing district programs could better utilize any vacated facilities before considering new programs or other community uses. This helps maximize current resources and address internal needs first.
S-0856	Please DO NOT sell! We back up to countryside high school and bought this house in 2017 with the impression that there would not be commercial building or residential population behind us! If this school vacates we would love to see the it to be transformed into a useful space for pinellas county school. You will need to 100% notify all homeowners that back up to property immediately if selling so they have the option to sell/ move right away!
S-0858	Library or rec center - more summer camp options
S-0866	Not sure
S-0871	NO DATA CENTERS- rent them out to non-profits organizations for a great price
S-0873	Sell/Lease to Club or the YMCA and have before & afterschool students at those campus and not the school.
S-0874	Convert classrooms into early childhood education spaces.
S-0878	Create centers for literacy. Our students need to read. Maybe make more libraries or community centers for families.
S-0879	Offices/ hubs for workers/ prep staging areas.
S-0881	Technical school
S-0883	Sell real Estate.
S-0884	More early childhood options, a technical school location, professional learning location.
S-0885	Mental health services. We do not have enough of that around here.
S-0888	Make closing high school technical program facilities
S-0892	make into "community housing" facilities for families that can't afford rent or mortgage at this time.
S-0895	If school buildings are vacated, the district should prioritize using existing facilities in a way that provides the greatest benefit to students and families. Older schools with significant facility challenges should be evaluated for relocation into newer, underutilized buildings whenever possible. For buildings that have reached the end of their useful life, demolition and redevelopment of the property should be considered rather than continuing costly repairs. In some cases, portions of existing campuses that remain safe and functional could be repurposed for other district needs, such as early childhood programs or community services. The district should prioritize student safety, long-term sustainability, and responsible use of resources when determining how vacant properties are repurposed.
S-0897	Please do not sell and build condos.
S-0899	Office space

Q11. If school/district buildings are vacated, what ideas do you have for repurposing them in this geographic area?

S-0900	homeless shelter, food banks, community garden
S-0901	Technical schools
S-0902	Lease them to charter schools.
S-0907	Thats something I would have to discuss in person
S-0911	Sell to public or private entities so money can be freed up to help in existing school system.
S-0913	Sell the land to generate income for school district
S-0914	Childcare, early childhood education, etc. Whatever keeps teachers teaching and students learning as they should be without being packed into a room like sardines because the district keeps upping the class sizes.
S-0918	Leasing the space to private companies that are not competing charter or private schools.
S-0920	Please please let the homeschool coops RENT the buildings, students pay via the step up scholarship — JUST like students do at a university where they enroll for different classes each semester — we desperately need homeachool spaces to rent
S-0930	Community recreation
S-0931	Sports facility, facility for non sports activities(chess, theater, stem)
S-0935	Nonprofits
S-0941	Lease them cheaply to the county for park and recreational land. That way it can always be turned back into a school in the rare case that need arises.
S-0944	charities. at low rents.
S-0946	I believe we need another type of alternative school. I believe a lot of.parebts leave public school because of the behavior of other kids. Having an alternative school with smaller class sizes and better support for those kiddos would be great. I also think we would use another ESE school.
S-0950	2yo integrated VPK for kids who need ESE and a cheaper daycare option for parents who want to be a part of the program. We are not helping out you g kids that need support by waiting until they are 3 to serve them.
S-0954	Sale, childcare, convert for housing
S-0955	Homeless shelters, activity centers, teen centers
S-0959	Ideally I would say sell the land to someone who wants to create a park or something beneficial to the environment and families, but we know the highest bidder would likely be a developer for more apartments. Keep the space and find funders to create niche opportunities for the students in PCS, similar to like Enterprise Village. Find a funder for a children's museum or a children's learning garden, a children's science center, etc in Pinellas where families can participate together on weekends and schools can utilize during the year for learning opportunities outside of the classrooms.
S-0964	Use them for trainings, or rent them out for events especially in the seasons when we have very inclement weather.
S-0972	Yes
S-0974	Wow, the possibilities are endless! Maybe extra curricular centers. Science, recreation, gifted learning enrichment, horticulture, gardening..
S-0976	Using it to rent space for events, markets, shelters, or a place that would be open for kids to go that is a safe place to hang out doing extracurricluar activities, or theater space to rent out to the community
S-0981	Housing, leasing to local businesses
S-0983	None
S-0989	Wellness centers/gyms for staff

Q11. If school/district buildings are vacated, what ideas do you have for repurposing them in this geographic area?

S-0992	I am not sure, but it's a very good question. I imagine there's a lot that would go into this like zoning and how residents would feel about certain uses. The footprint of a school could be readily used for things like rehab facilities perhaps, but other uses would almost certainly involve a rebuild. And again, how does zoning play into that. Geographic location of the specific school would play a big part in this.
S-0993	Shared rec centers for the community. To include pools.
S-0999	I want vacant school buildings repurposed in ways that still benefit families and the community first. My preferred uses would be early childhood programs, after-school or tutoring space, career-tech or adult training, student and family support services, or community space that stays public-facing.I'd put educational reuse first, then support services, then community use, and only after that revenue-generating uses. My main concern is that the building should not just sit empty or be sold off too quickly when it could still serve the area in a meaningful way.
S-1003	Not sure
S-1004	Science center, Center school, PreK,
S-1005	Convert them to teacher housing to keep teachers in the county, and if enrollment ever raises you still have the property to use again as a school.
S-1006	The Bok Building in Philadelphia, PA is an old vocational school that got repurposed into a space for artist studios, small businesses, non-profits, and even food/beverage. I don't know how, but I do know it'd be a hit here and overall bring business into the area.
S-1011	Turning the buildings into housing for staff members. Many of our staff live across either bridge because it is too expensive to live in Pinellas but they live working here. If we were able to provide housing that would also attract new teachers.
S-1014	Housing for first responder staff, rotating trades programming, a space for the industry to introduce young people to career paths in a more hands on and less traditional academic way
S-1022	Make them social service centers.
S-1029	Na
S-1030	STEM programs
S-1031	Student housing
S-1032	Partnership with sharing space with the Pinellas County Urban
S-1037	Technical school to replace education to job training
S-1038	Market rate Affordable Housing & Community Center for Residents. Local Housing Authorities are good partners to start with.
S-1040	I'm sure this has been mentioned, but how affordable living for all public service type people from school to county to first responders.
S-1041	Not sure
S-1042	Used for trainings instead of going to admin or south county to do trainings
S-1043	As described in my answers above, I think Countryside High School would be a great location for another technical school.
S-1044	I liked the great explorations solution found. More solutions like that are needed. Our families would be likely to stay if they saw the benefits that public schools had.
S-1045	rent them out to other programs.
S-1048	N/A
S-1049	Partnering with local, private non profits, affordable staff housing
S-1050	Childcare, community event space, elderly care centers
S-1051	Sell them - not to Charter or Private schools
S-1056	None at this time

Q11. If school/district buildings are vacated, what ideas do you have for repurposing them in this geographic area?

S-1063	Visual and performing arts centers for student use (school plays for schools without auditoriums, etc) and community use. Hands-on learning centers for life skills such as home maintenance, budgeting, tire changing, home economics tasks, etc.
S-1064	N/a
S-1065	Assisted living, senior centers, museums, field trip centers
S-1068	?
S-1069	Before and after care
S-1070	Something similar to how Great Explorations is taking over an underutilized school to create a place that will benefit students.
S-1071	Making them a technical school or an alternative school so that they can still serve students
S-1073	Sell them or lease them. If they are not needed there is no reason to keep them and continue to spend money maintaining them.
S-1074	Adult education centers, professional development centers, or sell the properties.
S-1077	Have we considered selling them?
S-1082	A stem experience lab similar idea to enterprise village.
S-1087	Vacating schools and district buildings should remain community assets and continue serving educational. Workforce neighborhood needs whenever possible rather than leaving facilities vacant or selling them to non-community purposes the district ship prioritize partnership that creates measurable benefits for residence.
S-1089	Unsure
S-1094	I'd love to see if any can be repurposed for workforce housing.
S-1099	They should be repurposed, if at all possible, as North County does not have a technical school.
S-1100	Selling them. Invest in updating current schools
S-1102	As I said in a previous question, I think it would be great to see if the local municipality would buy it with the provision it be used for the community. The district would make money and the community would benefit. Another idea: Turn it into apartments and make the money back by renting to staff only for reasonable rents.
S-1108	Green space. Not more housing or unused commercial.
S-1110	Unsure
S-1112	Housing for Newly graduated young adults
S-1113	Affordable community Healthcare, community resource hubs
S-1115	Trade schools
S-1117	Rec Centers, after school programs, additional Adult Education/PTEC, SPC, or sell to make way for affordable housing or mixed use.
S-1122	Community Center
S-1127	Sell the property and land as a new source of income
S-1129	They need to be turned into affordable housing for school staff. Teachers, plant operators, cafeteria, office clerks, etc. are unable to afford living here and the commute is terrible, and expensive. Repurpose the buildings into affordable housing options for them while they are employed by the school district, as this will continue to serve the communities and generally all schools are on public bus routes, so transportation and car pooling will be easier to manage.
S-1130	demolition and sell the land depending on the campus age
S-1132	Perhaps they could be repurposed as shelters for homeless individuals.
S-1134	Not sure

Q11. If school/district buildings are vacated, what ideas do you have for repurposing them in this geographic area?

S-1137	Not charter schools Maybe partner with local ymca/JWcate partnerships
S-1143	Sell them
S-1144	Sell them, increase teachers salary. Teachers cannot afford to own or rent here.
S-1149	None
S-1153	Churches and nonprofits may be interested in them.
S-1154	Homeless shelter or Animal Rescue
S-1155	Vacate the administration building and sell the property. Relocate those people to one of the newly closed schools.
S-1158	Sell large properties to help with the financial deficits.
S-1159	Don’t know
S-1162	Sell the real estate and use the funds to invest in the attractors you have at the schools you will rebrand.
S-1166	Turn into healthcare centers for teachers and employees…lower insurance costs (Pasco County and St. John’s County Schools have these established)
S-1169	Early education and partnerships bringing more programming for students before and after school and over the summer
S-1170	Having family/sports areas for the community, technical college, special needs centers for job training
S-1171	Senior housing
S-1174	Adult education, Workforce training, Vocational training, Certification training , After school support to middle & high school students
S-1178	None
S-1179	Don't sell them off immediately. Things can change from year to year and the space may be needed again.
S-1181	A local community hub for families to pick up essentials like non perishable food, clothes for their kids, resources to support families that don't have reliable computer access (filling out counseling forms or applications for financial assistance) etc.
S-1182	Aftercare, GED programs, Partnership programs for adults pursuing continuing education. The city should hold on to the property at the very least. I would hate to see the properties sold to the private sector and more high rises go up on them. The city should be smart about the land they own. The city should identify the greatest “need” of its community and see if the closed builds can facilitate it. Even if it means them leasing the space to private businesses.
S-1184	Sell the property; use funds to enhance and maintain existing property
S-1190	If a school is vacated then the school should not have any work done on it.
S-1191	None

Q11. If school/district buildings are vacated, what ideas do you have for repurposing them in this geographic area?

S-1192	Don’t sell them. Pre-K/early learning center (feeds future enrollment back into the system). Rec center, gym, or after-school program hub. Youth sports leagues/fields. Trade and workforce training (HVAC, culinary, healthcare aide certs) — partner with St. Petersburg College or Pinellas Technical College.
S-1194	Early childhood centers are a great idea! Senior or adult care centers would be great too.
S-1197	Sell them to create more money.
S-1201	I would be interested in data gathered for needs in this area; what do families need and is there a way to utilize buildings to bring in revenue? Can programs be provided that allow parents to utilize money from scholarships?
S-1202	Affordable housing
S-1204	turn them into tutoring centers where students can make appointments for 1:1 tutoring by a certified teacher who actually know what is being taught in class and the methods the student HAS to use. Students, especially in math, are no longer given credit for the "right answer" they are only given credit for using specific method to get the answer. Also buildings could be used for the supervision that the school has to provide to those who disrupt in the regular schools and who can now get their entitled free education on a computer at one of these centers. Use it for out of school suspension - bring back the out of school suspensions for ALL students who misbehave, disrupt, hurt others, threaten, don't follow school rules - SUSPEND THEM.
S-1208	Alternative school
S-1209	Housing
S-1211	roller skating rink, affordable housing for staff, community centers
S-1215	If buildings cannot draw revenue from school aged children perhaps adult education, technical/vocational, or early childhood programs should be considered. If a building becomes a liability, and cannot be repurposed to benefit communities, renting, leasing, or sale should be considered.
S-1216	We should partner with businesses in the area to determine if there is the possibility to lease or sell the buildings off.
S-1217	Whenever possible, I believe vacated school buildings should continue to serve an educational or community purpose. One option worth exploring would be repurposing a campus as a workforce development center by partnering with local businesses, trade organizations, colleges, or apprenticeship programs. The district could lease space for high demand career training programs; such as construction trades, welding, automotive technology, healthcare, or advanced manufacturing. This could create opportunities for both students and adult learners while helping meet local workforce needs. Any repurposing decision should be based on demonstrated community demand, financial sustainability, and the long-term benefit to students and taxpayers.
S-1218	Teen hobby specific maybe dirt mounds for bikes, hobby RC’s, equestrian/farm, Accessible work rooms set up for hobbies
S-1221	Selling the property to a developer for affordable housing or creating a daycare for district employees

Q11. If school/district buildings are vacated, what ideas do you have for repurposing them in this geographic area?

S-1225	Adult education- they need a new facility!
S-1229	Repurposing it as a middle school. Or create a school for experimental learning strategies like a public Montessori/Waldorf school.
S-1231	The students could learn trades that will give them a living wage. Doing this while getting a good education.
S-1232	Not sure if repurposing would be cost effective.
S-1233	Utilize them to address the homeless not only for housing but also to help develop skills that would all ow them to renter the workplace.
S-1234	It would be up to the district to evaluate what would help their budget and still be community friendly.
S-1235	Rec centers? Would be cool if they were still used for kids to come together whether it was for homeschooling or community children programming
S-1236	Technical collage
S-1240	Medical offices, independent living, adult entertainment facilities, homeowner enjoyment spaces, dog park.
S-1244	Don’t close them. Instead of giving millions and millions to vouchers, charters, private use it to improve the buildings that we have. Instead of wasting the money
S-1246	The buildings might be used by non-profit organizations to provide services in the community.
S-1249	Sell some. Put the funds into secure accounts. Make it so future superintendent can use the interest for projects they deem necessary, but never ever touch the principal.
S-1250	Rent the buildings out for good purposes. If student count raises you made need them later.
S-1252	Community centers, third spaces for community gatherings, especially after work and evenings. venues for music performance, places to sit and read with no charge, art exhibits, things of that nature.
S-1255	Affordable housing
S-1258	Housing. Parks. Recreational facilities with pool
S-1260	There's no reason why they could not be converted into offices or meeting spaces
S-1261	Sell and use the money to improve or rebuild existing schools.
S-1262	In all parts of the county, I believe these buildings need to be sold.
S-1263	'-- Partner with community Parks/Rec departments for local community classes or extension services -- Elder services, partnering with healthcare providers such as BayCare? The meeting pointed out that our population of 80+ residents will double. If the vacated buildings are still near active schools, there could be programs for supporting young-student reading, offering mentoring, or even having high school students provide support as part of a nursing/gerontology magnet. -- I would say housing, but I know that adapting a classroom building for housing can be challenging and expensive; then again, a partnership with a development firm might be helpful here?
S-1266	East Lake area of Palm Harbor desperately needs a middle school option that is closer than Tarpon MS. However none of us in the east lake area want to lose the academic rigor and specialized programs that east lake middle offers our students. Please don’t open EL Middle to be a full public school, but I support adding seats, adding staff, and maybe moving it into Brooker or Cypress woods ES if you combine those two.

Q11. If school/district buildings are vacated, what ideas do you have for repurposing them in this geographic area?

S-1269	I like the idea of using them for early childhood care facilities. Summer camp facility would also be a nice option.
S-1279	They could be used as a city rec center for summer camps.
S-1283	I dont know. I guess I dont know what is driving this. We are going down a very slippery slope. I realize the county is at the whims of state legislature, but what happens in 20 years when we realize these private schools are putting our children behind?
S-1284	Technical or career opportunities for struggling students
S-1285	Turn them into charter schools
S-1292	Community center
S-1293	If school buildings are vacated, they should be used for children's development centers, providing art, music, sports programs
S-1295	Offices, senior care, low cost housing, rehab
S-1297	I would think it depends on how many children are in that area. It's common sense. Personally I would love more nature parks like the one donors bought from the county on Klosterman Road. Or if the school doesn't need them I guess you could sell the property; however you have to be aware of what type of company would go in there. I doubt many neighborhoods would welcome a data center or other large business with many employees. Everyone is complaining about needing more housing. Well allow that while keeping in mind that would bring more children in and you then might have a shortage of schools.
S-1301	Affordable after-school programs with homework help and structured activities with transportation from area schools. Transportation would be easier picking up from various schools in the area and going to a central location. Activities and support varies according to age group. It would also be a great opportunity for high schoolers to earn volunteer credit (with supervision) thus serving all age groups.
S-1303	Transforming into larger community centers offering a multitude of classes, lessons, tutoring, sports, arts/music and activities for community members
S-1316	They could be used for after school programs, extra support for students who are falling behind or IB classes taught by college staff etc.
S-1325	Senior citizens and early childhood combined activities
S-1329	RENT them out. Charter schools are popping up like crazy- rent one out and make money. Any YMCA's looking for a good home. Maybe somehow open up a 'home school' cohort meeting space- somewhere that these co-ops could rent out a certain day of the week to host their groups. You have to space to make it work, many different co-ops, gyms, cafeterias. Testing centers, if there's a need. Why doesn't the night school that's at Clearwater high expand into a vacant school, more room for enrollment, offer trade classes at night.
S-1334	Not sure
S-1347	Build houses.
S-1350	We need to look into more community partners like urban league, NAACP, and or fraternities or sororities that can have some type of curriculum presented on an ongoing basis that would focus on trades and possibly life skills.
S-1352	Healthcare clinics for PCSB employees. Pasco and St. Johns County schools currently have programs that utilize healthcare options for employees on school campuses. This could also assist in the rising cost of health insurance for employees.

Q11. If school/district buildings are vacated, what ideas do you have for repurposing them in this geographic area?

S-1357	STEM Centers/STEM Education - like the Stavros Center Technical training schools/Workforce Training Facilities Community Centers
S-1360	Homeless shelters. Or group homes for the mentally challenged or homeless autistic people aging out of the system.
S-1363	Sell them to make money that can go back into the classrooms in the open schools. Give teachers well deserved raises.
S-1368	Community centers, parks for children
S-1380	Community center, sports center, a senior center, banquet center, large luxury apartments
S-1382	Provided childcare to those that can't afford it at a discounted rate, make it a senior center, or a shelter
S-1384	Stop the BS and STOP privatizing education
S-1387	As long as you keep Sunset Hills, Tarpon Middle and Tarpon High as is .. you could use the other buildings for early childhood or technical school
S-1388	Some land could be converted into affordable housing(condos, townhomes, homes for pinellas county staff members) Other ideas would be more ymca centers for health and fitness for the community members.
S-1389	Yes
S-1391	Selling them
S-1392	Either use them for adult education and technical training or sell them for the development of low cost housing.
S-1396	Low income housing, elderly housing
S-1398	If they are able to be sold, they should be sold.
S-1399	this can be addressed once we get the school zoned sorted properly. parents biggest concerns are not their facilities but the educational experience and decisions for their families.
S-1402	Sell buildings to charter schools looking build brand new campuses. Example- Sutherland Elementary
S-1405	Community centers
S-1414	Indoor play area (outdoor playgrounds get too hot for much of the year), childcare center (low cost or free), indoor facility like Great Explorations
S-1415	Just create a safe and loving culture and environments
S-1416	Leasing or selling them to public or private organizations
S-1417	Areas for more recreational centers or programs for children of all ages.
S-1418	Vacant school/district buildings should be fully evaluated for reuse before any new construction permits are authorized.
S-1420	I think y'all should team up with churches. Also, put solar panels over the parking lots to reduce electric costs or even sell back to the grid. And if you have to resell a school, then maybe see if government contractors are willing to buy it for workspace like Lockheed Martin or Northrop Grumman or something,
S-1424	Please open studios for working artists. Could model after Wada and house major art collaboration events in the auditoriums- allowing a mercantile style area- creating new meeting places for teens, also- avoiding these teen takeovers.
S-1427	Lease to charters or sell

Q11. If school/district buildings are vacated, what ideas do you have for repurposing them in this geographic area?

S-1428	Clearwater's Northward and Southward Schools have been 'passed by time' and exist as 'problems and concerns'...And the location of the original Clearwater HS (near Drew and, current, Doctor Martin Luther King) has remained 'bulldozed' ground since the late '50s (when the 'new' campus was established on Gulf-to-Bay and Hercules. Unfortunately, Clearwater's, once envied, grand 'Downtown' district has been 'mismanaged by the poorest of local government decisions'...After 60 years, it continues to spiral down into a tragic 'black hole'.
S-1431	temporary shelter for HEAT families
S-1434	Early learning center, homeless families shelters, DV shelters, affordable housing
S-1435	I believe buildings and land should be sold as the district needs money to provide quality education. State funding is not enough.
S-1440	No
S-1442	Let Charter schools use those building rather than take residential lands to build new schools where they don’t belong. The infrastructure is already there.
S-1457	Community event centers, certain magnet special programs, Traning centers or offices and storage or if enough campus space a community art or community sports complex.
S-1458	Use it as a storm shelter
S-1462	Tutoring centers, camps, clubs, adult education opportunities
S-1464	Low income family housing or teacher housing.
S-1466	homeless shelters, build something else on the land and use profits to pay teachers more
S-1472	Maybe the peek sites. Sell the land, money back to the teachers and schools
S-1479	Whatever best for the district
S-1481	Do not close highland lakes elementary
S-1482	Another school like mangrove would be nice.
S-1488	Maybe rent
S-1490	I think we need to focus on repurposing all PCS owned vacant property - especially historical ones. Early learning is one option - but what about leasing them out and using the income to pay teachers more or at least assist in lunch programs/school supplies
S-1492	Early learning programs
S-1493	Affordable housing for staff members, housing for senior adults (75+)
S-1496	Turn the vacated buildings into shelters for underprivileged families with kids
S-1502	Sell the land and reinvest in remaining schools? Turn them into park space?
S-1504	Playgrounds
S-1506	I commented on earlier page a life skills resource center
S-1517	Sell them or rent them to ymca, club, etc.
S-1519	comprehensive ecosystem that includes: STEM & Vocational Training: Bridging the gap between classroom education and local workforce needs by offering hands-on technical skills training. Athletic & Character Development: Utilizing existing facility infrastructure to keep youth active and engaged in a structured, safe environment. Mentorship Pipeline: Connecting students with positive role models to increase academic success and career readiness
S-1520	Not sure
S-1522	Early childhood centers as mentioned below, tutoring centers, or training buildings
S-1525	Service centers where businesses are charged. This would provide revenue.

Q11. If school/district buildings are vacated, what ideas do you have for repurposing them in this geographic area?

S-1527	Promoting things that students would actually enjoy to have in their schools, encourage and promote more antibullying media, (and actually do something about students who are being bullied) increase budget in activities and clubs that students are interested in.
S-1538	Art classes, summer camps for kids
S-1539	Teacher housing or sports facilities centers.
S-1542	Adult day care centers
S-1543	Renovate them into affordable housing
S-1544	Possible relocating from admin, having those at the administration building relocated to underused school sites could be a cost savings and bring those departments closer to where schools/students/staff are.
S-1545	Rent to businesses that would support student needs with both mental health or physical activities
S-1547	After school programs- arts education
S-1555	I think selling them is the best option, preferably not to charter and private school operators. Maybe repurposing them into community/Rec centers?
S-1558	Make them into rec centers of some kind
S-1565	Not sure
S-1574	community center!
S-1580	Sell
S-1583	Indoor sports complex
S-1587	Community Centers
S-1588	Absolutely none , our school / district buildings should not be vacated or repurposed in this geographic area to conserve our current wildlife and environmental resources and to maintain current traffic patterns etc
S-1590	Create more fundamental schools! This is what families want
S-1593	Charter school that os part of the public school system.
S-1597	For non-educational purposes, senior services or government offices or adult education or adult vocation
S-1598	I think early childhood vpk is the perfect solution
S-1600	Sale of property should be done very judiciously. Land to build in Pinellas is already difficult to find. Once land is sold that space will never be reclaimed.
S-1606	Community Science center for kids of all ages
S-1609	Seminole elementary is in a commercial area in park. Can be sold
S-1612	Housing for PCSB employees, special education centers for children with disabilities so families do not have to travel far from home with their children, before and after care facilities for students run by PCSB.
S-1614	Library? Study and tutoring offices? Programs that teach kids how to manage finances, go to college without debt, get a job after high school if college isn't a fit? Do taxes? Find their strength and relevant careers? Mentorship. Gardening lessons… I'm sure there's grants and programming that could get tapped into
S-1618	If they're older buildings or small campuses, sell them. That would save on upkeep, repairs and taxes.

Q11. If school/district buildings are vacated, what ideas do you have for repurposing them in this geographic area?

S-1620	Vacated school buildings should remain community assets whenever possible. Before selling properties, you should explore repurposing them as early childhood education centers, career and technical education campuses, adult education and workforce training centers, or specialized schools for STEM, the arts, or students with unique learning needs. They could also be used for after-school programs, community recreation, emergency shelters, or leased to nonprofit organizations and public agencies to generate revenue while continuing to serve local residents.
S-1631	Use vacated building as community co-op for similar types of businesses
S-1632	Parks and playgrounds.
S-1638	Would the property be able to be sold?
S-1645	Rent space out for a tutoring company similar to Khan Academy but more affordable for the residents in this community. I'd like to see space used for free family and parent training. I'd like to see space used for continuing education for adults.
S-1647	If the buildings are no longer needed Sell them or rent them out to offset school cost or fund other school activates
S-1649	Turn it into something for children.
S-1650	Consolidate K-8 or magnet
S-1652	Early education and preschools, tutoring centers, before and after school care centers, and possibly selling uneeded properties.
S-1659	Something that makes money so that teachers can be paid more and students can continue to receive support they need
S-1661	Didn't know
S-1663	More trade labor schools are needed.
S-1664	It depends on if the county intends to retain control of the properties, or sell them. Affordable housing is obviously top of mind, there are also unmet needs in St. Pete as far as rec/community/YMCA type of spaces.
S-1665	6 month to VPK school
S-1669	No opinion
S-1670	Partnerships with businesses; PCS student performing arts/visual arts exhibition and performance venue
S-1671	Student services centers or low cost leases that generate income beyond operating costs
S-1672	community welfare centers
S-1674	Partnership organizations should be recruited to rent and occupy these facilities.
S-1680	Office buildings, low income housing, government resource buildings like rec centers
S-1685	Children's and youth homes to keep children safe and providing a roof over there heads as well as counseling.
S-1687	Sitting vacant may be the most cost effective if selling the property isn't an option. If the best properties were sold that could help with some of the financial issues this county is having. I don't think any money should be spent repurposing any property unless it can make money for the district.
S-1688	Community art, music center or some type of third space for community
S-1690	I don't know
S-1693	Educational center
S-1701	Community centers for after school arts culinary technically after care type things

Q11. If school/district buildings are vacated, what ideas do you have for repurposing them in this geographic area?

S-1702	No idea. Housing for staff since the support employees cant afford to live in Pinellas without taking on a second job.
S-1707	Early childhood centers, housing for low-income families to keep their children in the district
S-1709	Oriented to assisting children. Children need more resources safety and inclusion
S-1714	Admittedly I don’t have a good answer to this. Potentially have localized SPC classes / or senior learning centers.
S-1721	Housing for staff. We can't afford to live/work here if the rumors of a $500 /month increase in health insurance are true.
S-1722	Teacher trainings, vocational programs, training for first responders, test sites for possible vendors
S-1726	Keep them as schools
S-1733	Sell
S-1740	The buildings should be used to support community initiatives and community support. The campuses should not be used by charter or private schools.
S-1743	Lease to businesses
S-1744	Keep them
S-1753	Invest into before and after school day care facilities
S-1754	Don’t vacate them.
S-1757	Training, community centers for health for our students and staff for cultural events like performances
S-1766	Sell them.
S-1769	Depending on the space but some potential options is create better spaces and more affordable wrap around school programs that can support working families.
S-1777	trainings, performing arts events, lease them
S-1782	None
S-1783	Sell the property and put the money in emergency fund
S-1785	Use for community events or allow non-profit organizations to utilize for meetings or special events. Example: electrical wiring class, rehabilitation classrooms, after school classes / tutoring, etc. Use the building instead of allowing them to sit dormant.
S-1787	For special needs students; they can have more one-on-one. Rent each classroom out? After school/daycares. Interactive/hands-on facility where there can be multiple programs to choose from (could be an after-school program and even an activity in lieu of sports for kids that don't like sports) art rooms 2D/3D/pottery, etc. Engineering-architecture. Computers-and everything that goes with that-coding, 3D printing, art, cybersecurity, etc. Cooking. Basic sewing/knitting. Life skills-how to talk on the phone, how to address an envelope, how to write a check. "Finishing" class-teach manners-end of quarter have a fancy dinner.
S-1788	They could be rented out to charter schools which provides revenue to Pinellas County while offering more school choice in local neighborhoods. I am in favor of what is best for parents and students, not what is desirable for the National Teachers Union.
S-1789	I'd love to seem them become county parks. We need more safe places for children.
S-1794	Youth centers, tutor centers, preschools
S-1796	Rec center, libraries
S-1799	Sports area for the community.

Q11. If school/district buildings are vacated, what ideas do you have for repurposing them in this geographic area?

S-1803	Sell property
S-1809	Language immersion school, after school program, or extracurricular activities like art or music.
S-1811	Half day tech school for middle and or high schools
S-1815	Family Resource & Learning Campus that combines education, health, recreation, and community services. It could include: •Education Wing: homeschool enrichment, tutoring, adult education, workforce training. •Health Wing: pediatric clinic, therapy services, counseling, dental care. •Community Wing: library, makerspace, art studios, gym, fitness center. •Business Wing: nonprofit offices, small business incubator, meeting rooms. •Outdoor Space: playground, community gardens, walking trail, sports fields.
S-1818	workforce training facilities, or healthcare and childcare centers so they continue benefiting the community instead of sitting empty.
S-1823	Housing options for school board employees.
S-1825	Clubs, after school care, VPK
S-1826	Close
S-1827	This is a key question. I am not fully convinced that the school population will remain shrunken. I believe overtime, if all things are favorable for Florida, there will be a resurgence in people moving here. It would be a shame to repurpose schools and not be able to switch them back to the classic School formula in the future.
S-1828	convert to green spaces and athletic fields
S-1829	Selling them out for the town to repurpose
S-1830	Creating community and activity centers that are free for students.
S-1838	No
S-1840	That would depend on the size of the building and property, as well as the "amenities" of the campus. For example, a track, pool, soccer/football/baseball fields and gymnasium could be used as a community sports complex (YMCA type thing).
S-1842	Lease them to other agencies, the County, or the VA or sell them.
S-1844	Adult education, technical school for younger children. (Students who are not projected to graduate have exceptional personal or technical skills.
S-1845	ESE adult centers
S-1846	Community partnerships or renting out the buildings
S-1847	Parks
S-1858	Community centers that offer resources for families
S-1864	Sell them
S-1872	Sell the land and property. We do not need to repurpose them. We have enough training sites and childcare site options.
S-1876	Pre-k or wellness center with other agencies partnered
S-1879	Affordable housing
S-1889	Library
S-1890	Turn them into community centers, voting precincts, or other community facility. Only sell if the money gained would be transformative.
S-1892	Could we do some affordable housing for staff or families?
S-1894	If we can't afford to keep them open as a school, then the district should only be looking to sell.
S-1896	Rent them out as much as possible if there is interest. Sell off old properties like Tarpon Fundamental, San Jose, and Leila Davis where there isn’t enough room but yet those would be attractive properties

Q11. If school/district buildings are vacated, what ideas do you have for repurposing them in this geographic area?

S-1897	Sell them! N. Ward should have been sold already! Upkeep on an empty building is a waste of resources.
S-1898	Sell them to support the schools still open
S-1899	More parks and community spaces are always nice. I'd love to see city / county partnerships to potentially transition old schools into community spaces. The county is already so built up that the last thing we need is large parcels of land from former school sites being turned into hundreds of new apartments.
S-1900	Before or after school care
S-1902	Adult ed or GED
S-1907	Converting into a nature trail or park/rec
S-1908	Lease to community or consider turning into affordable housing
S-1915	Daycares, as well as at least one school that serves students who do not need to be in a traditional school environment due to behavioral choices causing them to be dismissed from their school.
S-1916	Rec centers
S-1920	Sell them , recoup the money and pay teachers more.
S-1923	Combine Cypress and Brooker Creek
S-1924	Rec centers, field trip opportunities
S-1925	Have existing k-5 go through 8th grade
S-1927	Stop voucher funding and repopulate our public schools.
S-1930	A shelter
S-1931	Employees child care, adult education campuses
S-1932	Sell the property.
S-1936	I really like the idea of using these buildings similarly to The Discovery Center by Great Explorations. Using these buildings to further build community partnerships. Allowing these buildings to continue to be used by our students.
S-1937	Shopping center
S-1938	Day cares and tutoring centers. Maybe a community center for adult education programs (culinary, mechanic).
S-1945	Leasing them to businesses.
S-1947	Community centers
S-1948	create another middle school
S-1949	Shelters for the homeless
S-1950	Continuing Ed or Adult Ed, Tech or vocational school
S-1953	Sell Mad beach property to Highest bidder. Same with Gulf beaches, Or Minor conversion into cheap staff housing. especially elm schools that already have bathrooms/.
S-1954	Selling them to provide funding for students. Or renting them, anything that keeps charter from moving in rent free.
S-1955	Expanded before and after care programs. It’s very competitive and stressful to sign up for these programs because space is so limited currently.
S-1956	Field trip opportunities, stem centers, reading and writing labs, learning environments that can be traveled too.
S-1957	More gifted center options for parents
S-1958	Green space. NO APARTMENTS
S-1960	Community service centers
S-1962	Could be used as administration buildings in place of the current admin building.

Q11. If school/district buildings are vacated, what ideas do you have for repurposing them in this geographic area?

S-1963	Unsure
S-1965	Vocational schools
S-1971	Sell them.
S-1974	Use them i was tutoring centers
S-1975	Adult continuing education
S-1976	Do not recommend closing
S-1980	I dont know
S-1981	Day care or trade school
S-1984	Just don't close elementary schools
S-1985	sell, rent out,
S-1987	Lease out floors or areas to other businesses. Move staff from admin building to unused school spaces.
S-1990	Maker center. Resource center.
S-1991	Unsure
S-1993	Meeting locations. Rental space. Trainings.
S-1997	Anything but more apartments.
S-1999	Practical skill learning center
S-2002	Community service centers!! Shelters!!
S-2006	Rent out or sell the properties. Anything but moving charter schools in. Two competing educational entities will be very conflicting for many workers students, family, and staff.
S-2007	N/A
S-2009	Either sell them to generate revenue or creat experiences within them for students.
S-2011	Depending on the size of the plot, I would be okay if that land was sold so that more home options, businesses, etc. would become available.
S-2013	Clubs, community centers, Shelters
S-2014	Police or military
S-2015	More technical programs so students have abilities to work instead of four year college.
S-2023	'- Daycare and Pre-K programs. - Offer college credit courses right on the high school campuses, via USF or SPC, so students don't need to commute to take those classes. Could open some courses to adult community members as well. - Indoor gymnasium spaces can be rented to local sports programs in evenings, as there is a high demand for indoor space. Every soccer club is looking for space! - Classroom spaces can be used for community classes or activities in evenings, in partnership with existing community centers.
S-2026	They shouldn’t be vacated
S-2028	New YMCA locations, community rec centers, senior centers, adult education locations help clinics
S-2029	Additional resources for afterschool
S-2031	Technical schools
S-2032	Sell the properties to add to a rainy day fund or increase art and music options.
S-2033	Selling or converting to affordable employee housing (with grant money/state funds.
S-2040	Unsure
S-2042	Community center, church rental, boys and girls club

Q11. If school/district buildings are vacated, what ideas do you have for repurposing them in this geographic area?

S-2044	Shelter for families that need to get back on their feet. Or turn into a building for early child hood. Technical schools
S-2046	I do not know
S-2051	Need a school with an autism unit in East Lake Area. Kids are having to travel for these school accommodations because none are within 20 mins.
S-2052	Community centers, lease buildings
S-2053	Provide charter or private schools the option to rent or by buildings. All health care organizations the opportunity to buy out buildings.
S-2054	Homeless shelter and programs to get them back into society.
S-2060	Park space
S-2061	Community Centers
S-2064	Helping others through out the community for other aspects, such as food banks
S-2066	Sell for new housing development, but not more giant apartments like on US 19.
S-2067	Assisted living center if you had to.
S-2069	Adult education centers, pre schools, any type of learning facility
S-2070	sell them
S-2072	Not real sure
S-2073	Use them for career technical adult centers focusing on apprenticeships and licensure increasing the availability in blue collar jobs for adults CTAe jobs there are plenty of electrical apprenticeships and other apprenticeships in the area looking for space
S-2074	Staff apartments
S-2076	To house enrichment programs before and after school. Maybe a performing arts center for electives that schools don't offer. Offer busing for those students on certain days. Or stem programs, digital services and community centers for tutoring
S-2078	Adult education centers, particularly trade school options that HS students could also receive job training at.
S-2081	Youth centers/aftercare programs
S-2085	I don't know
S-2087	community center, youth gym
S-2089	Shelter
S-2091	Before and after school programs. The program at the school is great but hard to get into because of limited spots
S-2092	Remolding
S-2094	Expansion of technical training programs or high schools. Programs in welding or other certified areas would be great
S-2095	None at this time
S-2097	They should be used for other county business, not private businesses
S-2099	Sell for funding
S-2104	Portland turned an old elementary school into a hotel/ bed and breakfast. Of course they sold it to a developer to do it but it was really cool and depending on area could be a good attraction. (Clearwater or St Pete have lots of tourists)

Q11. If school/district buildings are vacated, what ideas do you have for repurposing them in this geographic area?

S-2106	Rather than selling district property, I would prioritize repurposing campuses to meet unmet community needs. Consider creating specialized PreK-8 schools for neurodiverse learners, early childhood development centers with embedded speech, OT, PT, and music therapy, functional life academies that teach independent living and job skills, career and technical education centers, adult education, and teacher training sites. Vacant campuses could also partner with universities and healthcare providers to serve as demonstration schools where future teachers and therapists learn alongside experienced professionals. Every campus should remain an investment in children, families, and the community rather than sitting empty or being sold.
S-2107	I'm not sure. Selling outright may be unwise since if the population does somehow start increasing, it would be impossible to get land back.
S-2109	No ideas
S-2110	child extracurriculars, adult daycare. daycare for children with disabilities, co working spaces
S-2113	The area east of Tarpon Lake, the East Lake area doesn't have a middle school. We need a middle school first before repurposing buildings. But if repurposing is next, my recommendation would be rent controlled apartments or housing.
S-2118	Depending on the area, could be turned into another public park (like Crescent Lake Park)
S-2119	There are no district buildings in this area. Close the district buildings and put more money into the schools. No school should be vacated
S-2123	Community center or before and aftercare program
S-2126	Lease the property
S-2127	Whatever makes the best business case financially
S-2130	n/a
S-2131	If a school building no longer serves students, it should still serve the neighborhood. These buildings were built with taxpayer dollars and should remain community assets—not become empty buildings waiting for the next developer. I also think Pinellas could establish a "Community First Reuse Policy." Before selling any school property, the district could ask: 1. Can it become another educational program? 2. Can it become a community resource? 3. Can a nonprofit or city partner operate it? 4. Only then should it be considered for private redevelopment. Community theaters, art studios, maker spaces, event venues (historic ones closer to downtown), Community centers with fitness classes, art, lifelong learning, and health screenings. Adult day programs and respite care for caregivers, Intergenerational programming where preschoolers and seniors interact, Nonprofit offices all under one roof, homeless services, gardens, market spaces, etc.
S-2136	senior housing, low income housing, transitional housing, rent out to new churches on weekends
S-2137	Social services
S-2139	House the homeless and no data centers please

Q11. If school/district buildings are vacated, what ideas do you have for repurposing them in this geographic area?

S-2146	Event space. High schools spend lots of money on events we cannot hold on campus because our space is too small.
S-2152	early childhood development or technical school
S-2153	There should be lease options available for private companies, as well as municipalities needing building space
S-2155	Rent to local businesses
S-2156	Cut the amount of administration. Hire teachers to accommodate a smaller class size. Stop closing schools because higher ups are greedy and make bad financial decisions.
S-2157	Recreation area for kids, doing sports or arts
S-2158	School bus hub: location for kids to go as a centralized bus stop (likely with supervision) to reduce the number of bus stops and streamline transportation.
S-2159	Early childhood centers, more community partnerships, adult education centers, remote locations for high school trade classes.
S-2161	Sell to a private school provider so there more options for private schools in north pinellas. The funds should go directly back into helping students or paying teacher more.
S-2163	Lease to private or charter schools
S-2164	None
S-2169	Sell the property, turn it into a community center
S-2172	Homeless shelters, low cost housing
S-2174	Turn them into affordable housing for staff and/or families with school aged children. Stipulate in the lease that school aged children must attend the zoned PCS public school as long as they live there.
S-2175	Creating new adult learning opportunities or community centers, more partnerships like those mentioned in the presentation
S-2179	A maker space would be a huge benefit to the community or an arts based center.
S-2181	Community centers with tutoring and enrichment classes
S-2184	Repurposing school buildings involves transforming underutilized or closed educational facilities into new community assets. Because schools feature central locations, robust structures, and large gathering spaces like auditoriums and gymnasiums, they are ideal for affordable housing, community centers, and flexible workspaces. Large spaces, including cafeterias and sports facilities, easily transition into youth centers, vocational training facilities, or recreation centers.
S-2185	Sell them
S-2186	If they turn into apartment complexes that could boost enrollment for the nearby school. Turn it into a YMCA or community center. early childhood center. public library.
S-2189	Sell the property to a developer, invest in existing schools
S-2191	Rent then at crazy prices to private schools to get some of our tax dollars back.
S-2198	Community Centers, medical facilities, higher education
S-2199	Sell building/property.
S-2201	Sell the land and use the money to boost teacher salaries
S-2203	A second campus of Enterprise village? A creative/elective campus for after school/weekend learning.
S-2206	I'm not sure, sell them for revenue to return to the PCS budget.
S-2208	Making them after care programs that bus from different schools to that location
S-2211	Renting to churches or the city for community centers

Q11. If school/district buildings are vacated, what ideas do you have for repurposing them in this geographic area?

S-2212	Residential housing for homeless or foster care populations
S-2213	Infant through VPK sounds like a great idea!
S-2215	Community partnerships
S-2219	Turn them into parks or section 8 housing
S-2222	Sell them
S-2225	Sell them to generate revenue or partner with after school options for extra curricular.
S-2231	Repurposing is unnecessary. Sell the buildings and use the proceeds to improve Transportation including after school activity Transportation, fund athletics instead of making families pay or fundraise to play, and increase Teacher salaries.
S-2233	Rent spaces to churches or other community organizations, but NOT magnet, private, or charter schools
S-2235	Community centers for school sponsored events
S-2236	Rent them out or use them for storage. Do not let charters or schools of hope use these buildings!!!
S-2237	Recreational area
S-2241	Common work space with coffee shops, partnering with organization for community centers, spaces to provide affordable services to the community like laundry or cooking
S-2243	Fixing them up and making them shelters for homeless students and their families.
S-2245	What about YMCA partnerships like in south county
S-2247	I LOVE the early childhood centers for families with highly subsidized programs. The cost of childcare is hurting low income families tremendously, even low middle income families. After School centers for the children who are now choicing into other neighborhoods and return to their neighborhood at the conclusion of the days. Another thought is to turn the schools into affordable housing, similar to the ideas floating around about malls and empty office buildings. Another idea is generating income for the childcare facilities by renting space to micro and private schools.
S-2250	Sell/lease the properties. Allowing parasitic charter schools under schools of hope must be avoided at all costs.
S-2255	Senior housing, mixed community center with new small businesses and nonprofit organizations, maybe even Headstart programs.
S-2257	Before considering the sale of district-owned properties, I recommend conducting a long-term needs assessment to determine whether facilities can be repurposed to address future educational and community needs. Potential uses include early learning centers, career and technical education, specialized academies, teacher development, student support services, and community partnerships. Repurposing existing assets is often a more strategic and fiscally responsible approach than disposing of them, while preserving flexibility for future enrollment growth.
S-2259	Community center. Apartment complex
S-2260	Resource centers for tutoring,studying, summer time opportunities, health hubs, farmers markets with fresh foods.
S-2261	Community Center
S-2263	He try rid of the school district in largo and put the areas sups and their teams in the building vacated, in their areas. If you have to redistribute the schools so be it. Then sell the district building. Also hold training at these smaller building so people have them closed
S-2264	After care programs
S-2269	A school for special needs students is needed.

Q11. If school/district buildings are vacated, what ideas do you have for repurposing them in this geographic area?

S-2275	I don't have any, but if they could be sold to bring more money into the district, I would support that
S-2276	Libraries, tutoring centers, community outreach
S-2280	YMCA's or Community Centers
S-2285	Sell or lease the land.
S-2289	Housing
S-2291	Selling to maybe agencies who can support families in the community
S-2293	Public park
S-2295	Turn them into affordable housing for county employees. Many amazing educators are leaving due to the cost of living.
S-2297	Summer camp programs technical fun stuff that the kids can do renting them on a year by year basis to entrepreneurs. Converting some of them into incubators for high school students who want to start a business. Divide them into on demand Storage, divide them into shared space where people can rent them by the week or the month as an office space and then return them back to the school system.
S-2298	Community centers with programming for all. Access to media centers, GED courses, adult literacy initiatives, after-school care, etc.
S-2304	Rent out sports facilities to local clubs and teams
S-2309	Yes
S-2310	Adult programming for adults with disabilities
S-2311	Community center. Indoor pickleball courts. Library with meeting rooms.
S-2312	Community centers, do not sell them so apartments can be build
S-2315	adult education
S-2319	Lease them out to businesses for revenue, or sell them for a profit. All proceeds should be given to staff members.
S-2322	Community centers
S-2326	Utilize them for the needs of specific magnet programs
S-2327	Housing the unhoused.
S-2328	Unknown
S-2329	Community areas for kids in Texas there are agricultural centers, career and technical centers, performing arts, early childhood, etc. to support the students.
S-2331	Community building or building to hold after school events for students
S-2332	Libraries, Low cost work-share space, Recreational centers
S-2336	Make them green spaces where these people can touch grass, get dirty, and not by groomed to be soy boys, simps, and rachet punks.
S-2338	We need affordable, indoor aftercare options, community sports, and youth arts program options that transport kids from school and/or offer extracurricular activities outside of school hours. That feels like a gap right now, considering the recent growth in school age kids and young families moving to the area.
S-2342	Mental health options - do NOT cut the funding - walk-in outpatient care and medication management; community resources, like a rec center - sports, cooking or art classes, etc. Keep youth engaged and busy.
S-2343	I would like to see you work with community non profits or other outreach based organizations, allowing them to have more presence in the community.

Q11. If school/district buildings are vacated, what ideas do you have for repurposing them in this geographic area?

S-2345	In St. Pinellas County vacated school properties can be repurposed to address local housing affordability and civic needs, similar to successful past projects. Local examples include converting campuses into affordable housing for veterans, local families in need.
S-2350	Any thing but to waste more taxpayers dollars on more new building like the new fire station in tarpon, but having no usable bathrooms at the parks
S-2351	Not sure but we have to be careful of private or charter schools taking that space and causing enrollment in PCS to drop even more
S-2352	Turning them into full time activities areas similar to enterprise village
S-2356	Sell them, don't pay the upkeep. Send all kids with criminal records to a juvenile school.
S-2358	Business offices and mixed use lease
S-2359	Low rent apartments
S-2360	Possible libraries or more resources for students
S-2361	Tech schools
S-2362	vocational schools/ construction
S-2365	Affordable child care
S-2368	no idea
S-2370	Now anyone who leaves their child in that situation is an idiot from six months until the PK even then this smells like the counties trying to move a lot of disabled children or children that won't comply with rules somewhere where we do that and destroy it I guess that's a hard no
S-2371	Mixed-use developments to add housing and attract families. Or public parks to retain green space
S-2372	Schools for students-risk students
S-2373	consider programs specific to neurodivergent students - think ABA, SLP, OT as private practices continuously take advantage of the parent and childs need and kick the child out of the program because of their inability to provide care for them. Resulting in parents going back on waiting list or paying out more money for start of services that don't continue or hold up long term. Which then also causes problems for those with private non-PPO type insurances as their services are only limited to 1 or 2 changes per year.
S-2378	I feel like the questions just keep dwelling on the same things, which is making me lose faith in the education system.
S-2379	Support for homeless students and their families until they get back on their feet.
S-2380	Attempt to create revenue by using as satellite college campuses? Or continuing education for adults, senior center, etc that can bring in some type of fee-for-use
S-2385	Educational programs for students in need of extra help.
S-2388	Technical career centers, early childhood education. All free.
S-2389	Public housing
S-2393	Training in coding and STEM
S-2396	Lease them to other alternative schools. Make a learning attraction...paid entry like a museum or historical interactive experience
S-2397	Yes! We need a middle school that local kids are zone for vs one they apply for and not get it instead of having 2 elementary schools within 2 miles of each other in east lake.
S-2400	Make them available to churches that can then serve the community and provide childcare for preschool aged children.
S-2402	Uses for other reasons
S-2403	Adult education or job services

Q11. If school/district buildings are vacated, what ideas do you have for repurposing them in this geographic area?

S-2404	Sell them
S-2405	Unsure
S-2406	Military Vets free housing
S-2407	sell the land for housing
S-2408	Sell the land.
S-2409	Alternative use, preschool, trade programs, etc
S-2414	Day care , smart start preschool
S-2415	Low income housing, studio apartments for teachers
S-2416	Pinellas County Schools is projected to have decreased enrollment through 2050. That is a long time. So, anything we do with vacant campuses should be focused on creating alternate revenue. Of course, there is a lot of red tape when the school system partners with corporations. However, we need to find a way to make money to secure our county's future. If there is a business out there who is trying to combat the rising cost of living for families in the county, we should prioritize leasing to them.
S-2417	Hybrid for FVS learners. The at your pace is nice but some need the foundation of a structured class room setting. Supervised. Access to hands on items.
S-2424	Leasing them to the community or private businesses. Selling to private equity firms to repurpose them into whatever they want. You can use these funds to pay staff more and lower insurance costs.
S-2425	Prioritize educational and community-serving uses before selling district property. Repurposed campuses could support early childhood education, career and technical programs, hands-on STEM and environmental learning (including hydroponics and horticulture), adult education, and partnerships with local businesses and nonprofits. Indoor growing systems provide year-round learning using established curricula and proven Florida models while creating therapeutic learning environments that support students with diverse learning and behavioral needs.
S-2426	Make it a technical school.
S-2427	ESE center, preK center, teacher housing, senior/elder housing, offer to colleges to hold classes there, vocational centers, literacy centers for adults or night school.
S-2428	No idea
S-2429	Maker space, artist home, tech and trade options, mental health support venue, athletics corp. Could also allow for medical group, law group. Or sell the building and land at auction for residential living.
S-2431	You need to expand Pinellas Virtual but allow students to come to Brick and Mortar for face to face help. You need to expand Technical options. If schools need to close they should be leased to charter schools (NOT SOLD). We don't have land in Pinellas and the pendulum could swing back where they are needed in the future.
S-2432	If buildings become vacant, I would encourage repurposing them for community benefit rather than leaving them unused. Possible uses include early childhood education centers, technical and career training programs, adult education, after-school and tutoring programs, community health services, or partnerships with local nonprofits. These facilities should continue serving students and families whenever possible.
S-2437	Build afordable housing
S-2440	Sell

Q11. If school/district buildings are vacated, what ideas do you have for repurposing them in this geographic area?

S-2443	Selling, converting to affordable housing, work with County health department and social services to convert to a social services hub.
S-2445	create trade school or course specific options for high school students
S-2446	Turn them into rec centers for local sports. Travel sports are insane. Community's need places to have their kids play with volunteers to keep costs down
S-2449	Aftercare programs for youth, community centers, parks, give back to the community
S-2450	housing for employees
S-2451	Partnerships with other community organizations or sell on the open market
S-2452	I'm not sure but I don't think the district should sell any of its land just yet. It would be too expensive to ever repurchase in the future. I think the district should start planning now for if Madeira Beach and Gulf Beaches ever needed to be be rebuilt. These are 2 of the top schools that should definitely not be closed (or we would lose even more enrollment) but they do need a plan for raised buildings in the future...may need to relocate for a year or two to build new schools.
S-2453	Make a whole campus a vpk3/vpk4 campus.
S-2455	Maybe a homeless shelter.
S-2460	I'm not sure what to do with the empty schools. Maybe early college
S-2462	I don't have any ideas for the buildings at this time
S-2463	Community Centers and parks with TREES .
S-2464	First of all, you would need to choose the right buildings/schools to vacate. If you dont have need for this these old buildings, sell them and make some money to help with our lack of funds. I feel PCS has too many vacant buildings around that we pay staff do maintain. We should sell them. Some in mid county, I feel will sell for a great price. By the water. Look into that first and then look into the older schools or buildings before a newer building.
S-2465	Teacher housing, childcare centers
S-2467	Something for college
S-2470	Vocational training, community centers
S-2471	Making a homeless shelter
S-2474	Sell them to the local community if they are interested (but not Scientology!!). Or turn them into good affordable housing, with free services built in. Maybe some could be affordable senior housing...independent/assisted living/memory care on the same campus. Or make 1 a free medical and psychological clinic for a community.
S-2475	renting them to after school programs
S-2479	Not sure
S-2480	Repurpose with VPK or pre-school
S-2481	We need more community centers/ teen programs for before and after care for middle school students.
S-2482	Community centers, museums for field trips
S-2483	Training sites so staff don't have to travel almost an hour (1-way) to the Admin. Bldg. or Discovery Room for trainings.
S-2484	Long term care facilities for the elderly
S-2489	Selling them for additional cash reserves.
S-2491	Gardens, indoor play centers, local community shops
S-2493	It should be voted on by the community
S-2494	Let day care organizations rent out the space or other businesses.

Q11. If school/district buildings are vacated, what ideas do you have for repurposing them in this geographic area?

S-2495	Do they have to be repurposed? Can they be torn down and land sold privately to make money back to pay for the new schools?
S-2497	Love the idea of a technical school in our area. Also I always thought having a Pinellas County Science center would be cool to have kids travel to, similar to how students go to finance park.
S-2499	Encourage business partnerships
S-2506	Public parks, art studios, libraries
S-2507	Turn Woodlawn into teacher/staff housing
S-2509	We are losing equestrian areas in Pinellas as property is sold. The equestrian programs that rely on those properties are being threatened. A good equine program teaches life skills such as emotional management, goal setting, mindset, budgeting, and much more. It would be amazing to be able to rent space on an unused property to continue teaching these skills.
S-2510	If the school district doesn't have the money to pay its employees a living wage above poverty then it shouldn't put money into repurposing buildings.
S-2511	This is depressing to think about. I don't have children yet but at this rate it doesn't seem like they will be attending Pinellas County schools like I did.
S-2512	Perhaps more community resource centers- food distribution, job prep, teaching technology skills
S-2513	It depends on where the campus is located. Some could be adult education centers, housing facilities, or razed and converted to parks and green space
S-2514	sell them
S-2518	Creating early childhood education centers to expand access for children from 6 months to VPK.
S-2519	Extracurricular activities ie music art sports or private after school care
S-2520	Lease or sell depending upon type/state of facility or knock down existing structures and create low-cost apartment style housing for full-time PCS teachers/staff.
S-2523	Community centers, recreational centers, learning camps for school aged children.
S-2525	Sell them
S-2528	Convert a campus to low-cost apartments for early year teachers. Could be a great incentive on advance contracts
S-2530	lease them to partners of the community
S-2531	Sale of building with any proceeds going to the school district. Or a recreation center.
S-2532	There are a lack of spaces for students to safely be during non-school hours and days. Repurposing a building to be a such a space would benefit the community. Having safe gym spaces, club spaces that are not school specific, and study spaces that high school NHS students can run would benefit the entire community. Partnering with R-Club, the Y, or even better, Boys and Girls Club, could offer a financial and community win.
S-2533	Make them a for profit trade school where proceeds go directly back into the district to help the operations staff and their families.
S-2534	Keep the property and lease these properties out to generate revenue with the idea that we may need these properties in the future.
S-2537	Parks/community & family resources
S-2538	Perhaps having shared spaces with community partners (e.g. mental health, domestic violence programs, etc)
S-2539	none
S-2540	Use one as a technical Center with large areas for students to practice things such as auto repair, construction, or any other thing that might benefit them on a trade skill

Q11. If school/district buildings are vacated, what ideas do you have for repurposing them in this geographic area?

S-2541	I don't think that we should give up all buildings because what happens in years to come if numbers increase and then Pinellas does not space for all the students. If able to use them to support the community needs with low-income housing or shelters for the homeless. Even programs for homeless to get back on their feet with a stable life. (Life coaching skills)
S-2545	lease them in case they need to be turned back into schools. Minimum alterations to be made.
S-2547	sell them
S-2548	Using them for trainings or events
S-2549	I feel that if PCS does not have an immediate need for the vacated buildings selling the property to have funds to improve sites still in operation.
S-2551	Low cost apartments for rent.
S-2555	The school buildings may be repurposed as apartment communities. If part of a campus is vacated, use the building for start-up businesses to work from. It could be a farmers market. Work with the local government to use for their office space. Use space as adult workforce training.
S-2556	Use as a college campus - satellite location or sell it
S-2557	sell the properties, buildings for trainings and such should not be built when you have so many already. but if there is a need, maybe a training or main office located in North County would be nice so we dont have to travel an Hour for trainings.
S-2558	Girls Rock St. Pete and other child-focused non-profits could use those spaces.
S-2560	Rent the buildings out to businesses.
S-2563	Sell the property
S-2564	Sold as unused property.
S-2567	Professional development & collaborative spaces, programs for 13-18 in south county
S-2570	Free childcare for the community
S-2575	Sell them, rent out space to local businesses, community centers/classes
S-2579	Lease the buildings to developers for conversion into affordable and mixed-income housing for educators or, lease to local government or nonprofits for youth development programs and adult job placement programs.
S-2581	Sell them.
S-2582	I think we could repurpose them for teacher or staff housing options. Another option is to transform the campus to an event/meeting space that could be leased to generate income.
S-2583	Their should be training centers in each region so we don't have to utilize Spc or travel to Largo if staff want to participate in trainings.
S-2585	Daily/weekly/monthly rental spaces for businesses or individuals. Example- Connect Central (in Bradenton) offers flexible workspace solutions for entrepreneurs, business professionals, and organizations of all sizes to meet or get work done.
S-2586	Arts access (music classes, etc), trade spaces (woodworking, welding, etc)

Q11. If school/district buildings are vacated, what ideas do you have for repurposing them in this geographic area?

S-2587	If school or district buildings are vacated, they should continue serving the community. Consider transforming them into community centers that provide safe spaces for youth and families, with sports facilities, educational and workforce development programs, tutoring, STEM and arts activities, and after-school enrichment. These spaces could also host community events, adult education, and wellness programs that bring people together. To ensure equitable access, provide school transportation and nutritious meals for children participating in after-school and summer programs. Repurposing these buildings in ways that support learning, health, recreation, and community connection would maximize their value while continuing to invest in the future of our youth.
S-2592	Training for district staff, use for community events, use by school organizations. It is very hard to access a gym during basketball season for other activities that need that space.
S-2598	sell or lease, save money as much as possible, no charter school use
S-2600	cooling centers, indoor performance/play centers
S-2604	Recreational Center
S-2607	Maybe more to giving or helping the community if we can.
S-2609	what about being used for adult education options meaning after they graduate high school. offering trades/technical training at different campuses to provide skills to help them gain employment which seems to be an issue for young adults, also college affordability. these sites can provide training and housing alternatives
S-2610	Activities or rec centers, after school programs
S-2614	Like I said, add programs to school. Specifically Lakewood High would be a great optional for vocational programs that the community needs. In addition, you can continue the excelling sports programs with a sports complex for the area.
S-2616	none
S-2619	Scary to think this is a possibility. Offered as community centers and private schools as long as they are paying for the space
S-2620	Parent training center or adult education center
S-2624	Community based programs before/after school, community resource centers, tutoring centers.
S-2628	Provide strong after-school STEAM and sports programs and Summer camps on those campuses to support families and healthy neighborhoods.
S-2629	affordable housing
S-2631	Event space for community purpose
S-2632	I don’t have any
S-2634	Housing for homeless families of children attending local schools.
S-2635	restaurants, condos, apartments...North Ward would make an incredible food hall/restaurant and be lucrative!
S-2637	Community services, any educational uses. Not in favor of selling land in the North County area.
S-2638	Don’t close schools
S-2640	Sell property for other district needs
S-2641	No Idea
S-2642	A south side Tech High
S-2643	homeschool

Q11. If school/district buildings are vacated, what ideas do you have for repurposing them in this geographic area?

S-2646	The obvious answer would be to do whatever could generate more funds for the district. Rent out spaces to community organizations and local businesses for athletics using the gyms and fields, space for meetings, etc. Early childcare or before/after care facilities, etc
S-2648	Senior Centers, Adult Rehab Centers, GED and Job training centers, After School Programs
S-2649	Rent them out to other programs and/or corporations
S-2650	Community center, fitness center, etc
S-2652	Creating low cost housing.
S-2654	Senior centers
S-2657	Not sure
S-2658	City parks with playgrounds
S-2662	Training center for various industries
S-2663	low income housing, apartments, churches.
S-2664	There are tons of great options. From community centers to pantries/shelters for recovering people. However, high schools should NOT be touched.
S-2665	Again you have either you run the schools and a shift that fits teachers students, etc.'s needs. It would probably take a load off of traffic for starters put in these public servant people you can add date. You guys have to have fancy Internet and Wi-Fi and security and all of that already You guys are gonna have to think outside of the box stop asking for a bigger tax lien for taxpayers you're going to have to work with the budget that you have if you want more tax money then you need to make people want to put their kids in school here.
S-2667	Making pk-8 schools. Adding affordable child care inside. I have seen people suggest youth centers?
S-2668	food banks, homeless shelters, community centers
S-2671	Housing.
S-2672	Sell them
S-2673	Affordable early childhood centers open to community members
S-2674	Community outreach programs
S-2678	Demolish building and create a long-term lease (99 years etc) with a developer.
S-2679	Can they be sold? That would make the most sense.
S-2683	Use them for low income housing
S-2689	Employee housing, senior housing, selling the land. I really think we should consider older properties in flood zone A closed and sold if reasonable. We have newer schools in zones that are not in A that cloud absorb. enrollment and programs. I think the district should hold on to some properties in case we need them again. Maybe long lease situations.
S-2690	At best, some of the things mentioned earlier, if not, homeless centers - short-term housing, work readiness, health centers.
S-2691	Back up north they converted the elementary school into school just for special needs students during the day. Logistics of that I cant speak to but they were able to invest more in the classrooms specific to those students. It was also like a respite program for those parents. Then in afternoon evening it was also used for troubled students who could not be in tradition classrooms. Also could be used for adult learning- GED, language learning for Spanish speaking community , job training.
S-2695	Give the city, county, municipality etc first right of refusal with the intent that they can only be used for park, recreation, library space, etc. Possibly sell to or partner with YMCA or other community groups to see if they are interested? Or potentially for affordable or middle income housing.

Q11. If school/district buildings are vacated, what ideas do you have for repurposing them in this geographic area?

S-2696	sell them
S-2698	How about creating an intergenerational community? Combining affordable senior housing with childcare and family services, creating mutual support systems. Seniors combat loneliness by mentoring and interacting with children, while families access nearby, affordable care. Premier examples in the U.S. include Bridge Meadows (Portland, OR) and New Life Village (Tampa, FL). Of course this would be a big undertaking, and grants and funding would be needed.
S-2699	Senior housing, technical school, before/after care center
S-2701	Maybe there are churches nearby that would like to expand their schooling buildings.
S-2704	Jacksonville had an old school that was converted into a warehouse that teachers could "shop" in for free once a month. Items were donated from schools and businesses. Some items were limited to 1 or 2 per teacher. I'd be willing to serve on a committee to help design a plan for this.
S-2705	Allow community and non profit groups to use rather than for profit charter schools
S-2709	SMALLER CLASS SIZES
S-2710	If district buildings are vacated, I would prefer they continue to be used for district-operated educational programs that benefit students and families, such as early childhood education, career and technical programs, adult education, specialized support services, or community partnerships. I would be concerned about turning these facilities over to charter schools or private entities, as that may further impact enrollment and resources in existing district schools. I believe the priority should be finding ways to strengthen and support public schools while meeting community needs.
S-2711	It would depend on the upkeep of the building. If it's financially feasible, repurposing them for alternative/ additional middle school options and/ or early childhood programs would be beneficial. An additional middle school option for families with ESE students- not self-contained- but students who need more support than gen ed, but less support than self-contained would also appeal to many. If a building were nice enough, using it for trainings in this area, and/or summer camps programs would also be a good option.
S-2712	market-rate housing for middle class families
S-2714	turn them into local library's for the kids to be able to still use them.
S-2715	Adult Ed, technical schools
S-2719	Selling them
S-2720	Maybe repurposing or selling to generate revenue to support teachers and students. Do not sell to Scientologists.
S-2723	affordable housing
S-2724	Family centers, rec centers, etc
S-2725	I liked the idea about the new Great Explorations museum. Similar business like that would be good. What about a solar campus? I’m not exactly sure how it works but using the building for solar panels to help distribute energy to other schools. This could help with the raise in electric costs. What about an area for tutoring/ aftercare/ disability assistance. Perhaps an organization like FDLRS could use additional locations. Maybe a performing arts center, community center. I really think this area needs better aftercare and summer programs.
S-2726	Low income housing.
S-2727	Pre K or lease

Q11. If school/district buildings are vacated, what ideas do you have for repurposing them in this geographic area?

S-2733	private or charter school use, church purchase looking for buildings
S-2734	Rent them.
S-2735	I work at a high school and we have homeless students who couch surf because they do not have a safe place to sleep. An idea is to use a district as a home for these students. Giving them all the tools they need to be a member of society.
S-2736	Green space and community partnerships for recreation space. Possibly a North County Athletic Complex to focus district resources on a single complex vs multiple athletic fields.
S-2741	None
S-2742	Hmmm gather all of the foster kids in the area and give them a safe place to thrive, more job opportunities
S-2743	Lease to the city
S-2744	Not sure
S-2746	They need to be supportive of the community / area in which they reside.
S-2747	Elementary and Middle could be be turned into daycare, after care, community resource or new start business resource.
S-2748	If a building is truly vacant, I support repurposing it for community needs such as early childhood education, adult education, career and technical training, workforce development, after-school programs, or community resource centers. However, schools like Lakewood High School should remain open and be strengthened through investment in academics, vocational programs, magnet opportunities, and improved facilities rather than being vacated or repurposed.
S-2749	Any redevelopment is fine.
S-2751	Unless they can be repurposed and then reopened in 20 years when population swings back in other direction, Sell them. The land is very valuable.
S-2752	?
S-2755	Learning centers like Enterprise Village or Mosi (hands-on, real-world experiences, learning labs, etc.)
S-2758	The ideal school option would provide every student with access to a high-quality education regardless of where they live. A successful school model should combine the strengths of neighborhood schools, magnet programs, and career-focused learning opportunities so that all students have access to the resources and support they need to succeed. This school should offer strong academics, advanced coursework, STEM opportunities, career and technical education pathways, arts programs, and enrichment activities that prepare students for college, careers, and future success. Students should have meaningful learning experiences that challenge them while also providing the support necessary to reach their goals. Transportation should be available for students who need it so that access to these opportunities is not determined by a family's location or ability to provide transportation. Every student should have the same opportunities without barriers.
S-2760	Place for homeless families
S-2762	Parks, Learning Centers (similar to enterprise village), or After School Centers
S-2765	Homeless shelters for veterans
S-2768	Private schools
S-2770	N/a

Q11. If school/district buildings are vacated, what ideas do you have for repurposing them in this geographic area?

S-2771	Single family housing.
S-2772	Not really sure but whoever occupies the space should pay to lease the space.
S-2774	Career and Workforce Development Centers that house technical training, workforce credential programs, adult education, apprenticeship programs, and partnerships with local colleges and employers. Transition and Adult Learning Centers that provide employment training, independent living instruction, supported employment opportunities, and community-based vocational experiences for students and young adults with disabilities. Early Childhood Education Centers to expand access to Pre-K, family literacy programs, and early intervention services. Community Partnership Hubs where agencies such as Vocational Rehabilitation, the Agency for Persons with Disabilities (APD), mental health providers, and nonprofit organizations can provide coordinated services for families in one location. School-Based Enterprise and Small Business Incubation Spaces where students can operate businesses, learn entrepreneurship, and collaborate with community business mentors.
S-2775	sell them so keep the overhead cost to the county low.
S-2777	not sure
S-2778	Hacer lugares para deportes O centro de artes para los estudiantes de todas las edades
S-2781	sell them
S-2784	Affordable housing or another magnet program school
S-2785	Make them into themed learning campuses.
S-2786	I liked the idea that is being used with great exploration. Also, could a center be repurposed into something educational like Enterprise Village, but with a different focus or subject area?
S-2787	Idk I would have to think about it
S-2788	Providing other community services such as adult education or esol
S-2789	uncertain
S-2795	Consolidated elementary/middle schools or possibly trade schools/programs for college age kids.
S-2796	hmmm... maybe use the closed schools as SCHOOLS
S-2799	More community centers for extracurricular activities, off campus testing centers for AP exams, etc
S-2800	Community resources.
S-2801	Affordable housing for teachers would be great to keep the good teachers in Pinellas.
S-2803	Art studios, rental space, hospice facilities for children, rehabilitation facilities for children recovering from trauma injuries. Special needs facility center
S-2804	Sell them for money so the district is not in the red.
S-2805	Community centers for youth with affordable options to keep our children safe and educated.
S-2809	Low cost art studios. Community centers. Recreation centers Add a pool
S-2810	Expanding the Fundamental elementary school and/or making a north county fundamental middle school.
S-2811	family shelters and community center, single family homes redevelopment
S-2813	Utilize space for an after-care or adult education site. Partner with Job Corp or SPC.
S-2819	Magnet learning centers
S-2821	Creating recreation centers

Q11. If school/district buildings are vacated, what ideas do you have for repurposing them in this geographic area?

S-2828	Affordable housing. Then maybe we'd get some families that are able to live here!!
S-2830	Make homeless shelters for dislocated families and veterans
S-2836	Community center w soccer fields and classes. A place to bring people together and have affordable options for underserved families to learn the sport of aoccer
S-2838	Rent them out for athletic endeavors
S-2839	Professional development, after school programs, tutoring centers.
S-2842	Don't vacate them.
S-2845	f school or district buildings are vacated, I believe they should continue to serve educational and community needs whenever possible. Repurposing these facilities as early childhood centers (serving children from 6 months through VPK), career and technical education centers, adult education sites, professional development and teacher training centers, or community resource hubs would maximize the use of existing buildings. These options preserve valuable public assets, support families, and make efficient use of district resources rather than leaving facilities vacant.
S-2847	Instead of R'Clubs being at the child's school, they could open up a central location at one of these repurposed schools. It could be used for before/after school care, childcare during holiday breaks, and during summer. Since there would be more space, there could be a lot more students enrolled. Students from multiple area schools could be bussed to/from that location. The students could be spaced out more since there would be classrooms, or each classroom could be a different theme/have different activities that the students could rotate around, expanding their learning experiences. It could even be open during the school day for younger siblings, so the parents don't have to take their children to multiple childcare locations. It would also help parents with students in both elementary and middle school; they could all be picked up from the same place.
S-2850	Sell the property and take that money to add to the school that is consolidated to best accommodate students.
S-2851	After school centers
S-2856	Affordable housing
S-2857	Rent them out during school year and then turn them into summer camp programs for students ages 12-18. Most teenagers have nowhere to go in the summer and if they're not working, they're idle and get into trouble.
S-2860	Affordable housing for employees, employee childcare, social services for students and their families
S-2861	I’m unsure of the correct answer to this question. It seems that in the short-term and even mid-term we could rent these locations to independent parties so that we still acquire the property long-term. However, the cost and income potential would have to be greatly considered and evaluated.
S-2862	Teachers housing
S-2865	Since we are operating at a deficit currently, can this real estate possibly be sold for a profit to help defray rising insurance costs and help with personnel raises?
S-2867	The outlook seems bleak for an increase in school population right now, but that may change. If they're going to close Countryside HS, it was built as a "mall style" school, I think. They can turn it into an education hub mall for the time being. If they tear it down, that would be a great place for community to build ball fields for county, district, regional and state-wide school tournaments and invitationals!
S-2868	No suggestions at this time

Q11. If school/district buildings are vacated, what ideas do you have for repurposing them in this geographic area?

S-2873	n/a
S-2874	Sell the properties to benefit the district and their financial well-being.
S-2875	Adult learning centers. Special needs education centers. Saint petersburg college campuses.
S-2877	Vacated schools could be rented out to local churches, used for DWT. I would prefer they not go to charter schools as I do not support any charter school.
S-2878	Technical schools
S-2881	Let parents know way ahead of time
S-2885	Conversion into community centers, libraries, museums, or spaces for gathering
S-2894	Depends where they are located
S-2895	Community centers
S-2896	Learning centers, after school activity centers, daycares, etc. Reinvest back into the students.
S-2899	Community events and an indoor play area for babies and toddlers where moms can go to while other private businesses are not open
S-2900	Renting out or selling
S-2903	Leasing out the space for evening classes.
S-2904	Para nuevos espacios recreativos que hagan falta para la mejora de los aprendizajes
S-2916	More fundamental schools
S-2917	environmental, electrical, plumbing, mechanics, marine careers
S-2920	Sell them
S-2921	I don’t know. Convert them to low income housing?
S-2924	N/A
S-2931	Technical or vocational training center; work site for non-classroom employees or a meeting/training location for staff, so we don't have to travel to Largo/Admin area
S-2932	Lease to community partners. Sell property off. No charters.
S-2938	support more and offer more information
S-2939	Maker space
S-2941	I would like to see these buildings repurposed into community centers, supported learning spaces, tutoring programs, adult education, or other services that people can use. I do not support turning them into apartments, commercial buildings, or data centers. These buildings should continue to serve the community.
S-2945	community centers
S-2947	community centers, museums, outreach programs,
S-2949	Special needs public school
S-2951	Teacher training centers or student experience centers similar to Enterprise Village.
S-2954	Turn them into affordable housing for elders or community centers.
S-2961	No idea

Q11. If school/district buildings are vacated, what ideas do you have for repurposing them in this geographic area?

S-2962	If school or district buildings become available, they should be repurposed in ways that continue to benefit students, families, and the surrounding community. Potential uses could include early childhood education centers, expanded fundamental or magnet programs, career and technical education opportunities, community learning centers, or spaces for student services and family support programs. In the Tarpon Springs/North County area, repurposing a campus to support a K-12 Leadership Conservatory for the Arts and/or expanded fundamental options would provide meaningful educational opportunities while maximizing existing district assets. Any future use should consider the educational needs, geographic accessibility, and long-term benefit to local families.
S-2964	Community centers, vocational learning institues for adults or young adults, rentable office space like We Work, private use athletic facilities for rent, event center for private events such as family reunions, birthday parties, etc... hurrican storm shelter
S-2966	Rec centers for after school and Summer programs or day care for low income families, also a maybe wellness centers for low income people
S-2971	I think that partnerships and leasing to local businesses would help create jobs and promote business creation in Pinellas county, Terms of the lease could offer discounts based on the number of new jobs being created. This would prioritize actual economic impact.
S-2976	affordable housing
S-2977	Partnership with Museums, science institutions, educational or sports organizations. They could add value to the school, the community and the children education.
S-2979	If it's legal and allowed, maybe offering spaces to rent by small business owners or start-ups
S-2980	Crazy idea but... covert them into low income housing. We would get families back to our county and fill our schools.
S-2982	Sell the property
S-2983	Early childhood centers, senior center, community center,
S-2985	Rental spaces or invested partner spaces for field trips, storage, on the job training partnerships in tech or trade, etc. (ex. 3-D printing construction experience or cyber tech field experience, Law enforcement usage or ROTC, etc.)
S-2986	Night school for adults (for a fee) wanting to learn particular skills in technology, languages, GED, trade school training.
S-2987	Consider selling the properties if doing so would provide meaningful financial benefits and contribute to the district’s overall stability and success.
S-2989	Housing for teachers or first responders.
S-2990	Making them more alternative education sites for struggling students.
S-2991	Centers for youth
S-2992	Leasing them out or have them be after school care or summer camps or summer bridge to alleviate the summer slump
S-2993	offices
S-2996	Early childcare or anything like technical use that can be visited or used daily for teaching such as medical, animal rehabilitation, carpentry, welding, etc.

Q11. If school/district buildings are vacated, what ideas do you have for repurposing them in this geographic area?

S-2997	Vacated buildings could be used to expand arts offerings —e.g. studios, practice room, offices, spaces for exhibits, rehearsals and performances used by the PCS instructional faculty during the school day and possibly after school, but not to take the place of the present system of having first rate and equitable academic arts classes in EVERY school DURING the school day. Space could also be made available for other organizations such as boys and girls clubs, technical instruction, youth orchestras which are not part of PCS but could provide after school experiences but are not competing with the PCS programs, rather enhancing or complementing PCS instructional programs.
S-3000	Positive teen activity centers that help keep them busy and develop skills and have fun.
S-3001	Community spaces where rooms can be rented out maybe? Art studio space? A creative hub?
S-3002	Not sure
S-3004	Out door living and business area
S-3006	Shelter for our students and their families. Refuge for displaced families. Some of the rooms can be converted into homes while others a mock grocery store, library, ect. The mock rooms purpose is it provide opportunity to gain confidence in learning English and American culture. High school students can earn volunteer hours for helping.
S-3015	Affordable housing with mixed use development options (retail)
S-3017	Possibly having an early childhood center- maybe for grades k-2
S-3020	Non-Profit Centers
S-3021	Sell the properties to benefit the district and their financial wellbeing.
S-3022	Sell them
S-3024	Affordable housing if possible
S-3025	You send out these surveys, but they are not a true indication of you listening to parents. This board will do what it wants and also this board continues to have a lack of representation of people of color and representative of it student and parent population. These surveys yearly also lack insight into cultural diversity and representation of the student population
S-3026	Educational or community training centers, Fitness could be incorporated perhaps space for some fitness training as I know some of the extracurriculars don't always have access on campus. It would be cool to have a third space.
S-3028	Make them schools again
S-3029	None
S-3030	Partner with the YMCA or utilize them as indoor practice facilities
S-3035	Affordable housing for teachers and families. I have seen this done in other states.
S-3036	YMCAs, community rec centers, or affordable event venues.
S-3037	Anything to help educate students, l sports facility, daycare, library
S-3038	A special needs day program for adults that have aged out of the traditional school system. New satellite campuses for USF, or other colleges. Convert into college housing. Classrooms turn into bedrooms. Bathrooms can have showers added.

Q11. If school/district buildings are vacated, what ideas do you have for repurposing them in this geographic area?

S-3039	A community art center(similar to Dunedin's fine art center). My child took art classes there. We paid for both drawing & pottery classes. We looked closer to home but didn't find any options in the East Lake Area. This would be something that could be useful to the community & to students. This would be a great after school activity for students, and would provide revenue. I believe a community center would also be a great opportunity for high school students to volunteer at, and work towards their bright futures scholarship. That's the first thing that came to my mind when you asked what to do with an empty school building. I was so impressed with the Dunedin Fine Art center, and something similar would be a good use of space, if the schools in my area had to be combined. It would be less about taking something away from our community, and more about creating new opportunities for learning, after school activities, and volunteer opportunities for our high school students.
S-3041	Expanded community programs (recreational, sports, etc).
S-3042	housing
S-3044	school employee housing based on income
S-3045	Housing
S-3049	Community centers or before/after care options for public school students
S-3053	Sell the properties
S-3054	Hurricane shelter
S-3056	Homeless accomodations
S-3058	Yes
S-3059	If school or district buildings are no longer needed, they should be repurposed in ways that generate revenue for Pinellas County Schools. Leasing or selling vacant properties, when appropriate, could provide additional funding to support academic programs, teachers, student services, and facility improvements. The district should make the best financial use of these assets to help strengthen our schools and benefit students.
S-3061	Create a technical school option for high school
S-3063	Learning centers
S-3067	no
S-3070	YMCA, after care programs, daycare centers, early childcare building, recreation center, technical training center
S-3072	Yes. Repurposing an existing campus for high-quality early childhood education is a good use of resources and would benefit families.
S-3074	Makerspace, coworking space, art studios, senior center, rehab,
S-3076	turn it into some kind of community housing
S-3078	Adult Jobs Training Centers
S-3079	Trade schools, stem centers or stem schools. Early childhood
S-3081	Turn them into actual affordable housing for staff including support staff. Charge rent that staff could afford on the pay you give them. Imagine trying to pay rent as a widow on 1600 a month for support staff.
S-3084	Housing/we have a homeless problem that's can use those empty buildings
S-3085	Partner with the MAPS museum to bring innovation STEM education to students.
S-3090	Sell them to help run the schools that stay open.
S-3091	Building Arts, Food service, and Health care technical programs would be great.
S-3092	Working with Baycare to develop health care centers on property near Sandy Lane and Calvin Hunsinger.

Q11. If school/district buildings are vacated, what ideas do you have for repurposing them in this geographic area?

S-3094	Magnet programs, or afterschool care facilities. Neighborhood outreach programs such as YMCA type offerings would all be good. Specialized learning for tech, arts, science, etc.
S-3095	K-8 schools.
S-3096	Sell
S-3097	Fully functioning after school programs. Similar to a boys and girls club that offers sports and technical offerings. Or sell the buildings and recoup some financial gain.
S-3098	Turn them into schools offering post high school certificates and degrees: culinary programs, medical programs, business programs, carpentry, mechanics, heating and air conditioning, electric and plumbing, performing and visual arts, criminal justice and police academies, computers and cyber security. Schools that stay open but have unused classrooms could offer one of these programs in empty campus buildings.
S-3099	Help the overcrowding of any school.
S-3100	Rec centers, libraries, etc. Basically children friendly businesses or services. A lot of students cannot participate in after school activities because they do not have transportation or funds.
S-3101	As answered elsewhere, consider leasing to charter schools (or something similar) so that buildings are maintained over time and even if those schools close the sites can be re-allocated for PCS needs.
S-3105	ESE, magnet, or fundamental
S-3106	Increasing before and after school programs and summer camps
S-3109	zoned middle school to serve Lansbrook, Boot Ranch, Ridgemoore area
S-3110	Rephrase them into art schools.
S-3111	Adult education, younger students like mentioned before, perhaps partnering with local tech or community colleges for student who might be dual enrolling. I do not want to see this campus going to charters or private schools.
S-3114	Eastlake corridor needs a dedicated middle school
S-3117	Potentially, the school board could partner with other government agencies and private nonprofits to redevelop vacated properties for affordable housing developments with emphasis on providing affordable housing for faculty and staff given the exorbitant rise in housing costs in Pinellas.
S-3119	We can turn these into early development like preschools. We can lease them to private schools and give them tax incentives to let in neighborhood kids who pass a test.
S-3120	These spaces can be repurposed for administrative offices, community housing, staff & facility housing or community gathering spaces. They can also support learning programs for students, teachers, parents, staff, and the broader community. In addition, there is potential to develop sports complexes, YMCA fitness centers and community partner excursions or expand facilities to meet growing demand for programs, extracurricular activities, and community outreach in other aspects of education or you can selloff land for development of low incoming residential housing to increase a younger population and focus property and utility money into other schools, programs and growth into what's working.
S-3121	Affordable housing and community centers. Other states have transitioned campuses into housing - a friend of mine in Wisconsin rented her former kindergarten classroom. A school campus on Haines has been turned into housing for unaccompanied minors (Starting Right, Now, ED Vicki Sokolik). Local nonprofits have established campuses for unhoused and homeless residents (HEP, Betty Lane). These models, and opportunities to rewild portions of the land, should be considered when repurposing closed properties.

Q11. If school/district buildings are vacated, what ideas do you have for repurposing them in this geographic area?

S-3123	Lease them to businesses
S-3124	After school programs not the YMCA since their work ethic is unprofessional
S-3126	Sell the building or transition them as homeless/domestic violence shelters all year round instead of just during hurricane season.
S-3127	Recreation centers, rehabilitation homeless shelters or family shelters
S-3128	Community centers.
S-3132	Community MakerSpaces. Centers for all ages to play and exercise, learn acting, singing, painting, drawing, life skills like cooking, menu, sewing, fixing and building things. multiple generations of people to share their skills and time. Checkout the Sunshine Center in St Pete. Food banks.
S-3133	Day care facilities for children and or adults.
S-3134	Covert to affordable housing for support employee
S-3135	Sell property
S-3137	Community center with after school programs that include high school students.
S-3139	Public parks or rec centers or affordable housing
S-3141	Tech schools, mental health community centers, home EC/workshop classes for the youth, GED.
S-3142	R'Club or other Before/After Care or school based tutoring programs, DWT or PLC trainings, or family involvement opportunities
S-3144	If you have to close highschools maybe renting out space for meetings and events for companies and perhaps the gym and fields could be used for private sports teams and even the auditorium rented out for dance recitals and theater company performances. Perhaps even rent to a charter school for a few years so you can take the property back if ever needed again. Selling is not an option as you will never find space to build a school in the county again if the need should ever arise.
S-3145	besides additional education centers, they could function as community centers or business incubators to attract younger demographics back to the area and encourage to raise the birth rates :)
S-3146	Sell
S-3152	Summer, before and after school care
S-3153	Sell to put the money into capital outlay for the schools that will continue to exist.
S-3155	I would want them to still be used for educational purposes. If they're not used as schools, hopefully they could be converted into sites where educational programs could still take place. They could host after-school programs, or serve as venues for athletic use or school sports teams (where applicable). I would not want them to be leased out to non-education related programs or companies (and changed or remodeled) in the hopes that the building may return to function as a school again in the future.
S-3159	Turning them into an educational vocational schools. I know there are some in the area but you could always get new ideas and specific school. For example, turning one into construction and electrical. Another one into landscaping design, pool building, and general outdoor management. Students could earn degrees/certificates.
S-3160	Housing for staff, like in other counties.

Q12. Given the financial outlook, if a small school is important to you, what specific things would you be willing to give up to keep a small school environment? [e.g., specific staff positions (such as school counselors, library media specialists, assistant principals, family community liaisons, front office staff, etc.), academic programming or course offerings (such as elective courses), extra-curricular activities, athletics, etc.]

P-08	Smaller schools are not a viable financial option
P-13	No
P-14	These support services are important to families and students in this geographic area
P-15	Community Liasons Libraries after school sports -> it's why kids come to school
P-16	No! Staff positions mentioned are needed for student & family & schools to thrive.
P-21	I feel like there are ways to allocate to still keep positions. It takes a village.
P-22	I would be willing to give up LMS and SRO at elementary level.
P-23	Give up SRO & AP
P-36	Extra Curricular Activities and Athletics Programs.
P-37	Asst. Prinicpal willing to give up but NOT a behavior specialist each school needs one with the exception of fund schools!
P-38	I don't think small schools should sdtay open if it doesn't make financial sense.
P-39	F/C liaison, guidance counselor, less 1 on 1 ESE help math/reading.
P-40	6 month-VPK / VPK-6th (this way parents have the option to choose have the kid with babys or little ones base on siblings. 7th-12 preteens & teens are more similar than little ones.
P-51	Yes, so teachers can assist each student in need
S-0003	I prioritize diversity more than a small school. Coming from Cross Bayou my child was exposed to children with different abilities and backgrounds and I believe this exposure allows for a more realistic view and experience of the world. For schools to remain small they would still need to include a diverse population
S-0005	I don't see why it should need to be that our kids should have to sacrifice between class size that is manageable and course offerings, appropriate staff or extra curricular activities. There are plenty of ways to have all the things. Showing our kids that their education isn't important with how we allocate our resources sets them up for failure in the future.
S-0008	None
S-0009	Library programs where schools are near to a public library. Athletics should be reduced in favor of skills based programs.
S-0010	Instead of this, consider partnership schools with community agencies to help offset the costs
S-0011	Not school counselors! Extra curricular activities! Find volunteers, connect with local ymca and parks and rec
S-0022	Assistant principal, office staff
S-0023	Anything that wasn't absolutely crucial to keep the school running however would have to allow for opportunities for that school to fundraise for those missing positions and have volunteers fill the gaps
S-0024	In my opinion a high-quality but mid/large sized school is preferred to an underfunded or undersupported small school.
S-0026	Assistant Principals, reading, science, math coaches at the district level.pay someone a stipend at the school instead. Office staff at the district and school level. Having teacher aids in too many classes.

Q12. Given the financial outlook, if a small school is important to you, what specific things would you be willing to give up to keep a small school environment? [e.g., specific staff positions (such as school counselors, library media specialists, assistant principals, family community liaisons, front office staff, etc.), academic programming or course offerings (such as elective courses), extra-curricular activities, athletics, etc.]

S-0030	I appreciate all of the extra staff support given, it has helped my children get up to grade level so I can support cutting the extra classroom support. Maybe front office staff can be cut down to 1.
S-0032	If we are closing schools, why don't we look into consolidating district areas and remove an area superintendent's office. Surely the pay scale would save the district a substantial amount of money this way. Or decrease the professional ed department roles. So many trainings are online now. School counselors play an incredibly important role in students' lives, often acting as that one trusted adult that keeps a student coming back to school. Cutting counseling positions sounds completely obtuse, particularly in a post-pandemic world.
S-0035	If it's too small to stay and make sense then close it
S-0037	I'm not a fan of a smaller school with less options. I think it's important for kids to have all these things.
S-0038	Na
S-0039	If you take away the support, there is no point for a neighborhood school.
S-0040	Assistant principal
S-0045	I don't think we should water down options to keep a building open
S-0047	Library media
S-0048	Not sure
S-0049	No suggestions
S-0051	Athletics
S-0056	Cut academic coaches
S-0057	I think all these positions make our schools special and I would rather have a larger school to keep all of these assets.
S-0058	Nothing.We have given up so much already, being asked to do more withless
S-0067	Too school specific to answer such a generic question.
S-0069	Sharing lmt, student services with neighboring schools
S-0072	Not sure - all those things seem important in a school.
S-0075	yes
S-0076	Honestly these items are all necessary. It will be difficult to cut any but for the financial situations. Nonetheless, the staff and management should be given the opportunity to make the choice
S-0077	Technology specialists. Front office staff can be family community liaison.
S-0078	Reduce some of the elective classes that doesn't align with the schools focus/vision.
S-0079	Currently, I would prefer for small schools to close rather than students miss out on opportunities that others have at other campuses. I don't think course offerings should be (outside of magnet programs) should be exclusive to certain schools for parents to have to hope for a lottery seat.
S-0083	It depends the population and behavioral needs of and for those students!
S-0088	I'd rather schools get larger as opposed to limiting child experiences.
S-0091	Anona elementary is an important small school for the community. Removing any athletics or extracurriculars to save costs would be worth it. The safety of students with use of SRO and school nurses should not be on the chopping block. In addition, elective courses such as arts or physical education should stay in the funding budget.

Q12. Given the financial outlook, if a small school is important to you, what specific things would you be willing to give up to keep a small school environment? [e.g., specific staff positions (such as school counselors, library media specialists, assistant principals, family community liaisons, front office staff, etc.), academic programming or course offerings (such as elective courses), extra-curricular activities, athletics, etc.]

S-0092	An equitable school system should offer the same services or equivalent services as other schools. Would you support busing students from the small school to another so they have the same extra curricular activities? We have funding for the arts and technology with the referendum so taking away activities that involve media centers, theatres, art rooms, band or choir, would not be what tax payers were promised.
S-0102	Keep the range of elective offerings in line with the population, so electives aren't cannibalizing each other.
S-0104	There can be positions that's share between smaller schools. i.e counselor, nurse, elective courses(Monday/Wednesday at one school and Tuesday/Thursday at another)
S-0107	Possibly media- community liaisons- student services programs and teachers should not be cut.
S-0115	I need more information on options.
S-0121	Cut academic coaches
S-0123	I believe all those positions are crucial to running a school, but if I had to choose family community liaison or extracurricular activities.
S-0126	Assist principal
S-0127	Increase pension age
S-0128	Those are all the things we love about our small school… Is it possible for some of those positions to be shared amongst several schools as an option? Although I know some of those are already shared and staff frequently cover for each other
S-0134	Library media
S-0135	At a elementary or middle school, electives except music and art, could be limited
S-0136	Though we are fortunate to have wonderful support staff, we would much rather have small class sizes available for our kids. Appropriate cuts could include assistant principals (particularly for smaller sized schools), office staff as not to include a secretary, book keeper and liaison, kitchen staff, maintenance staff.
S-0138	All are important in there own way. If hard choices had to be made I would say family liasion could be absorbed and front office could help with that gap. All other positions are crucial to a successfully ran school. Counselors definitely should be off the table. Our students and children deserve to have a safe, educated person to lead positive mindsets. Our Counselors are already pulled away hours of the day to do the side job of covering all the 504s.
S-0142	Librarians, AP's, Instructional coaches, reduced athletics to save money
S-0146	Reduce staffing where there's redundancy and/or use temp staffing without benefits
S-0152	Library, media center
S-0157	This is a very hard answer. I feel that combining small schools as a k-8 is a far better option than losing communally liaisons office staff and especially academic programs or electives.
S-0163	Take out the program or elevtives with less enrollment, school with too many front office staff, maximize the productivity of the employees. I see staff often doing other things than actual school work related or the the job assigned duties.
S-0164	I feel this opens up issues with equity if you as a district would be willing to "cut" what you perceive as "extras" (arts listed is troubling especially with referendum funding).
S-0168	Nothing
S-0169	We could do without school run cafeteria, partnership could be made with outside food provider. School should only need one assistant principal. Family community liaison is redundant.

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S-0174	Libraries and counselors are most important to me.
S-0179	Keep the arts at all costs
S-0181	I think there are enough extracurricular activities available in the community they don't need to be offered at school.
S-0186	Small schools aren't that important to me.
S-0187	None of the above. All of the above are what make a great school. I would rather have a bigger school than make cuts.
S-0189	Family community liaison, front office staff
S-0191	I think many schools are already lacking in these areas and shouldn't be removed of these resources
S-0196	I think school assessments would be needed and then schools would need to decide what areas/duties have low utilization or what duties may be able to be combined. I don't think it is a one size fits all solution.
S-0199	Yes
S-0201	Hard to want to give anything up but the family feeling of small schools is important . Whatever was voted on or seemed necessary I guess.
S-0202	Administrative staff and media specialists
S-0205	Avid
S-0208	Library and media specialist, coaches, and assistant principals
S-0209	None all jobs are important
S-0210	None. Small schools should have all of the same supports. Maybe instead of cutting them, see how people could be repurposed. Maybe a counselor goes to the elementary school, middle school, and high school and supports a community - as kids articulate they would know the kids at all levels and have the history on kids firsthand. Maybe look at the Texas model for performing and visual arts and share teachers in this same way. And elementary music/art teacher can be very beneficial at a middle or high school and maybe the secondary people come down and support the elementary school if their units are short, rather than teaching out of subject. Again look at other states. This happens often in city based school districts.
S-0214	Anything but instructional staff
S-0226	If you want to compete with the private and charters there isn't much to cut. I'd rather see increase in fees to do "extra" (like athletics and extra-curricular) then cut.
S-0231	Library media Center, community liaison, and less athletics at the middle school level. Keep the athletics to what they use to be only volleyball, basketball and track. They have added too many sports now in middle school.
S-0233	All of these are important to the success of the school and a thriving school community! All the extras for the students to be in loved in have to stay! That's what makes them want to come and stay in a school.
S-0234	Not interested in a small school environment if it means giving these things up.
S-0238	Look back at staffing profiles in the 1970's & 1980's, use more volunteers
S-0240	I think this is school by school decisions because there are so many different benefits to a variety of offerings.
S-0242	None

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S-0247	I'd be willing to give up electives and extracurricular. Please offer foreign language starting at kindergarten level
S-0250	I feel like some schools have too many assistant principals that rely on guidance counselors to do much of the student and parent facing work. I would downsize the numbers of assistant principals and prioritize guidance counselors. I would also prioritize arts over middle school athletics.
S-0251	Electives bye
S-0253	Front office library/media
S-0258	None
S-0265	Not sure
S-0270	There are way too many people in the admin building, student enrollment below 85,000 yet there are how many area chiefs, how many admins sitting in that building that have NOTHING to do with students
S-0271	Fewer assistant principals and front office staff. Kids need teachers to teach and a variety of classes to take.
S-0273	There would need to be a transparent staffing model based on enrollment. Most of those functions need to be covered by someone on the campus but could be condensed and combined. It would certainly require thinking outside the traditional roles. In some cases certification issues and course codes could put on restraints. A school with 300 students cannot have the same staffing model as a school with 1,600.
S-0275	Very small schools should be avoided. You might be able to reduce course offerings if you allow Pinellas virtual classes during the school day (computer lab with a teacher to proctor but students taking different electives)
S-0277	Family community liason
S-0280	Family community liaisons, library media specialists. Keep middle school sports to how it use to be volleyball, basketball, and track. Take out all the extra athletics that have been added to middle school athletics lately.
S-0281	None of these
S-0289	Student teacher ratio is the most important issue not the size of the school
S-0290	No admin building. Get rid of it. Cut from the top. 99% of that can be done remote.
S-0301	I would not support reducing essential student support positions, including school counselors, library media specialists, family and community liaisons, front office staff, or assistant principals, simply to maintain a smaller school. These roles are critical to student success, school safety, and daily operations. If budget reductions are necessary, the district should first look for operational efficiencies, shared services, administrative consolidation, and other cost-saving measures before cutting programs or staff who directly support students. Keeping schools small should not come at the expense of the services students need to learn and thrive.
S-0306	I do not want to see loss of music, art, PE or library. There could definitely be consolidation of office staff and assistant principles. There is always a lot of socializing among these positions anytime I visited any school.
S-0307	We are already overburdened.

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S-0312	I've seen when cuts happen and others have to pick up the extra- it just lowers the quality of what you get. I'm sure there are cuts that can occur, or maybe even looking at salary adjustments. Looking at bus routes and seeing if you really need all the buses- maybe condense down, etc. those types of things might help. Keeping schools small isn't a big thing for me.
S-0313	I believe small schools offer many benefits, but I would not want to preserve a small school by eliminating essential staff or programs that directly support students. School counselors, library media specialists, interventionists, and extracurricular opportunities all play an important role in student success. Instead, I would encourage the district to look for operational efficiencies, shared services, or creative staffing models before reducing the supports that have the greatest impact on students.
S-0315	Small class size and a small school environment is important to me, my children thrive in it. I would be willing to eliminate staff positions.
S-0317	I think ask of those positions are important. They have already cut the time the curriculum specialist spends at the school in half,
S-0323	That's not a viable option, the reduction in population does not decrease the time consumed by the tasks these positions perform. So reducing them would further crush staff who inevitably have to accept increased workloads with no obvious advantage. No, it's not the small school population that people want, they want community. That means keeping students who attend the school for multiple years together as much as possible within each grade level.
S-0327	Giving up electives.
S-0329	We need effective schools, at capacity, that are staffed appropriately and all students will thrive. If a school is built for a limited capacity that one might consider "small", and that school is filled to capacity, with students, then it should be considered successful. If the community is showing demand for more seats at said school(s), then expansion would be and expectation. If a school is not, and has not been filled to capacity, and this has become "just the way it is" in this community, then the school must be closed. These schools must be combined to create one efficient school in the community.
S-0331	Keep people, consolidate/merge course offerings (not remove)
S-0333	One- to -one laptops in elementary school and paying for programs like Canva, canvas, and other programs that aren't necessary for elementary students.
S-0335	Library specialist could be shared amongst schools rather than one at each school.
S-0336	I think that's some administrative tasks could be done by college interns or high school students to acquire volunteer hours. I also believe that if we reach out to local volunteer organizations, we could access our retired community members to help out with administrative duties and secretarial options. I do not understand why our schools don't utilize Volunteer organizations such as civic clubs, American Legion, Auxiliary, Rotary club, etc..
S-0338	Family community liason, office staff
S-0340	Historically, removing staff has always been a regretful decision. Athletics can be satisfied through community organizations. Cut back on the amount of useless technology.

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S-0347	Definitely counselor.
S-0361	Academic Coaches (ELA, Math, MTSS, etc.), SRO at Elementary, Counselors, and office staff
S-0364	Librarians and other resources can rotate. Would be a mistake to eliminate. Probably principals could even manage two sites if paired with an assistant principal. Coaches, music and art teachers could also potentially arrive at both sites. Elimination would be sad and make public schools less appealing than private schools. Bookkeepers and staff should absolutely be shared.
S-0367	N/A
S-0369	None
S-0374	A small school is not important to me
S-0378	Assistant principals, family community liaison
S-0380	I feel that there is a need to keep all the staff positions so the school can run smoothly. As it is I know there are schools that don't even have a full time nurse now. I can't imagine having less staff and still being able to meet the needs of all the students.
S-0381	Family community liaison guidance counselors
S-0383	Allowing elementary specialists to do extra curriculars in their extra class periods- baseball or soccer, theatre, an art club
S-0388	Need more information.
S-0392	Academic programming. We should evaluate what topics children are more likely to gain from life experience and at home and focus on strengthening the impact and critical thinking skills of basic STEAM courses. Losing staff and specialists is a worse idea.
S-0393	Athletics in the northern part of Pinellas. They are more focused on the fine arts.
S-0395	None
S-0396	Small schools are a terrific environment for students to feel unique and special. For the electives, consider bussing the kids to a larger school towards the end of the academic day.
S-0401	That is a tough question to answer, but it probably would be best solved by pulling over other resources from closed / consolidated schools into these smaller schools. If we truly have 45,000 vacancies due to an exodus of children being pulled out, we need to close/consolidate schools and re-assign the full-time and part-time to these small schools.
S-0404	The academics should not suffer at all. Unfortunately I would say staff, like assistant principals and media staff would need to be given up first.
S-0409	Specific staff members
S-0411	A small school is not important. All of these supports are vital to our communities in the St. Pete area.
S-0436	Please let Eastlake residents send their middle schoolers to ELMS.
S-0443	A small school environment is desirable, but everything listed above is important to have included in the school. Remove the free breakfast/lunch from schools. Have families support more in terms of supplies for students
S-0446	I don't believe it makes sense to keep smaller schools open. To me it would make more financial sense to close or combine the less populated schools in an area
S-0448	Media specialist , assistant principals ,
S-0451	I would prefer to pay more in taxes to support all of that but I guess that’s not an option here.
S-0459	Na

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S-0469	Meal service. Extra curricular
S-0480	Give up assistant principals, community liaisons. Keep electives and extra curricular.
S-0483	Counselors and extra curriculars, eliminate family community liaisons, have AP serve as site leader and report to a local principal who has multiple campuses
S-0489	Assistant principals
S-0495	Family community liason, transportation
S-0505	My goodness, I hope none of these end of being the case for elimination.
S-0509	I think this is the opposite of what you should be doing. We need to be competing with private school offerings. We need more. And more discipline support at each school. All of my friends that are private school LIKE the fact that students that have consistent behavior issues can be removed easily.
S-0512	None
S-0519	Media specialists aren't needed and no family/community liaisons
S-0523	I would be in favor of trying to decrease office staff before cutting any programs for kids
S-0526	Nothing, all of these staff and offerings are essential
S-0528	Community liaisons, administration
S-0529	a small school is not important
S-0533	All of these factors are important to a school's success. Expanding fundraising opportunities, strengthening the PTA, and increasing family involvement can provide valuable support.
S-0534	We need more support from the state. Considering the financial situation, it's because education is not as supported at that level compared to northern states. We need a way to get the community to push back with them for more support. We shouldn't have to cut back on the individuals supporting our kids or their sports/other activities.
S-0545	Uncertain
S-0549	Small school really isn't that important to me. The above mentioned are very important to a child's development at any stage and should not be cut.
S-0551	Athletics
S-0552	Not providing all athletics and families helping more with technology and fees
S-0558	Library, assistant principals, few extra curricular
S-0559	Get rid of all of the coaches (reading, math, science) library specialists, assistant principals
S-0565	I'm ok with bigger school
S-0567	Not sure. Perhaps guidance counselors and depending f on the size perhaps the AP
S-0569	I feel schools need a strong office staff to meet the needs of the parents, students and teachers.
S-0570	I don't think it's fair to cut site based positions. Funds should be cut at a higher district level.
S-0571	We will lose even more students if you give up what makes our schools so amazing. We already are bare bones and more cuts do not make our schools more appealing. Schools need the arts, a nurse, library specialist, etc. to take care of our students and families. Electives are why students often connect to school at all. Please don't cut back and make our schools less appealing.
S-0573	Everything is important
S-0578	NA
S-0580	family community liaisons, elective courses,

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S-0581	I think giving up MTSS since admin and each teacher tracks data and information; family community liaisons because attendance can be tracked by teachers, admin, and guidance counselors; front office staff should only have one person not multiple; some small reading group teachers not needed.
S-0586	All of those positions and electives are vital for a full school environment.
S-0588	Family community liaison is not needed
S-0590	None of the above.
S-0599	Perhaps athletics or certain academic programming if they are historically underutilized at their current locations.
S-0600	At Ridgecrest Center for Gifted Studies, we have a supportive parent / volunteer community who would help fill in various roles if unable to have a staff position
S-0609	Nothing is sacred.
S-0611	n/a
S-0613	Assistant principal
S-0614	I wouldn’t be willing to give these up, I think these are all important functions.
S-0627	I would not want to give up essential staff such as school counselors, family community liaisons, library media specialists, or programs that support students with disabilities. These services are especially important for families like mine. Instead, I would encourage the district to look for cost-saving measures outside of direct student services, such as administrative efficiencies, community partnerships, grants, and shared resources, before reducing the support that helps children succeed.
S-0634	I’d rather have the larger school with all the support staff and academic choices
S-0636	We are already losing so many of our programming due to funding so I am not in favor of getting rid of anything. Less workers that were created for jobs that had a reasoning for creating them does not seem like a good solution to put more work on people who are already getting paid horrible incomes. This is why people are choosing to not have their kids in public schools because they are not putting the funding towards programs they are only taking them away.
S-0637	Front office staff, assistant principals, elective courses that aren’t aptly enrolled
S-0651	Please keep our libraries open!!!
S-0653	I’m not sure
S-0654	Arhletics
S-0656	A small school isn't important to me.
S-0660	A small elementary school with a focus on core services is important. For middle and high school, no opinion
S-0665	Academic and athletic options
S-0666	I would rather have a larger school with more options

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S-0667	As an elective teacher, I've seen firsthand how reducing academic electives can limit opportunities for students and negatively impact their educational experience. Electives are not "extras"—they are often the reason students connect with school, explore career interests, develop language and cultural competency, or discover talents. I would be hesitant to sacrifice student services, academic electives, or extracurricular opportunities simply to maintain a smaller school. Instead, I would encourage the district to first examine district-level efficiencies and make decisions based on data about student outcomes.
S-0674	I value the benefits of a smaller school environment, including stronger relationships between students, families, and staff. However, I would not support maintaining a small school size if it significantly reduces the quality of the student experience or limits academic opportunities. If sacrifices are necessary, I would prioritize protecting classroom teachers, student support services, academic programs, electives, and extracurricular opportunities. I would be more willing to consider operational efficiencies, shared services, or administrative adjustments before reducing the programs and resources that directly impact students. A small school environment is valuable, but it should not come at the expense of providing students with a well-rounded education and opportunities to explore their interests.
S-0679	The removal of these services would only increase the amount of families choosing non-public school settings.
S-0681	I would rather lose the small school than staff. All staff are important.
S-0682	Nothing
S-0683	Not sure
S-0684	I would need more information.
S-0693	None, the issue is you guys refuse to help these children get to school. 2 miles is long for elementary children. Parents work and cannot bring them because we gotta be to work before school starts.
S-0704	I would be cautious about giving up positions or programs that directly support student success, such as school counselors, library media specialists, exceptional student education services, or core academic offerings. If maintaining a small school environment is a priority, I would first look for efficiencies through shared services across schools, district-level administrative reductions, or consolidating non-instructional functions. If reductions were absolutely necessary, I would be more willing to consider limiting some elective offerings, sharing specialized staff between campuses, reducing duplicative administrative positions, or adjusting certain extracurricular programs rather than eliminating essential student support services. The goal should be to preserve academic quality.
S-0707	Sadly, extra curricular activities would be first. The hope would be to have the PTSA support this so that jobs are not taken away. After that, library media specialists, family community liasons, etc based on the benefit they add. Counselors should be last in most circumstances.

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S-0712	OMG, how out of touch are you to even be asking this question?? Since when is having an assistant principal or a library media specialist a luxury for only small schools?! And why are you asking what I, a classroom teacher, would be willing to give up?! Why are you asking what I, a tax paying community member, would be willing to give up?! Why don't you ask how many positions at the district level Are not necessary it can be cold? Why don't you ask yourself how much it costs to run that gigantic Administrative building in Largo? Are all of the offices and rooms filled in that building? And if not, when are you going to be vacated?? Instead of asking your community to make sacrifices to make up for the blunders that you have caused, go cry to the governor and the federal government for more funding! Why are you crying to the public?? We're all out here doing our best and struggling. And here you are asking what we'd be willing to give up instead of asking what we've ALREADY sacrificed!!
S-0715	Extracurricular
S-0718	I need a definition of small. There is such a thing as too small more me. For elementary, 500 students gives a great ability to feel like a community when the principal sets conditions that bring people together.
S-0719	We only need teachers, everyone else is useless
S-0721	Nothing. The draw of a small school is that it still provides the same services as larger ones.
S-0724	Multi task employees since it is a smaller environment
S-0728	Athletics can shift to grouped schools as long as there is transportation
S-0730	All of the positions above are important, music and art are also essential.
S-0731	I do not support anything if it means staff get cut. Every staff member in Pinellas County is valuable, and our students will suffer if we lose more staff.
S-0734	You can't really take any more staff away and expect the schools to run seamlessly. Staff members are already overworked and underpaid and you will expect them to take on additional duties with no more time to get them done or any compensation. That is just ridiculous. There are too many programs and not enough time spent on teaching the basics. Athletes should be expected to attend school AND earn the grade to participate in contests instead of just floating by and barely doing the minimum. Too much emphasis is on athletics and extra-curricular activities. So much money is wasted on equipment and curriculum that is never used.
S-0737	Part of the problem is your lack of staffing has already led to this situation. That will only cause more students and parents to leave. Plus more ADA related compliance issues. Also sub par program offerings that again lose more students. Sports have long bern a major focus over everything else for many schools. But at what return? Maybe you don't need expensive score boards or tech for the sports. Get more donors if they want it. It has been no secret some schools gut everything else for their sports programs. Perhaps make a magnet for sports. Then let that be there sole focus for there excellence. Send the coaches that are best there. Then everybody gets attention they needs. Maybe work on making schools more attractive to employees and families instead. Then maybe you could get more enrollment back. Previous poor choices for decades caused this. If you continue the same ones you are doomed to fail as a district. Not to mention failing your staff and students.
S-0743	Assistant principals and I would merge school counselors and family community liaisons.
S-0745	Library media, family liasion

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S-0747	I don't know what each role does daily in each school so I cannot say how much each role is needed. Clearly, those who teach and roles that have direct impacts on students shouldn't be cut. I like that I can call my school and speak to a person and be able to reach staff or reach them via PBIS. I don't want student life to suffer during school and for after school activities. Maybe looking at certain roles and seeing how many are needed for a set amount of students.
S-0748	I feel all are important. Maybe not have as many employees in that particular position. Office staff example maybe have 3-4 people where things can still get done and those 3-4 people also get a pay increase being that it's a limit to employees that can be hired for said setting. But I feel cutting the pay for higher ups would be best versus cutting corners to save in other areas.
S-0749	Nothing ! Give chicken all they need
S-0755	Gulf Beaches didn't have an AP when we were there and shared other staff like the music teacher. From what I know, a lot of schools already share staff. This is honestly grim and feels like the wrong position.
S-0756	Office staff, assistant principals
S-0763	Media Specialists or Family Community Liaisons
S-0767	I don't know what the definition of a small school is? Extra curricular activities are important, as are school counselor, and enough support staff for students and teachers.
S-0769	More Spanish and French classes make them smart
S-0770	Wow! Just naming vital positions asking the community to pick one!
S-0771	Library media specialist
S-0777	Why get rid of essential employees and make students suffer more so that the higher ups can make more money ? Would the superintendent be willing to take a pay cut to ensure students education and futures???!!! Hmm. I wonder why so many parents are pulling their kids from this school system. Yet everything but the facts are being considered
S-0780	Front office staff are critical for families. we need police protection because of the gun laws and mental health crisis in our nation. Unfortunately the kids read less and cheat more just using chat gpt for everything. Teachers need to be paid more
S-0782	I would not support reducing essential student services such as counseling media specialists or academic programs.
S-0783	I don't think our high schools should be "small". It limits course offerings. Let me be clear though, the member of students in a class shouldn't exceed 30. A larger high school shouldn't mean we cram kids into classes.
S-0787	we need it all, communities deserve it

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S-0788	Family community liaison. I feel like other staff positions are vital, but some could be shared at multiple small schools (LMT, Psych, Gifted, VE). Elective courses (especially music/ chorus / band, art, and PE need to be kept). Athletic programs could possibly be combined at schools in creative ways (joint teams, alternate campuses, etc). Could we write grants to get funding to pay for some of the gaps in funding? Get community sponsors? Or create school or district wide fundraisers? Can we have students in specialty trade programs (or PTEC) perform any tasks for the district to save money in exchange for internships or credits? Can we better utilize all of the resources that are laying around campuses unused (books, furniture, curriculum, etc) instead of purchasing new items at other schools that need it? Can we sell some of those items? Maybe we can have some educator / admin / leader focus groups to discuss ideas for funding.
S-0791	Extra curricular activities and minimizing elective courses
S-0794	N/A
S-0807	Every school does not need an AP. Electives should always be offered. You could have half of the front office staff.
S-0808	None
S-0812	Extracurriculars and athletics (K-8) should be the first for consideration to be eliminated as well as librarian media specialists. School counselors are a pivotal part of each school and should never be considered for elimination. School psychologist and social workers should be spread to serve multiple locations. School nurses are also a vital part of each school and assist with the well-being of the whole child.
S-0814	The schools are already are limited. The issue, in my opinion, is not an issue on school spending but State funding used by programs like Step Up For Students for items that are not necessarily educational on a fundamental bases.
S-0816	Family community liaisons ; drama courses.
S-0818	All of those positions keep a school running and are vital in this time and place!
S-0819	I would ask for more parental and familial involvement instead of asking to cut these important positions and programs.
S-0821	None, figure it out this is a wealthy county
S-0828	Extra curricular and athletics if students could join at another nearby school.
S-0847	To maintain a small school environment, I would prioritize reducing elective course offerings first, followed by less popular extracurricular activities or sports with low participation, before reducing essential student support staff or core academic programs.
S-0856	Will to give up elective course in high school being that my child took elective courses virtually and attended school for core classes. Option to allow some staff to work remotely- such as family community liason for a lowered salary.
S-0858	Yes
S-0866	Not sure

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S-0871	extra-curricular activities, athletics
S-0873	As an employee this is a hard question to answer. I find value in all position in the schools currently.
S-0874	Yes
S-0877	Counselors can be shared between schools as well as art and music teachers
S-0878	Get rid of technology. Go back to basics-our students are lacking in reading, writing and math. We do not need community liasions; we need reading teachers supporting our students. Get rid of positions at admin building such as PD department and other top-heavy departments and replace with literacy instructors.
S-0879	Go to 4 day schooling. Close schools for saving cost. Or half days
S-0881	Nothing, figure it out by paying teachers what they deserve and cut Kevin and other overpaid administrators salaries. Stop punishing schools and hard working principals.
S-0883	Mental health services are a top priority to students and families. School counselors need to stay a priority they are the foundation of healthy children. Cut athletics and extracurricular cut social workers and school psychologists. Cut library media specialists.
S-0884	My question for the county, is given these expansions that you are contemplating, such as more fundamental schools, vacating locations, k-8 options and all of the previous options... how much money would be utilized into creating more of those options, versus keeping some small neighboring schools that are relics of our community? We are so interested in the newest, most expansive and bold things, but why can't we learn to appreciate the small schools that have already made our county great? What can you do to make these options that we already have more exciting and enticing for our families? Why are we taking away from these schools? Osceola Middle School is not a small school, for example, but arts programs like chorus was removed last school year.
S-0885	We are already asked to give up so much. Class sizes are large. Nurses are on staff only once a week (VERY SCARY when you have a child with life threatening allergies), and programs are being shut down that give children a leg up on a life that's already starting off at a financial disadvantage. SHAME ON ANYONE THINKING WE NEED LESS! SHAME!
S-0888	Course offerings
S-0892	unsure
S-0895	I would prioritize classroom teachers, student support positions, and academic opportunities. If reductions are necessary, the district should first evaluate administrative structures, operational efficiencies, and the sustainability of maintaining very small campuses rather than reducing direct services to students.
S-0899	Elective courses
S-0900	ugh i am not sure.
S-0902	Depending on the student population and number of staff providing support for each function, yes, I could see reducing staff. If there are 2 or 3 library staff for a couple hundred students, reduce the needed number to stay functional. Same goes for counselors, liaisons, front office, etc. While they are a great benefit, the number one goal is to educate. Reducing teachers, the actual ones teaching, makes little sense. Look at county level positions as well. Especially high salary positions that may be redundant.
S-0911	Front office employees who do nothing. Library. Invest in athletics

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S-0913	Athletics
S-0914	Why are we comfortable pulling resources AWAY from children, families, and staff? Who holds the responsibility to assist them without receiving the pay to do so? Children do not suddenly not need counselors because the budget doesn't call for them. This is utterly ridiculous what you're asking us to do. You KNOW the responsibility will continue and it will fall to us. We should not be cutting positions to save a dollar. This just goes to show how much you don't fucking care about your students and staff.
S-0918	Give up Assistant principals in elementary setting if a small school. Share the roles of library specialists, family community liaisons and counselors among schools in geographic areas. Classes and electives need to be considered if they are low enrollment,I don't believe athletics should suffer cuts as long as there are people willing to be the coaches.
S-0920	MAKE IT PAY PER CLASS and you would have TONS of homeschoolers paying per semester (think university model) and no one looses their job!!!
S-0935	Assistant principal, behavior specialist, mtss
S-0941	Coaching positions such as reading coaches.
S-0944	small isnt super important. but i dont want magnet and charter to be the death of general public
S-0946	I think we need to use volunteers more than we do. These people could help in the library, classrooms, or cafeteria. I would cut out the media specialists, family liaisons, MTSS person, and assistant principal in schools under 300 students.
S-0950	I think the county needs to team up with JWB, Suncoast, and other overlapping resources to make sure they are providing support that is needed and accessing already available resources. Grant opportunities have been slashed with this administration but there are still opportunities. I think if parents want their children involved in extra curriculars, we can have schools partner with local programs to provide after school activities at lower cost like they have had at some schools-spanish clubs, art of science, chess club, etc. Ideally the county could come up with PCS directed programs that parents pay for to keep that money in house. I know there are teachers who want to make extra money who would be open to doing some of these.
S-0954	No positions should be removed to maintain small schools, school count does not account for school behaviors and additional needs.
S-0959	I don't have an answer here. I think everything at the school level is necessary. Maybe look at dwindling down the roles in the admin building
S-0964	I would eliminate some of the district ISD positions, and if it is a small school size like in a high school multiple assistant principals and counselors should not be necessary.
S-0974	I cherish all positions and would hate to see any disappear. I have no input on this other t han that.
S-0976	specific staff placements, assistant principals (do we really need so many)
S-0978	If a school cannot be staffed or programmed appropriately, it isn't fair to those students and should close

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S-0981	Every position is important, all the extras are important too. We are finally in a position to offer smaller class sizes and be able to have better instruction, but instead we are talking about going to over filled spaces again
S-0983	It's sad, but close the smaller schools
S-0989	I'm not willing to give up staff for smaller schools. All staff is important in community building
S-0992	Perhaps certain admin staff could be shared across small schools. Unsure if software lends itself to that.
S-0993	Librarian, family community liason
S-0999	I'd be willing to give up some non-core extras before giving up student supports. I could accept fewer elective options, fewer club offerings, smaller athletics, and maybe some shared services across schools if that helps preserve a small-school environment.What I would not want to lose are the basics that directly support students: school counselors, library media support, front office help, family/community liaisons, and enough staff to keep classes and supervision manageable. If a small school only survives by stripping away the supports that make it functional, then the size is not really helping students.So my order would be: cut extras first, protect student support staff second, and only reduce academic programming if there is a clear plan to keep the school strong.
S-1003	Small school not as important to me
S-1004	Family community liaisons. Please keep all mental health professionals! It is especially needed in south county!
S-1005	I think assistant principals, academic coaches, and community liaisons are all not required if tge school is getting an A, those supports might be needed in lower performing schools but not As.
S-1006	Technology is the biggest cut I would make-- I think generally technological investments are too costly for too little return + years of complication while they get integrated. There are so many ways to innovate the classroom/school experience without purchasing expensive hardware.
S-1011	I would choose to keep the school larger so we can keep all the necessary staff and programs. As it is we are stretched thin and doing multiple jobs, and the students do not receive the adequate attention they need especially when it comes to mental health.
S-1014	Assistant principal if k-5, increase virtual support from counselors instead of dedicated in person
S-1022	Nothing. Quality education overrides a community feel.
S-1029	Schools should have smaller classes so that they can pay attention to the students and help them better
S-1031	join PTA, attend gathering and support the pillar in my community
S-1032	No
S-1037	Assistant principal
S-1038	Elective courses.
S-1040	None of was is listed would I like to see given up for the sake of keeping access to a small school environment.
S-1041	Curtis is already at bare bones & the size is similar to other local schools now
S-1042	This year we lost an AP already. But we need to keep our ASD units
S-1043	Football

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S-1044	PE assistants, family community liaison's,
S-1048	Maybe not have a community liason
S-1049	Staff - specific: cut community liaison, perhaps an AP
S-1050	Student to teacher ratio is far more important than overall school size. If a larger school affords higher teacher pay, more extra curricular, art, and sport opportunities, and transportation, it is the best option.
S-1051	None
S-1062	Athletics
S-1063	Keep all positions and courses. Counselors, librarians, electives (especially the arts) are crucial. Use spare rooms to house various district employees closer to their homes. Close other district and administrative buildings to cut costs.
S-1065	Not important
S-1068	No LMT
S-1069	Extra curricular activities
S-1070	Athletics with low student participation
S-1071	I would want to find anyway to keep the school open.
S-1073	All staff who do not work in the interest of students can be eliminated. The district already has far too many staff who are seemingly doing very specific, non educational based tasks. Too many office staff, volunteer coordinators, guidance counselors who are often unavailable to students who wish to see them. The amount of personnel working in the school district (including administrators and so-called “district leaders” like the ones who do those horrible walk throughs) is outrageous. Schools are supposed to be dedicated to the education of students, not to further the careers of phony Dr’s., (Ed.d.’s are not real doctors). Far too many online “doctors” walking the halls of our schools trying to move up to the next level on the pay scale.
S-1074	I am not sure at this time.
S-1077	Every role is important. It would be hard for me to choose a position to go. I think it depends more on the people in these positions. Perhaps allowing principals and their area sups to work together on the budget, like let them choose if they would like an AP or to use that money elsewhere.
S-1082	Not school staff
S-1089	Possibly Fam. Community if office has adequate staffing model
S-1094	I think multiple magnet programs per school would allow a bigger school to“feel small”. If kids are in smaller programs, they feel known and cared for. It’s less about the school size and more about the smaller communities. Like Gibbs and Hopkins have multiple arts programs, a school could have multiple STEM, business, international, or other tracks/programs that make a medium to large school FEEL small. Because the feeling is the important part.
S-1099	I do not necessarily need a small school for my family. My family values enrolling our children in a successful environment that has academic rigor and high behavioral expectations. Electives should be focused on foreign language and the arts. Respect the school staff and their positions. Cut from the top starting with the district and APs.
S-1100	None

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S-1102	I work at a large school now so it's hard to say. I worked at a smaller elementary school 20 years ago. I feel like everyone is necessary. There are, however, plenty of employees who don't do their jobs and everyone knows who they are. Fire them and get quality people.
S-1108	Reduce admin staff
S-1110	Media specialists, community liaisons
S-1112	Yes, I would rather have a smaller class size and a school closer to my home than extra administration
S-1113	None
S-1115	Nothing
S-1117	We've been plagued with growth, overfilled classrooms from what I've dealt with for 20 years as a parent, more kids on a campus, which has then required additional services such as SRO's or additional enforcements, more counselors because of additional issues, while cutting the budgets in various academics, art, sports, music, extracurriculars. Has it been considered for a moment to go back to basics, to 20 student classroom sizes for more focused education and a more controllable environment for teachers and faculty? Is it absolutely necessary to close schools due to attendance quotas or do we need to just readjust?
S-1122	I would not be willing to give up those things
S-1127	It would be better to have fewer, larger, well-staffed schools than to spread our resources so thin we have to make major cuts at all schools every year.
S-1129	Small schools are not important to me.
S-1130	on site staff developers (MTSS coaches, Content coaches)
S-1132	The small school I currently work at is operated as efficiently as possible. For instance, staff members such as media specialists and family and community liaisons, do much more than just that job. They take on much more responsibility outside of their typical job descriptions toward the overall smooth operation of the school. Teachers continue to spend a great deal of their own money to benefit the students that they teach.
S-1134	Give up support staff positions if necessary
S-1137	Take some athletic funding or funding that usually goes to technology in TZ schools and disperse it according to needs in the entire district.
S-1143	Media specialist,
S-1144	Give up APs, only have principals.
S-1149	Family community liaison.
S-1153	Depends on age level. Elem. Schools need librarians. Community liasons can be a stipend job for another teacher or a parapro job? Unsure with no specific schools listed. Athletics are lacking everywhere but high school and extracurriculars also besides high school.
S-1154	family community liaisons and Assistant Principal
S-1155	Say good bye to curriculum coaches.
S-1159	That would be a hard choice
S-1166	Community Liasons
S-1169	Nothing.
S-1171	Skip athletic
S-1178	None

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S-1179	All of these things are important to the school environment and often what entices parents to bring their chikd to that school. This is a question that needs thorough thought. Can programs or extra curriculars be taught by fewer teachers without impacting the quality? Will displaced staff be given priority to return to their school if the opportunity presents itself?
S-1181	Do not cut staff positions unless you want current staff at other schools to believe you don't value their work as some already do with how they are treated. Either cut an elective and make it a club or cut a club and make it an elective. Consider combining courses if possible
S-1182	I would never choose to give up elective courses or extra-curricular activities. I don’t know enough about the specifics of each staff role, but I would ensure the resources positions are aligned with current times. I would not touch the teachers positions, but try to trim from the administration roles.
S-1184	Small schools are inefficient
S-1190	If you keep a small school cut back on office staff that sit around all day, family community liaison.(You could have one that deals with multiple schools)
S-1191	Not sure
S-1192	This should be the absolute last resort, especially assistant principals. I was informed of a wonderful individual I met at Pinellas county event that an assistant principle was losing their job due to attendance. The attendance levels were still very high to feel that position wasn’t warranted.
S-1197	None of it. Let the district cut back on highly paid staff in Largo.
S-1201	Without having the financial data this is difficulty to fully answer. If you are considering smaller schools, families that will be attending that school should meet and discuss needs and what they are willing to support and compromise in coordination with the educational staff, and how to cut costs and best utilize federal funds. One example is to remove technology; elementary school should be able to function without technology.
S-1202	Tech, and strip down admin to appropriate size, that probably depends on the school. Some will need a family liaison more than others. Unless a library is really being used that could maybe be a shared position between schools.
S-1204	librarian, an AP, family community liaisons, office staff. Schools where rules are enforced do not need a lot of "extra" staff - willing to give up counselors who are not being tasked with much besides testing, schedules, writing IEP, 504. They do not (nor are they really qualified to) provide mental health or supportive mental health type services. AP's need to handle behavior problems so teachers, guidance counselors don't have to. Give up music - they can pop on FLVS type curriculum for music, but they should not be doing this for math - bring back basics. Everyday math was a great program
S-1208	Assistant principal
S-1209	None
S-1211	I would need to see a breakdown of budget to see where more of the budget currently goes, but we need more counselors not fewer. maybe get rid of lower demand electives and extracurriculars.
S-1215	Small schools are not important to me. Small classes with individual attention being given to each student is important.

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S-1216	I do not have an opinion on keeping schools small. I think we need to do what's in the best interest of the county with regards to funding limitations and that may not be to keep schools small.
S-1217	While I value the close knit environment and personalized relationships of small schools, I recognize that current financial constraints may make them difficult to sustain. If consolidation is necessary, the receiving school must be fully staffed and adequately resourced. I would not support cutting essential services, staff, or academic opportunities to offset costs. Students need access to counselors, library media specialists, assistant principals, front office staff, electives, extracurriculars, and other supports that ensure a safe, successful learning environment. Budget decisions should prioritize student learning and well-being, not reduce the core services students rely on daily.
S-1218	Staff to a minimum and each campus only have offerings toward its specified purpose of that campus.
S-1221	Less extra curriculars or athletics at middle schools
S-1225	Nothing - all are needed to have a productive school environment
S-1229	In Japan, the kids helped run the school. The kids should help run the library. They should help clean. Kids should have PE every day. If there are not enough PE teachers, they should be giving free play more often. Rotate the teachers to assist with the PE teacher if needed. Or have a PE teacher go from school. I would keep Art and do away with music. Let the teachers teach them about music.
S-1232	A small school is not as important if they will not have necessary staff to run it with effectively.
S-1233	Again, I say eliminate the vouchers, redirect that funding back into the public schools where it belongs, and use this funding to support public education as it should be. cutting staff and programs will not serve the community at all, and will only contribute to an undereducated population.
S-1234	If the school was small, I feel perhaps the AP position could be eliminated.
S-1235	None. I think people are leaving traditional schools because of the backward priorities and emphasis on testing. Losing media centers, counselors, and esp extra curriculars will only make it worse.
S-1236	The things I would keep would be academic programming, curricular activities, and athletics because we need to be prioritizing outdoor time and activities for our student
S-1240	Schools are of no importance to me.
S-1243	No jobs should be taken away from existing staff members
S-1246	I do not believe that school staff should be reduced.
S-1249	There are some extremely successful small schools and it would be a priority to keep those running by moving students to those schools. But if the school enrollment drops too much a sacrifice has to be made..
S-1250	None. I recommend that you not replace staff that retire. If a staff member or teacher want to stay employed they may need to take on extra duties.
S-1251	All the technology junk, iReady, trendy programs can go.
S-1252	i dont know what size constitutes small school, but i think having full services is important. so i am probably not in favor of small schools.

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S-1255	No need for extra curricular or electives. They are there to learn, not have fun
S-1260	Each situation is unique and should be treated as such. Pairing down staff and offerings should be considered on a case by case process
S-1261	I think those positions are important to the schools. Better to have a school with more students and the needed support employees.
S-1262	I am not sure small schools are a viable option, but in general, I do not see where we have gotten any real value from MTSS positions or ESOL or ESE assistants in the classroom. It's not that they might not be of value, but not as they are utilized. Also I think there is a case to be made for creating senior leader teachers to take on the responsibilities of some AP positions — half-teacher, half-admin — with a bump in salary. That would require more space than This survey permits, but I definitely think it has possibilities.
S-1263	I love the idea of smaller schools, but giving up support staff positions is going to create a huge problem with employment/retention of teachers. Those positions handle many necessary roles that would then be tossed back onto the teachers. What's the incentive to teach in a small school if you have to then spend every waking hour picking up the slack for nonexistent counselors, administrator, etc.?
S-1266	Family community liaisons, front office. The East Lake area has a larger than normal population of volunteers who could step up to serve in those roles. I would.
S-1269	I wouldn't want to give up any of these. Perhaps the magnet schools, fundamental, and IB programs may need a fee to attend those specialize programs instead of taking away from the larger majority that may not go into one of those higher learning programs.
S-1279	Nothing
S-1283	None of it. We have a boom of residents here. This is a state-problem. Our money is going to failed concentration camps. This isnt a financial problem, its a money allocation problem, intentionally created.
S-1284	None
S-1285	Front office staff
S-1293	Academic programming and course offerings are important to me, as well as extra-curricular activities.
S-1295	Staff, some extra-curricular
S-1297	Why would a school need to give up employees. Every student should have an equal experience in school
S-1301	I support combining some of the smaller schools to enable the campus to be fullly staffed. It makes more sense to do this than expecting staff to cover 2 campuses.
S-1303	None
S-1316	None of these. All of them help create an educational environment necessary to support the importance of learning.
S-1325	Academic coaches & SROs
S-1329	Assistant principals are overloaded with testing anyway. Give each school a curriculum specialist and pay them a teacher salary. Some schools use their family/ community liaison as their front desk person- make them full time and get away with 1 person in the office.
S-1334	Extra curricular activities

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S-1347	No . Crazy . Stop with this small school mentality. Just combine and shut down schools at low capacity
S-1350	A small school is not important to me, but if we got rid of these jobs, who's going to do it? Are you going to increase the pay for other staff members who have to pick up the slack that would be my concern?
S-1352	Family community liaisons could be eliminated
S-1357	none
S-1360	Extra curricular activities, some athletics. Assistant principals. Reduce the number of counselors. I think one per grade in a small school is excessive. Same with assistant principals. Isn't the Principal the one that should be doing family outreach?
S-1363	Assistant principal. There are going to be challenges, no matter what.
S-1368	Extra curricular activities and athletics maybe combine schools close proximity for theses things
S-1380	Give up vpk 3 program, librarian, really need second language introduced early in small environments. Many small.schools do not offer extracurricular until older ages 3rd 4th 5th grade
S-1382	School counselor they don't go in the classroom and give lessons anymore. The only thing they do is attend 504 and IEP meetings
S-1384	Yep
S-1387	Every aspect of the school is important in running and maintaining A schools
S-1388	Athletics could be combined among schools especially ones with small teams any neighboring schools the athletic departments could merge. Academic programming can be reconfigured as well there are more affordable programs and curriculums where we can cut costs and still drive standards based instruction.
S-1389	Elective course,library, computer labs,
S-1391	None of the above
S-1392	I do not believe small schools are the answer. I believe they are financially draining.
S-1396	If there were a small amount of students, family community liaisons, counselor, electives, some front office staff, AP, depending on the structure of the school.
S-1398	I think the school should close. The level of support for students, teachers, and parents would be limited. The roles listed above are heavily utilized on school campuses.
S-1399	this is already in play at my child's beloved school. we are losing our VP next year. i sadly think this will effect the teachers the most as this puts more on them. and we have a good teacher retention problem.
S-1402	None- there are plenty of small schools in the area that can serve this preference (charter, private, etc). Cutting support services and specialists is a mistake! Many students and teachers require aids and/or interventionists. Bigger campuses allow for more involvement from families.
S-1405	Nothing. End the subsidies for private schools and get better funding for public schools.
S-1415	School counselors are so important and must stay!!
S-1417	None. If its a magnet or technical school, give up sports. Other elective courses shouldn't be sacrificed for football and baseball. Most students do not become star athletes, but they do become scientists, doctors, engineers, etc.

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S-1420	Family community liaisons probably in smaller schools probably, consolidate that with front desk staff in smaller schools.
S-1424	After school programs can be re routed to other places such at the YMCA in order to save money.
S-1427	MBA
S-1428	Maybe, providing educational classes to the community adults to help advance t heir upgraded needs, to keep up with skills and our fast changing digital proficiencies, or cooking classes and social interests.
S-1431	We can reduce transportation costs by eliminating bus stops for students who do not use them and do not notify transportation about a temporary absence. This would require taking daily bus attendance, and following up with the family. We can also reduce costs by eliminating school issued lap tops. These lap tops are often lost or destroyed by students. Plus, they have negatively impacted students' attention spans and have increased cheating.
S-1434	library media specialists, use volunteer front office staff if needed, do not limit elective courses
S-1435	Small schools may not need a media specialist, asset principal, curriculum coordinator or coaches
S-1439	Family community liasions.
S-1440	None
S-1441	There should be no reason we are in a bad financial outlook. We need to be better stewards of tax dollars.
S-1442	I understand the districts concern about resource allocation, but I believe this can address this by working together to identify efficiencies, realigning roles where possible, and ensuring that all community school functions are supported without eliminating essential positions. School counselors support mental health, academic success and social emotional learning. Library/media specialists provide equitable access to information, technology and literacy resources the family community liaison bridges the gap between schools and families, fostering trust and engagement. Front office staff is the first point of contact, ensuring smooth operations and welcoming families. I could go on and on. Perhaps utilize other resources. Cross-training to share roles, part-time or shared roles, Grant or partnership funding. Or performance based adjustments. I appreciate the districts focus on budget, but I believe you can achieve your goals by exploring shared responsibilities, targeted funding a.
S-1454	None, these are all vital to education
S-1457	Keep certain electives and programs centralized at specific campuses rather than spreading them.
S-1458	Have extra curriculars
S-1464	I would prefer the offerings stay the same and reinforce those buildings with small increased grade levels.
S-1466	none because that's fucking crazy
S-1467	No staff positions cut
S-1472	Not sure
S-1479	Whatever best for the district

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S-1481	Counselor
S-1488	Staff
S-1490	I would rather schools consolidate - lease out vacant properties - and expand programs for students. Cutting programs will make public school even less attractive to new parents. Also - security. It’s necessary.
S-1492	Athletics, assistant principals, family community liaisons
S-1493	course offerings and extra-curricuar activities
S-1498	A small school is not important to me because without the staff completing those jobs, other things fall by the wayside.
S-1502	I'd rather have 1 larger, well-staffed/funded school, than 2 schools trying to get by with less.
S-1504	Family liaisons
S-1506	Na
S-1517	School counselors, assistant principal, shared principals between schools,
S-1519	Library media specialists
S-1520	??
S-1522	Family community liaisons could be district housed. Office staff may need to be cut back as well or share duties around the school with more broad titles
S-1527	Its possible there shouldn't be anything to give up. If the schools use the budget accordingly, host fundraisers and talent shows to raise money for their alumni, then there shouldn't be too many losses
S-1530	Nothing. They already dont offer much.
S-1538	I'd be willing to give up any of the staffing options mentioned, and I especially wouldn't need athletic activities. I think the reliance on student computers in the classroom absolutely needs to go, especially in the elementary schools. Surely the county can save money by not buying so many computers and computer programs.
S-1539	Media specialists
S-1542	Get rid of buildings like the Grego & Stavros Centers, and half the people in the Largo Administration building first.
S-1543	All schools need these positions. If the school isn’t big enough to support these positions for at least 3 days a week, it should be closed.
S-1544	A small school isn’t important to me but smaller schools do not need Assistant principals. Losing Programming, athletics would possibly be ok. Absolutely no to losing media specialists and guidance counselors. Small school sites are draining our resources while larger sites have to do more with less with no regard to workloads. Resources are not equitable dispersed when expectations are the same for 180-300 students as they are for the 650+ schools.
S-1547	Family community liason
S-1565	They are all important.
S-1574	all of these things are important id rather combine or larger school than lose these
S-1576	Office/liaisons, lower library staff, less elective options= shorter school days??
S-1580	Asst principal, psychologist, social worker….highly paid to go
S-1583	None, feel like current staff is already stretched thin
S-1584	Small class size, physical ed everyday
S-1587	None. Quit removing funding and staff and stop diverting money to private schools

Q12. Given the financial outlook, if a small school is important to you, what specific things would you be willing to give up to keep a small school environment? [e.g., specific staff positions (such as school counselors, library media specialists, assistant principals, family community liaisons, front office staff, etc.), academic programming or course offerings (such as elective courses), extra-curricular activities, athletics, etc.]

S-1588	I would not be in favor of altering or “giving up “ any of these ! We must find other means and resources that are out there to keep things the way they are . The finances are there , just displaced and not used wisely
S-1590	Keep school staff members. Cut programming, electives and athletics.
S-1593	State should help with funding.
S-1597	Small schools are going to have to be closed.
S-1598	I think all the staff is important and if the school needs to be closed it should be closed. It makes more sense to move kids to another school and keep all the staff positions.
S-1600	None. This significantly reduces student experience. In this case schools will have to be closed to maintain the academic integrity of PCSB.
S-1606	Family community liaisons
S-1609	I would not mind ONLY having a principal in elementary schools. Also force parents to volunteer for some of the other roles. Fundamentals can force parents to be included. The district can ask for these too.
S-1612	I do not have an opinion on this issue.
S-1614	I don’t need small schools. The world isn’t small, I like our system to prepare my child for the world.
S-1618	This county has been told for years it is top heavy. Too many supervisors! Cut the fat at the top. Also cut all the coaches and so called experts. If they’re so great, send them to teach in the struggling areas. Put up or shut up!
S-1620	Our school already operates at the minimum.
S-1631	Give up athletics and extra-curricular at small school. Students can opt to go to a large school that offers these extras.
S-1632	Small schools are important. Maybe give up assistant principals?
S-1634	Extra curricular activities, electives some of the computer programs we pay an arm and a leg for. Paper and pencil can be used more often. As a parent, I’d love to see less lessons on a computer and the cost savings could be beneficial. Cutting staff, especially cruicial things like guidance, office, would be a detriment.
S-1638	How do charter schools get funded? Can we reduce the number of charter schools and bring those kids and programs into the county schools?
S-1645	Front office staff like the principal secretary, assistant principals when there are 2 or more. For example, my school has 2 AP’s and 1 Principal. We just cut back 17 units yet still have 2 AP’s. It doesn’t make sense.
S-1647	Do away with having 3 or 4 assistant principals in the Middle and high schools. There are school programs and activates that will help the students more than having assistant principal for each grade.
S-1649	Not activities or athletics, but I’m not sure what can be replaced. Maybe the family community liaison
S-1650	Front office staff

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S-1652	Are we willing to run a skeleton school if it stays small? I would instead encourage corporate partnerships and robust advocacy at the state level for funding that keeps pace going inflation. Guidance counselors aren't optional. I was at a school that ran the library for years with volunteers...it isn't the same.
S-1659	None of those positions should be on the table to cut
S-1661	None. Every school should have every right to all of these.
S-1663	Maybe smaller office personnel?
S-1664	My daughter is in 1st grade at Jamerson and I feel that it is just about right at ~550 students, or the school population could be slightly larger (if common areas such as the cafeteria / rec field would accommodate it). I think this is considered a medium sized school
S-1665	Family community liaison
S-1669	Continue to offer high quality and equitable arts courses at all schools no matter the size
S-1670	Keep supporting the arts!
S-1671	Small school is not important to me
S-1672	I would NOT be willing to give up access to high quality and equitable performing and visual arts classes.
S-1673	athletics, front office staff, and then school counselors in that order.
S-1674	Regardless of the size of the school, all schools should provide equitable access to high quality performing and visual arts classes.
S-1675	All schools, regardless of size, need to provide high quality, equitable arts (Visual and Performing) access DURING THE SCHOOL DAY. If it's not during the schools day, it is not equitable.
S-1677	Extra curricula
S-1678	ALL of the above roles, whether in a large or small school, are important partners in building a successful team and creating a smooth running organization that supports student learning and family engagement. The Arts, both visual and performing, are considered part of the core curriculum and hold a special place among electives in that they foster critical thinking, creativity, problem solving skills and discipline. In the process, they add a sparkle and powerful connection for students to remain in school. It is rare to find a curricular area that demonstrates such wide effect on student achievement for ALL and reaches across socio-economic factors, race categories and students with disabilities.
S-1680	I favor larger schools with all current offerings and support for teachers and students
S-1687	I don’t think any high school wants to be small - they want the staffing needed to be successful - it requires the same amount of support staff if it’s 1,000 or 3,000 students. Guidance counselors are fundamental to high school success - we can’t cut them - all levels are so necessary. I still can’t fathom how we went from 2 bookkeepers per high school to 1 bookkeeper for multiple schools. Wild.

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S-1688	It's super important to have core electives and large group ensembles, if a position had to be eliminated, it would have to be something that would make sense to that facility - perhaps a history teacher could also manage the media Or one large mixed choir rather than multiple choir periods
S-1690	None of those
S-1701	Nothing every individual is essential in our school. In fact I'm in favor of closing schools and ADDING teachers to create smaller class sizes overall
S-1707	It's absolutely appalling that the district thinks it's acceptable to do away with positions in order to keep small schools. ALL of these positions are valuable, and to water the loss of jobs, school activities, electives that help students find their place in the world, are incredibly disheartening as a teacher in the district. These cuts cannot continue to happen, and the district needs to figure out how to trim the fat from the top to help maintain this standard of excellence we're expected to.
S-1709	There should be nothing given up.
S-1714	None of this. As harsh as it sounds, I'd rather you fully close a school versus take this approach of offering less resources to students. School counselors are important. Librarians are important. Electives are important. PCS must go all or nothing… in my opinion, no school is valuable if you're only offering 70% worth of its valuable resources to students.
S-1718	I am strongly against small school closures. Staff positions could be sacrificed in order to have the schools to continue to operate in the areas
S-1721	Extracurricular activities
S-1722	Get rid of athletics, community liaisons (didn't even know this was a position)
S-1725	possibly share LMTs
S-1726	Consolidation of non-teaching management would be helpful
S-1729	Every staff is so important.
S-1740	Schools are more than just curriculum. Schools help students become well rounded individuals. Cutting things like electives, extra curricular activities and athletics would put students at a disadvantage when applying for college and universities as well as at a disadvantage for scholarships. The district might consider allowing certain athletic teams to be drawn from multiple schools in a region in order to conserve costs and still allow student to participate.
S-1744	Extracurricular activities
S-1753	Elective courses
S-1754	You've got it wrong. All these people make a school a community. Increase course offerings. Decrease administrators that are not school-based. Give individual schools and teachers the autonomy to use their professional skills to improve student learning and success.
S-1757	Would rather we cut large salaries on the board rather than cut those who work directly with students and families. Keep the arts and electives, cut back on electronics.
S-1766	Small schools may be a luxury we can't afford. Economy of scale is an issue given our high taxes it probably won't be feasible.
S-1769	No staffing reductions but potentially opportunities for families to sponsor the schools/teachers to keep necessary electives and support staff to effectively run a school.

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S-1777	small schools still need support and options. I think for course offerings, it would depend on the school itself (is it a magnet school? fundamental?) I don't think it's a good idea to consolidate music or art programs that are doing well into an all-in-one program with possibly only one teacher. That would reduce quality of the program.
S-1782	As is,
S-1783	Extra curricular activity, community liaison, elective courses
S-1785	Elective courses
S-1787	I think the students should weigh-in on this question as well. They are the ones in the school. What can they realistically do without? Liaison-could probably work a couple days a week. Small school-could probably decrease library hours but keep IT specialist while school is in session. Of course, all staff is important! If there don't need to be any cuts, that would be ideal.
S-1788	First cuts should be administrative - assistant vice principles etc. Second cuts can cut extracurricular activities or make them for a fee. Academics should be preserved.
S-1789	I think we could make drastic cuts at the Largo Administrative Building to be able to fund all of these positions. We simply don't need most of the out of school administration we have, and most of the work they do does not impact students.
S-1794	I think the point of a smaller school Is smaller class size. Have more focus on learning instead of behaviors but I don’t think taking away personnel is the answer. AP is not always needed but you do need a second in command that always is focus on curriculum.
S-1799	Increase the budget for those schools and give better options for teachers
S-1803	We need more staff not less
S-1807	Assistant principal ,family community liason
S-1809	We are at the elementary right now. So I don't know middle school. I think our school is already limited in all these options but I guess extracurricular.
S-1811	No
S-1815	None and I don't know any small schools in my area. They all have hundreds of students.
S-1816	None
S-1818	I would rather reduce some elective courses, extracurricular activities, or share administrative staff between schools than lose teachers, counselors, or essential student support services. Student learning and well-being should remain the top priority.
S-1823	Family community liaisons and extra curricular activities combined over several schools in the area
S-1825	Specific staff positions
S-1826	They need to add more art, school activities to keep these children involved
S-1827	I would not say a small school is important, but the listed staff positions are. Upon moving to Florida I became very aware that the schools are much larger here than other places in the United States. I do not see this as a negative factor. Combining grade levels like elementary with middle, that can cause issues.
S-1829	Smaller class sizes to accommodate less teachers
S-1830	Library media specialists, community liasons
S-1838	Community liaison
S-1840	The excessive clerical staff, I guess

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S-1842	Some positions could be combined, academic programming could be more routine, not as many activities needed.
S-1844	None, these are needed positions for students' growth and development.
S-1845	Zero cuts
S-1846	I would be willing to give up assistant principals and feont offoce staff. Counselors ans library staff could be rotated between multiple small schools. I would not be willing to give up extra curricular activities, programming or course offerings.
S-1847	Assistant principals can go, nothing else
S-1864	None, all of those staff positions are invaluably needed.
S-1872	I would be willing to give up certain electives, family community liaisons could be volunteer positions for parents and community members. We need school counselors, APs, and library media specialists.
S-1876	I think a small 500-600 high school program like ROJ would need to have a principal, an assistant principal, and the guidance counselors to support the high school. These two leaders act as a safety net and the steering wheel, ensuring no single student falls through the cracks. I believe the decision that PCS made to take away the AP from that school is going to be a big mistake and possibly lead to a lower graduation rate and dropping from an "A" rated school. A small school like that may not need a full-time librarian, especially when they don't have a library.
S-1879	I would prefer not to reduce essential student support services, academic opportunities, or extracurricular programs to maintain a small school. If enrollment and finances no longer support a small campus, I would rather see thoughtful consolidation that preserves a full range of educational opportunities and student services than maintain a small school by significantly reducing what it can offer.
S-1882	Library media specialist
S-1889	Music, art, assistant principals
S-1890	Drop down to one assistant principal and/or guidance counselor where multiple exist, reduce sports and extracurricular activities.
S-1892	Extra curricular activities. Small schools are so important for a community feeling.
S-1894	I think small community schools are important. Those small schools reach their students more. Small class sizes are key especially with the home life of many lacking basic nurturing needs. I think that schools could make it work without assistant principals because the schools are small and a family community liaison. Staff members could help volunteer to cover what's needed there to plan events and we are the ones reaching out to parents more frequently regardless
S-1896	I don’t care for a small school environment. I want my children to have access to extra curricular activities and academic options. Give up the guidance counselors and social workers. Pick one or the other. We don’t need both in elementary school.
S-1897	Cutting jobs to create a small school environment is disrespectful to the employees who would lose their jobs
S-1898	Extra curricular activities

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S-1899	I think what gets cut depends highly upon the grade level. For K-5, having a quality school library on site with a library media specialist makes sense. At the middle school and high school levels, students could more easily perform online research, use digital texts, and be taught to visit local community libraries; so the school library seems like a good place to cut back on expenses. The opposite seems true for athletics; where elementary school and middle school locations could cut back on athletics in favor of having students participate in community center and private athletics programs, then migrating to school based high school athletics programs.
S-1902	Unsure
S-1907	Front office staff and community liaisons
S-1908	assistant principal
S-1915	How about giving up the district spending money on things like electric buses and changing major programs.
S-1916	Woodlawn has already lost many high impact positions. Due to the needs of the scholars, it would not be appropriate to remove any of the student services supports more than they already have been. If anything, front office staff could be consolidated and losing the LMT could be manageable.
S-1920	Reduce athletics
S-1921	Library
S-1924	Family community liaison
S-1925	Extra curricular, minimal office staff, principal, art, music and pe
S-1926	I would not want to lose any of those
S-1927	Nothing. Increase amount spent per child.
S-1930	Course offering
S-1931	Some after school activities
S-1932	None
S-1934	Truthfully if you gutt a small school of all the people who help make it run, the school isn't going to be successful and will not provide a positive culture due to the fallout and increased responsibility.
S-1936	My school lost its AP and I am not sure how that dynamic will look as of now. Our schools need counselors due to the rise in mental health and trauma in our community.
S-1937	Nothing
S-1938	I don't know
S-1945	Library, some office staff.
S-1947	Foreign language education, library support, adult education
S-1948	This is about using building space properly, not hacking up your personnel and thereby punishing the student body through elimination of critical roles. Brooker Creek and Cypress are not at capacity. You could condense them and use the other site for a middle school. I think most PCSB employees would prefer to keep their jobs even if it involved moving to a different school two minutes away.
S-1949	Library media specialists
S-1950	Unsure
S-1951	Doesn't need to be small. Needs to offer everything and be big.

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S-1953	Not important. Close the schools. Rip the band aid. They will cry at first but get over it/.
S-1954	District positions should be cut before school level positions.
S-1955	Sell the kids' laptops and iPads and stop paying for subscriptions to digital learning platforms
S-1956	Libraries with technology will be less and less prevalent. In most schools teachers are running their own classroom in the library without the media specialist. Unfortunately support staff isn't necessary. An AP on every school is important.
S-1957	Yes, all of those positions can be optional within the school's budget.
S-1958	Family liaison, college career front office staff
S-1959	Assistant principals & family community liaisons. Counselors should be limited.
S-1960	Assistant principals, family community liaisons
S-1962	It would be impossible to run a school without "staff positions". Most schools are barely effective now due to cuts that have already taken place. A surefire way to help the financial situation would be to make cuts in the administrative building. Coaches, staff developers, etc.
S-1963	Whatever is feasible, but that won't take away from student experiences and the heart of the campus
S-1965	Athletics
S-1971	Having these things is more important to me than a small school.
S-1974	Front office staff i dont think 4 or 5 people are needed when you can have 2 for school admin stuff
S-1975	Asst principal
S-1980	Yes
S-1981	Don't get rid of anything
S-1984	That is fine as long as they can come back
S-1985	Gifted may not be offered at that school (especially since I am not impressed with the gifted program at my current school). You could maybe combine a DMT and secretary role just pay more. Library media specialist could be at multiple small schools. You could save money by having a curriculum specialist as opposed to an assistant principal. Combine close schools for after care and provide a bus from one to another so the school doesn't have to remain open until 6:00 pm for after care.
S-1987	All staff matters. If the school is small you'd need less staff… 1 admin, 1 counselor etc..
S-1990	No school closure.
S-1993	Community liaisons, district coaches and ISDs
S-1995	APs
S-1997	Small school environment isn't important to me
S-1999	Most non-teacher staff positions
S-2002	We've already given up a reading unit and last year the gaming class and the year before that business and im not sure when we lost the health unit. Oddly there was money for a meditation room makeover, which was greatly needed but it still defies common sense
S-2004	Library Media Specialist
S-2006	Start contacting out certain services, such as custodial, Food Service and certain in-classroom positions.
S-2007	Family and community liaisons
S-2008	I would prefer it to be closed as to be missing things that may be necessary.

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S-2009	Change the course offerings.
S-2011	A small school is not important to me. I would rather have fully funded staff and opportunities granted to my students than a small school.
S-2014	Counselor , music, art. Media specialist
S-2015	Library media, assistant principals, electives
S-2023	I don't necessarily think a small school is important. Class sizes are much more important than school sizes! I do think we should get comfortable with simply letting class sizes get smaller, even if that means a higher cost per student. It's okay to invest in public education. It's meant to be an expense for the community, not a profit center. That being said, I would eliminate administrative staff before instructional staff. And I would be looking for that headcount reduction to come primarily from administrative staff at the county level, not within the schools themselves. If you're reading this, that might mean you!
S-2026	It depends how it will affect students but first option would be staff.
S-2029	Courses that aren’t as popular
S-2031	No library specialist or atheletics
S-2032	This is a very difficult question. Our students are well, because of all the support they get at school. Elective course offerings would my choice for reduction.
S-2033	Community liaisons, media specialists. Utilize elementary counselors in more than one school.
S-2040	A small school is not important to me
S-2042	Assistant principal
S-2043	Elective courses
S-2044	This is a hard answer
S-2046	I do not know
S-2052	Sports in MS
S-2053	None of these
S-2066	I wish the district could invest in better digital services to reduce the need for assistant principals, family community liaisons, front office staff, etc
S-2067	How about we cut the boards pay before we cut teachers!? Also, why the %%^%#* don’t all the county schools get on the state insurance plan with state employees, like if all local government, school employees and state employees were all on the same plan, wouldn’t that be a hell of a cost savings.
S-2069	None
S-2070	family community liaisons
S-2072	A small school still needs all those positions I would rather see a small School combined with another small school and keep all the positions.
S-2073	Convert attendance records to RFID and allow students to be responsible for attendance records!!!!
S-2074	Assistant principals
S-2076	None. I think all schools minus tech schools should provide access to these services
S-2078	None of those options will improve student outcomes.
S-2081	Unsure
S-2085	None

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S-2087	1 front office staff, no media specialists
S-2089	None
S-2091	Sell all the kids' laptops and tablets and stop paying for digital learning program subscriptions. Parents do not want this, especially in elementary schools.
S-2092	N/A
S-2094	Removal of some elective options
S-2095	Counselors, assistant principal
S-2097	You could pull some of the extra funding from the salary and bonuses of the superintendent...it seems unfair to punish school workers and/or limit student activities.
S-2099	N/A
S-2104	Small school is important to me but we shouldn't have to choose. We already have limited things available to our students in smaller schools. Asst principals and family community liaisons are probably the most expendable
S-2106	I would explore flexible staffing models before reducing student services. One idea is expanding job-sharing opportunities. Many experienced teachers, especially parents of young children, caregivers for aging parents, or those managing health concerns, want to remain in education but cannot sustain a full-time schedule. A district-supported job-share program with benefits options could retain excellent teachers, reduce burnout, improve morale, and help fill staffing needs while preserving quality instruction for students. Sometimes flexibility is more valuable than hiring another full-time position.
S-2107	Considering the current population issues, a "small school" would be impractical if services have to be sacrificed. Electives, libraries and librarians, counselors, community liaisons, and support staff are all incredibly important to keep schools functioning to best serve students.
S-2109	I would rather close/ combine schools to give students the most options for academic and extracurricular choices
S-2113	I don't believe a small school option is of great benefit. More course options and variety is better.
S-2118	It would be hard to flat out cut any/all of these positions in full but I think a reduction in staff and elective offerings would be a start
S-2119	Find the funds to keep everything!!!!!!! We pay SO MUCH to live here, FIND THE FUNDS. Stop paying district people so much money.
S-2123	Foreign language in elementary and middle, extra-curricular in elementary ("clubs"), redundant office staff including multiple assistant principals, and redundant academic coaches
S-2126	I do not think losing staff or courses is the answer. That should be a last option
S-2127	N/a
S-2130	n/a
S-2131	I would be willing to give up large middle schools and high schools and keep kids closer to home in our own neighborhoods.
S-2136	the size of the size of the school is not important; the ability of the staff is what's important. Class sizes need to be kept in check no matter the size of the school.
S-2139	Nothing. Those things are all important. A smaller school should have every asset a big school has!
S-2152	nothing

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S-2153	Small schools are important to me and giving up staff positions that are not critical such as school counselors, librarians, or assistant principals when student numbers are lower. Public schools like many charter and private schools should be able to run with less staffing. Staff roles need to change to accommodate for smaller schools.
S-2155	I think the librarian position can be shared between schools. It would be great to have more after school activities
S-2156	None! Remove the bloated district administration positions.
S-2157	Administrative Job
S-2159	The staffing should be based on the specific needs of the students and teachers at the school , not just a blanket rule that a school needs a certain amount of administrators or support staff according to the number of students.
S-2161	Preferably not taking away staff or classes. Having more fees for sports and clubs. Offer opportunities for community sponsors. Keeping in mind people are still paying taxes for education.
S-2163	Reduce personal, department heads and superintendents at the District level
S-2164	No
S-2169	School counselors, AP courses, office staff, library media specialists, family community liaisons, ESE/504 case workers, gym teachers
S-2174	None of it- figure out how to make it work- cut the salaries of the higher-ups
S-2175	Not particularly attached to small schools, mainly the transportation or daily commute and quality of the remaining available programs
S-2179	I encourage you to consider the community school model - partner with local nonprofit to manage programming - such as; mental health services, tutoring, etc from Local community partners. I work with the national center for community schools and happy to speak more about this option.
S-2181	Admin and office workers.
S-2182	Counselors, front office & assistant principals
S-2185	My school has already given up counselor, assistant principal and several other positions for this school year
S-2186	All of those are important to any school. I would not give any of that up to have a smaller school environment.
S-2189	Small schools aren’t an option
S-2190	Extra curricular activities
S-2198	None, without these staff members and programs the quality of the school cannot be maintained.
S-2199	I am an elementary teacher in a small School. I would give up media specialist & guidance counselor . Reading and math coaches were zero support for me in the classroom. I think before closing a small school survey staff & see if they are willing to step up on positions cut at their school.
S-2201	Technology

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S-2203	Assistant principals. I'm not sure what family community liaisons do. Definitely NOT giving up library staff.
S-2205	Cut administration funding and focus on the things kids actually use
S-2206	Combine positions such as front office staff and family community liaisons. Possibly share library media specialists among several elementary schools. Keep extra-curricular activities and athletics, these programs are important to student well being and connected-ness to their overall school environment.
S-2208	None
S-2211	I have no opinion
S-2212	Family community liaisons
S-2215	Don't know
S-2219	Athletics might be an after thought. There's plenty of public libraries.
S-2222	Counselors and assistant principals
S-2225	N/A
S-2231	The small school environment is far less important than having a high Teacher to student ratio in every classroom. Reduce campuses and administrators and increase teachers. The small community school is a myth perpetrated by Pinellas County Schools administration.
S-2233	Keep schools smaller, eliminate extra-curricular activities, but KEEP all necessary staff positions
S-2235	For middle school expanding athletic and extra curricular activities. For all schools keeping the staff that helps run the school successfully
S-2238	Front office staff and family community liaisons
S-2241	Assistant principal, number of stipend coaches per one sport, large scale bussing
S-2243	Cut elective courses before main staff
S-2245	I would not be willing to give up academic programming or course offerings. These are the things that make school fun and enjoyable to student
S-2247	Library media specialist. Asst. Principals with a model of division and department leaders as Principal partners. Study small private schools for their structures.
S-2250	Cut positions at the district level. More supports, faculty, and staff should be at the school sites that have the most impact on students.
S-2255	Willing to give up extracurriculars, athletics, vice, principal, or assistant, principal, and some office staff.
S-2257	I don't believe students should have to give up essential educational resources to maintain a small school environment. Every student deserves reasonable class sizes, a well-rounded curriculum that gives equal attention to English, Math, Science, and Social Studies, extracurricular activities, and adequate student support services. I also encourage the district to consider how school start and end times affect working families, particularly single-parent households. The goal should be to improve educational quality and support families—not require students to sacrifice opportunities or resources.
S-2259	No
S-2260	Nothing!
S-2261	assistant principals, family community liaisons
S-2263	Nothing, this should be your priority. You all have too many people at the district office make your cuts there get rid of that huge useless building and fund the actual schools

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S-2264	Athletics
S-2275	Unsure
S-2276	This is a ridiculous thing to ask anyone who isn't in the school. Nobody should have to lose their job. People are already juggling every day
S-2280	Not sure
S-2285	A small school is not a priority to me.
S-2287	Nothing
S-2289	Music
S-2293	We already are short staffed so I'm not sure how we could cut that down even more
S-2297	I don't agree that you have to cut at the school base level. I'm pretty sure that non-school base administration area superintendent area superintendent support staff and those positions can be minimized before school base employees are cut.
S-2298	If the district is getting smaller, cut area superintendents. STOP eliminating school-based staff, ESPECIALLY reading coaches, counselors, family liaisons, and enrichment. Kids need sports, art, music, etc.
S-2309	Family community liaison, assistant principals.
S-2310	None ,
S-2312	I really prefer smaller school settings and understand some extra programs may be eliminated to keep school open
S-2315	none, all of those staff members are essential for community schools
S-2319	No electives, arts or materials should be sacrificed. The family liaison position could be eliminated and those tasks shared by Administrators. Keep in mind that fewer bodies in the schools mean less staff to cover ESE students' needs on zoning schedules.
S-2321	Nurse, counselor
S-2322	Family community liaison
S-2326	I am not willing to give up any of those things as they are all very important
S-2327	Just wait. This won't be necessary
S-2329	Reduce class sizes/ratios so aides aren't needed.
S-2331	Get the state off their assess and get the schools funded properly
S-2332	I think its important to keep the staff. Perhaps budget cuts could come from reduced salary to the administrators working at the system/government level rather than staff at the school
S-2336	Get rid of ALL non-essential administration staff, non-essential support staff, and utilize resources like stewards of finite resources. Thus far, this district has been burning through cash like a gaggle of drunken, meth addled, pryapistic satyrs at a strip club. Please STOP!
S-2338	Support services and diversity of programming is much more important to me than a small school
S-2342	A library media specialist is not necessary. Front office could be part-time or one staff member, depending on school size and supplemented by student assistants or parent volunteers. Guidance counselors are pretty useless at all grade levels - divvy up the responsibilities to other disciplines.
S-2343	Give up Assist principals. BayVista has gone without and continues to be successful.

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S-2345	This is stuff to answer because as I read the positions in question I don't read positions I see the staff that cares for my student day in and day out for many years. I would rather remove electives than remove our staff.
S-2348	Library staff, front office staff..including instructional staff working in the office and libraries. Removing bus assistants from bus routes that have MBA's on the bus from the school (all buses at Nina have MBA's on them so you're paying the bus assistants to sit there on theor phones or sleep while the MBA's are caring for their students). Speaking of transportation, have dedicated buses for the ESE centers that hold more than 4 or 5 wheelchairs so there are less buses needed...2 buses go to a medical daycare, if the bus could accommodate more wheelchairs only one bus would be needed and all the students who walk on both buses would also fit on one bus w those wheelchairs.
S-2350	The police, they don’t even pull people over in tarpon. They don’t do anything.
S-2351	I think cutting any of these positions disservices students and would rather have a bigger school with all these resources.
S-2352	Would prefer larger schools
S-2356	Nothing.
S-2358	Yes
S-2359	Better athletic facilities
S-2360	Not sure
S-2361	Eliminate free school lunch for all students. It should only be for those in need. But if it’s going to be free for all students, it’s ridiculous that Bauder is the only elementary school that does not offer free lunch for all students
S-2368	All unnecessary admins should be let go if that's the case. Prioritize teachers, art and music.
S-2370	How about all the above Ingles math, science and physics?
S-2371	Athletics and certain extra curricular activities
S-2373	media centers, computers for each child, family and community liaisons since they aren't as resourceful as they should be anyway.
S-2378	What kind of question is that? I don't have to sacrifice anything.
S-2379	All of the people are essential on an elementary school level.
S-2380	Not sure
S-2385	Specific staff positions
S-2389	No
S-2392	None
S-2393	Athletics
S-2396	Consolidate Special Ed classes to a specific campus to support those teachers better
S-2397	Yes! We need a middle school that local kids are zone for vs one they apply for and not get it instead of having 2 elementary schools within 2 miles of each other in east lake.
S-2400	Social worker and school counselor (for elementary and middle school)
S-2402	Gym
S-2403	What?!!!
S-2405	Would be willing to give up library media specialists and school counselors, front office staff, extra curricular activities, and athletics. ELIMINATE SCHOOL ISSUES LAPTOPS. Return to pencil and paper.

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S-2406	Principal and VP
S-2408	Assistant Principle, Book keeper, and community liaisons
S-2409	Family comm liaisons, electives, asst principal
S-2414	After school programs, electronic devices in schools ,sports programs
S-2415	We can lose assistant principals, family community liaisons but all staff that supports health and wellness are a must
S-2416	I work at Pinellas Park Elementary. Our school is not super small, but we have an under utilized multipurpose room. It is large and mostly used by the PE team. I think that we should look into providing more aftercare programs and extracurricular programs in that space. With a little bit of remodeling, the multipurpose room could even made to sit outside the regular campus. We should be renting the space to all kinds of groups in the evenings.
S-2417	Wow. Supportive staff is absolutely foundational.
S-2424	Small class sizes are the most important. All staff instructional and support are important to have.
S-2425	I would first prioritize operational efficiencies, shared resources, and community partnerships before reducing programs that directly affect students. Strong academics are essential, but so are the arts, career education, extracurricular activities, and student support services that keep students engaged and connected to school.
S-2426	reduce student body.
S-2427	Counselors and media specialists are important to our children. But extra assistant principals, community liaisons and extra office staff are not. PTA could be used for community liaisons. Use Level 2 volunteers to staff office and help in cafeterias, manning tables and watching students.
S-2428	Staff positions no freaking way. There already aren't enough. And no to the other suggestions a as well. Idk what the solution is but this isn't it.
S-2429	Library media specialists, family community liaisons, front office staff could be ok without. KEEP Counselors, APs and library media specialists.
S-2431	All options EXCEPT HS Guidance Counselors that are actually used for guidance. They are understaffed, over utilized for jobs that aren't guidance. They are not given enough credit. You need to increase HS guidance counselors.
S-2432	I value a small school environment, but I would prefer that cost savings come from improving operational efficiency and reducing administrative expenses before cutting programs or staff that directly support students. Academic programs, student support services, and extracurricular opportunities should remain priorities whenever possible.
S-2438	Yes
S-2440	If budget does not allow all services, close the school
S-2443	Assistant principals, guidance counselors, clubs
S-2445	I had my daughter enrolled in a private small school in middle school. I loved the fact of one-on -one with the instructor, grades being entered in promptly and immediate communication on my daughter's progress. We did not have a library or counselors. We had a small staff (desk person, one of the instructors was also the principal). They did offer many sports (volleyball, basketball, soccer, track) it was an overall great experience.
S-2446	Give up electives. Extra curricular are needed for balanced individuals

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S-2449	I prefer larger schools with busing or take all fundamental away and go back to school Neigborhood like 80' and 90. Pinellas county has now put all burden and hardship on parents and students ie transportation, school choice, lottery etc. It's frustrating, stressful, creates negativity in the schools and creates lack of diversity. My daughter went to Maderia it's a private school (private of public).
S-2450	offer night classes for parents
S-2451	None, the school needs to be of a size that can support the zone area with the resources necessary to have every student successful.
S-2452	Schools shouldn't have to give up anything for being small.
S-2453	Honestly, we are cutting from the wrong areas. Instead of cutting the staff that already gets paid peanuts, cut some district people who don't do anything. I work at a school with a specialty unit, I can tell you the district people who come to help us out have no idea what they are doing. We are overpaying and keeping people who shouldn't be in the positions they are and we are cutting small staff at schools who parents actually like and connect with.
S-2454	Bookkeeper positions, office staff, school counselors don't need so many, can be streamlined in some way. Library media needs to be untouched as they have so much work they do for schools that is outside their job description. Students need experiences with technology and more resting with actual books so those positions need to remain and jut make sure quality personal are in those positions especially with district mandates. ESE needs more positions in the school! On site coaches and then teachers to help students. There is never enough hands and case loads are too large and often stressful to manage. Support personal needs to be looked at such as behavior specialist positions those can be shared and then lastly, I don't believe in the Workplace essentials and technical applications courses they are used as fluff in student schedules and encourage students to be on phones with never enough work to do and too many students and not enough teachers that want them. needs diff course
S-2455	I have no idea.
S-2460	Counselor, and technology like apps and computers
S-2462	I feel our staff is already stretched to the limit, and I do not believe any positions should be cut. School counselors are more essential than ever, as students continue to face increasing academic, social, emotional, and mental health challenges. Counselors provide critical support that helps students succeed and allows teachers to focus on instruction. Our media specialist also serves as our technology support person, making that role essential as well. We rely heavily on volunteers, and our community liaison is key to coordinating those efforts and maintaining community partnerships. In a small school, every position serves an important purpose, and cutting any of them would negatively impact students, staff, and the overall functioning of the school. While reducing extracurricular activities would be difficult and would have a negative impact on students, it may be one of the few areas that is less critical than maintaining the staff and services that support students' daily needs
S-2463	Assistant Principals

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S-2464	I do work in a smaller school now. We used to not be small. We used to bust at the seams. I feel, right now, this year, we have already given up a lot. Do I feel we could forfeit more staff positions....maybe some. As a county we have started streamlining a lot of how we do things. Once we have things streamlined and staff know how to operate these new processes and procedures then, yes, maybe getting rid of some positions at a school will be beneficial. I don't feel cutting academic programs or course offerings is a good idea. I think PCS should offer more and/or more unique academic programs and course and extracurricular activities to an area that is low in student population to attract back those have left. I can tell you some parents in our area have moved away or pulled to charter or private because they feel PCS admin does not follow through on discipline or safety issues in this area. I feel we offer a lot but not to an excellence standard.
S-2465	Unsure
S-2467	All programs need to still be offered. Maybe don’t put money into sun shades for the playground
S-2470	Athletics, P.E., Assistant principals
S-2474	None, they're all important!
S-2475	i think keeping programs and staff is more inportant a combining 2 schools is better
S-2476	not sure
S-2479	Not sure
S-2480	Library media.
S-2481	I would rather see a full capacity school with regular class sizes and fully staffed than see a school with empty classrooms, not enough teachers and vacant positions that cant be filled. The demographic of Pinellas is changing, and closing some schools is unfortunately going to happen.
S-2482	Staff, extra curriculars
S-2483	I wouldn't at all, because all it would do is cause certain employees to do more work for the same price as someone else in their position. If the student population went down in a school, all you would do it cut employees positions & then others would end up doing double the work with no raise. So how is that fair or how do you rationalize that. You only look at it from the outside; you never come into a school & see that the workload hasn't changed in that position & now those few employees are doing double the work & again with no extra pay.
S-2484	Close the school
S-2489	Less administrative staff is okay.
S-2494	Don't know, the staff are all important and already are stretched thin and anything extra has already been taken away.
S-2497	I have worked in all types of environments, small and large - you make do with what you have. You must have the right number of teachers, school counselors, front office staff, etc. to make the school run but some of the extras may need to be scaled down.
S-2499	I would be willing to give up family community liaisons, front office staff or media specialists.
S-2504	library media specialists
S-2506	Administrator positions, instructional coaches
S-2507	School buildings should be a capacity. Choose which buildings you want to keep open and close the older ones.

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S-2509	Not interested in sacrificing staff for this.
S-2510	None. The district already makes their employees take on more than what they get paid for
S-2512	All of the listed positions and student opportunities are important for student success and engagement to keep them in school and prepare them for college and careers.
S-2513	None of these things should ever be given up. Every position is vital to the education of children
S-2514	I would prefer a large school with enough people to operate said school, with manageable caseloads, instead of a small school with no support staff.
S-2518	If maintaining a small school environment is a priority, I would support carefully reviewing resources while protecting the services that have the greatest impact on student success. I would be willing to consider adjustments that have less direct impact on students, such as sharing certain administrative resources, combining programs when appropriate, or finding more efficient ways to provide services.
S-2519	Not sure - maybe consolidate staff or less course offerings.
S-2520	none, consolidate
S-2523	The loss of extra-curricular activities and decrease in electives.
S-2525	N/A
S-2530	LMT
S-2532	N/A. These staff are all vital to the larger picture. I don't see the benefit of keeping a small school that is costing the district money, especially given that one of the ways for which this is compensated is the reduction of appropriate staffing numbers at larger schools, which is detrimental to the learning opportunities for a greater number of students.
S-2533	Teachers assistants aren’t needed if class sizes are smaller. Instead of having multiple assistant principals you only need one.
S-2534	Too many small schools do not make sense financially.
S-2538	I don't feel most schools can function well without being fully staffed, especially by essential staff members like school counselors. Losing some things like electives and extracurricular activities may be a little more appropriate.
S-2539	School counselors
S-2540	Athletics
S-2541	If a small school is kept, I think all these roles are important. Staff members could become stressed out if they have to oversee two or more duties with no compensation. I don't think this would be the best solution both for families and staff.
S-2545	none of the above
S-2547	have the right amount of staff, specially when supporting ESE
S-2548	Nothing. Every job is important and unique to a small school
S-2549	I do not feel eliminating staff roles or electives is the route to go.
S-2551	None of that. Those are all critical elements of an education.

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S-2555	Can you create a 'small school environment' anywhere? That is, take a campus, and house the academice into one area of the campus, therefore students, families and teachers are all in one pod. Then another pod on campus has the same. There could be different schools within a school. They would share administration. This may work for combining elementary schools. If the small school environment were to stay on one individualized campus, could there be a traveling counselor, media specialist, AP, and community liaison. In addition, the elective teachers may travel among campuses also.
S-2556	Front office staff
S-2557	smaller schools should have less staff, however, front office people are very important. the students in smaller schools should be offered some electives and extra curricular activities because its not fair to the students, or dont make the change
S-2558	None. I would rather keep everything and have a bigger school.
S-2560	I worked at Palm Harbor Elementary. We did not have an assistant principal. It was a lot of work on the principal. We shared a curriculum specialist with another school. It was a lot of work on her. Not sure how an elementary school could run without all of its staff.
S-2567	Media Specialists can be removed. In South County, there are many behavioral, academic, and social-emotional needs that require assistant principals and counselors.
S-2570	Unnecessary staff, extracurricular, such as " knitting" (which is currently offered at our middle school).
S-2575	Waste of money doesn't make sense to have a school that is in the negative money
S-2578	Small schools are already small with staff and OUR school does nothave sports etc I think taking away more is not being true to the kids and giving them the experience they want and should have - that we had and grew up with.
S-2579	I do not believe small schools should have to give up existing programs or personnel.
S-2581	Good schools are important, it does not matter the size.
S-2582	I would rather have a large school with adequate support staff and administration than a small school with exhausted, overworked staff. Schools need counselors to ensure kids graduate and have the social skills they need to be productive humans. We need LMS to ensure and inspire students to stretch beyond their current existence. Libraries are a safe haven for a lot of students attempting to navigate life. We need administrators to manage the day to day and ensure students are learning and that teachers are supported. Electives, extra-curricular activities and athletics are the reason a lot of students come to school daily. Eliminating them would only decrease enrollment and further exacerbate our current condition.
S-2583	The current staffing model should remain because it is important for all schools to have those supports in place for students.
S-2585	These offerings are already cut far enough. If finances necessitate it, the small school environment is not feasible. If this is important, parents have the option of Charter Schools.

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S-2587	I'd keep student success as the priority. I'm not an expert in school funding or resource allocation, so I would hesitate to recommend eliminating specific staff positions or programs. Education, student well-being, and sports should remain the focus. Given the impact of technology, social media, and unhealthy lifestyle habits on today's youth, we need to invest in raising a healthy, engaged, and well-educated generation prepared for success. If difficult financial decisions are necessary, I would first look for administrative efficiencies and shared services. If needed, I would support modest increases in class size before cutting counselors, teachers, academic programs, extracurricular activities, or athletics, provided class sizes remain conducive to effective learning and teachers have the resources needed to support students.
S-2592	I don't see any of that as "extra" that can be cut.
S-2594	Administrators and other do nothing bureaucrats
S-2598	don't keep small schools, waste of money
S-2600	not important to me
S-2607	I don't think giving up any of those would be a good choice as those people are needed and other items for students are needed as some of them that is their drive that gets them up and moving or going every day because they might not have anything else or a better environment for them compared to home.
S-2609	my child does not attend a small school so this has never been an issue. ive always had to deal with growing classroom sizes of 18-20+ students and 1 teacher. What's most important is the quality of teachers and extra curricular activities provided
S-2614	Media specialist positions and family community liaisons can be given up. They are not as impactful as APs counselors
S-2616	family community liaisons, extra curricular activities, athletics
S-2619	All the above listed, Schools are suppose to be teaching facilities and preparing our kids first the future
S-2620	Mtss coaches could be eliminated
S-2624	nothing
S-2628	Small or large, all schools must be well-appointed to meet the needs to the neighborhood it serves. These resources and programs should be tailored to the needs of the specific neighborhood school population.
S-2629	If kids feel a part of something small, they don't mind a bigger school. Small programs, school-within-a-school, teams all make schools fee smaller.
S-2631	All schools require these supports
S-2632	Media specialist
S-2634	Any District position that pays over $90,000.
S-2635	Small schools are essential! We absolutely cannot get rid of counselors, media specialists, front office staff etc....especially at our lower income north county schools who NEED these people! If you must eliminate positions, please get rid of the fluff positions!
S-2637	No preference
S-2640	Build complementary programs
S-2641	Keep a principal, 2 counselors who also do IEP, media/tech specialist, one front office staff. Extra-curricular activities can be sponsored or not exist at all (although I do think gym is important)

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S-2642	I DO NOT support eliminating school social workers, guidance or psychologists. They play an integral role in the health and wellbeing of our students. They provide a service that untrained, non masters level professionals cannot and are not trained to do,
S-2643	small groups and one on ones
S-2646	I think when people consider the positives of a small school environment they don't consider that a smaller school typically means less funding, and in turn fewer resources. I think consolidating and eliminating positions should begin at the district level. Families that are interested in a small school are interested in the same resources of a larger school, just not spread as thin as it is amongst a larger population.
S-2648	1. Certain electives, like foreign languages other than Spanish, with the time and ability for students to get those electives online if they choose. 2. Family community liaison if a stipend is given to someone to take that role 3. Assistant principals if the school has more than one.
S-2649	Assistant principals Family liaisons If it is a small school the guidance counselor and media specialist could help with those responsibilities.
S-2650	Certain staff ok
S-2652	None
S-2654	Library specialist
S-2655	Teachers and counselors are the most important to the students...cuts should be made to office staff, liasions, and admin first.
S-2657	Extra curricular activities and sports because it's easier to get those elsewhere
S-2658	Not important to me
S-2662	Extra-curricular activities
S-2663	Nothing
S-2664	Ask for more in the next referendum? We have an opportunity to FOCUS the community. If we close buildings, that's fine, but what we have left should feel more supported.
S-2665	Nothing's important but keeping a roof over people's heads right now and feeding their families. OK. Nobody cares about schools closing. The only people I care about schools closing are the people that use it to babysit their children so you're going to have to use the facilities that you have and the tax budget that you've been gifted and you're going to have to figure it out because you know what when I'm balancing my budget every month I just have to work with my budget and you guys are going to have to do the same if that means that some of the upper echelon aren't gonna be able to take vacations they're not gonna be able to get their bonuses. they're going to have to take pay cut so be it because the rest of the world is the rest of
S-2667	All of those jobs are essential

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S-2668	extra-curricular activities, minimalize elective courses, school based academic coaches, district positions should be scaled back
S-2671	Extra-curriculars. Maybe athletics. While I think athletics are important, my experience with middle school sports is that they are so limited in how many kids can play them anyway (e.g., 10 kids on a team out of hundreds of kids at the school) that I don't think it would be a huge loss. Or maybe could be partnered with an outside organization like the elementary schools.
S-2672	Not sure
S-2673	Unsure but remove principals who treat their staff poorly like at PCE
S-2674	These should not even be options...schools should NOT be giving up anything!
S-2679	I love the small school environment and think revamping the higher echelon (at the administrative building) would be beneficial instead of cutting positions and programs at the physical schools that are directly in contact with students. As far as the admin building is concerned, decerning what positions are really needed, which ones are redundant within their own department, and restructuring jobs would be a way to start.
S-2683	I would be opposed to giving up any current school services
S-2689	if a small school stays open, then they would need less staff in general. Depending on the SES of the school and the number of ESE or title one, would determine staffing. But don't raise class size or add to the teacher burden. Centralized bookkeeping, and strong PTA might help with the need for a dedicated Family community Liaison. Maybe in smaller schools that postion could be shared between two schools, same with neighboring schools like Seminole middle and Bauder. Smaller schools in higher SES areas may not need two or one AP, maybe an AP can be shared or Guidance shared between two schools. Maybe cut back on the sports at fundamental schools. they already get high family involvement by design, save some of that for the other schools if we are being intentional.
S-2690	Shared media specialists, community liaisons, PE, custodial staff. Would require more recesses, more participation of students and staff in basic cleaning of classrooms, restrooms, cafeteria, grounds.
S-2691	I rather give up small school and condense. I think this is a disservice to the students and community to start taking away learning opportunities. I don’t want my tax dollars keeping open a school that’s not really a school.
S-2694	I would rather have a big school with more support. Running a school with staff that is so stretched thin and covering several positions doesn't benefit the students.
S-2695	I disagree with the way this question is framed. All of the roles you list are directly related to how students are supported. They are for the most part vital roles in the school community. I would suggest eliminating campuses that are massive and expensive to maintain, looking at where most of the money is spent in the district, and taking a hard look at upper management and administrative roles. We just moved to the district, and there is no front desk staff at our child’s new school. The staff who had to attend the desk in rotating shifts were very grouchy and unhappy about this addition to their job. Front desk staff are many people’s first impression of your district.
S-2696	not important

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S-2698	Athletics at the middle and elementary levels. Many recreation programs fill that need. Could possibly have fewer assistant principals and combine front office staff responsibilities to have fewer. I'm not sure that the IB and AP programming is needed before high school. It stresses students and parents, but it is possible that it generates revenue. If the cost exceeds the revenue, I would cut it.
S-2699	Area Superintendents and other district level “leadership” positions that cost a lot and deliver little return on investment. District level positions should be cut before front line staff and programs are impacted.
S-2701	This makes me sad. Maybe some of these positions could be in more than one school
S-2704	I would not support loss of staff. All positions are vital.
S-2705	Non instructional staff should be reduced: media specialists, family liaison, and front office staff
S-2709	These are things that are essential to an effective school. If we did smaller class sizes and schools, I could understand some roles being shared between two schools. I do not think that a school can run without a school counselor--no matter the class size, the mental health of our students is one of the most important things we can support. Library media specialists instill a love for learning and support technology. Every student has a device now... I'm not sure how you would give that up. All of the roles listed are vital and necessary for a school to run efficiently.
S-2710	If maintaining small schools requires difficult financial decisions, I believe the district should first look at reducing upper-level administrative positions and central office costs rather than cutting services that directly support students. Counselors, library/media services, academic programs, extracurricular opportunities, and specialized student services have a direct impact on student success and should be protected whenever possible. In fact, I believe one reason some families have left public education is because they feel their children are not receiving the individualized supports and specialized services they need. Those services should be among the last things considered for reduction. Resources should be prioritized in schools and classrooms, where they have the greatest benefit for students.
S-2711	Unfortunately, more needs from families fall to schools to support so it's hard to determine which positions to give up. I think APs could be replaced with curriculum specialists, and media specialist could be shared between schools to reduce expenses. I think family community liaisons could also be reduced to a district position, similar to coaches, in that they could serve multiple schools; this may also help with a more even distribution of supports to schools. I think funding for teachers to support athletics and extra-curriculars should remain, as neighborhood schools use these programs to support families staying and not looking for alternative options.
S-2712	n/a - a small school is not important to me
S-2714	I feel the kids should not have to lose out on specific things because they have a smaller school with a lesser budget than others. Each student should get the same things no matter where they are.

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S-2715	Maintaining staff is imperative to continue our A school standings! Adding electives, extra curricular activities and athletics all enhance our schools! Perhaps cutting or combining administrative positions should be discussed - without your teachers and all front line essential workers to service students effectively, administrators wouldn't have schools to service.
S-2716	When you speak on a financial outlook, support staff already don't get paid enough to maintain living
S-2719	Principal, front office staff and extra curriculars
S-2720	Assistant principal and then maybe part-time for some support personnel. Please keep full time counselors....kids have issues full-time, not part-time
S-2723	not sure
S-2724	I would be willing to give up the laptops please and thank you
S-2725	I would love a smaller school. But reducing benefits is not the answer. If anything, having a smaller school should give us the opportunity to get back to quality over quantity. We should be taking the opportunity- not to 'save money' but to put our money to better use. The same amount of funding should continue and with it should come, smaller classroom sizes or more teachers per classroom. Increased safety, student resources, the structures should be updated and better maintained. Food quality should increase. We have an opportunity in this country to create a better quality education and safer environment for our kids now that our area has a more manageable 'size.'
S-2726	None. All of these things are important. I don't want to keep a school that is going to become subpar and lack extra-curricular activities and needed staff positions. This will negatively affect the learning our children receive.
S-2727	College career coach and family community liaison, and go towards central bookkeeping. Behavior coaches, mtss coaches and content coaches should all be eliminated or at least shared schools.
S-2733	extracurricular and sports
S-2734	No. Staff should not be cut just to make a smaller school. Their jobs would just be dumped onto the remaining staff and that is not fair to them.
S-2735	I do not have a small school that is important to me
S-2736	I'm not that sentimental. As long as the land bore a historical plaque and the space was usable in the community, I think demolishing old buildings or converting them into community centers is fine. I'd rather keep the services robust at schools that remain open.
S-2741	Media specialists
S-2742	NONE, the children's education shouldn't be impacted, the teachers careers shouldn't be impacted.
S-2743	All of those positions are what make a small school feel like a close community.
S-2744	None
S-2746	All are important. Removal of one degrades the rest
S-2747	Why completely get rid of programs when it could be downsized
S-2748	I would not support reducing essential staff or educational opportunities to keep a small school. Instead, I support increasing enrollment through strong vocational programs, competitive magnet programs, community partnerships, and responsible financial planning so schools like Lakewood High School can remain open and successful.

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S-2749	A small school is not important to me. I appreciate all of the listed benefits. Our last few school years have had about 15-18 students per class and adding up to 5 more would not be an issue.
S-2751	They are not important. Better to have full schools that can offer full complements of course choices, staffing, and services.
S-2755	All of these positions are crucial to keeping a school running smoothly, the less staff there is available the more strain it puts on the remaining staff which will increase the rate of burn out.
S-2758	Reviewing administrative costs and finding opportunities to reduce non-essential expenses before considering school closures. Sharing resources between schools, such as specialized staff, programs, transportation routes, or operational services. Expanding community partnerships and seeking grants, business sponsorships, and additional funding opportunities. Evaluating district-level spending to identify efficiencies and reduce unnecessary costs. Using shared services or centralized purchasing to save money while maintaining quality programs. Prioritizing funding that directly supports classrooms, teachers, student services, and school safety. Exploring energy-saving initiatives and facility efficiency improvements to reduce operating costs over time.
S-2760	Library media specialists
S-2762	Extra-curricular activities should rely strictly on outside funding, namely fieldtrips.
S-2768	That would be essential for small schools. This can not be compromised
S-2770	None of the above
S-2771	All the high priced condos going up around the city. Not willing to sacrifice education.
S-2772	I believe that all of these positions are important to school running properly. I don't believe there should be any more staff cuts.
S-2775	ALL support staff is important to student growth, development, and wellbeing. Libraries are lacking books and becoming digital rooms. The counselors, especially middle and high school level, are SO valuable and help kids navigate life. I've relied on our community liaison several times and she is absolutely THE BEST. If it's a smaller school, you probably wont have the student population for athletics or too many clubs.
S-2777	none
S-2781	small schools are not important to me, filling a school is important
S-2784	Give up extra curricular activities and have them be based out of the second nearest school that has the provided funding
S-2785	I rather have counselors, academic programs and extra curriculars than a small school. I think parents want a more interactive school that feels like a small community with programs and events or athletics bringing students/families together than an actual school with a small population number.
S-2786	As an educator myself (not for this survey) I don't think taking away or stretching personnel thinner is a good idea. I think there may be an option in extracurriculars, but then the kids get short-changed.

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S-2787	Idk
S-2788	extra-curricular activities, athletics
S-2789	maybe liaisons but all are incredibly important
S-2790	Depending on the programs at the school and if there is a social worker, the school would be able to do without a school counselor.
S-2794	Athletics
S-2795	Electives
S-2796	I'd prefer for education to be funded rather than cut something so we can line an officials pocket :)
S-2799	I think sacrificing extracurriculars or electives would be okay, as long as there are near by options that are free or low cost for families
S-2801	Please, do not get rid of counselors. So many students need mental health support from a professional, NOT a classroom teacher. As far as the others, it is so hard to make a call on that as these are real people that will be out of a job.
S-2803	Extra curricular activities, front office staff, family community liaisons
S-2804	Good education=good teachers=great pay!
S-2805	Nothing
S-2807	Instructional Staff Developers/Coaches, District Level Positions
S-2809	none. We should not give up anything. We should spend less money on admin and more on teachers.
S-2810	give up family community liaison, assistant principals
S-2813	Extra-curricular activities
S-2819	Assistant principals...one per school. Liaisons out. Get volunteer positions wherever you can. There are a lot of seniors and disabled that would love to have a daily purpose.
S-2821	Athletics
S-2828	My tax dollars going to Step Up Scholarships for private schools
S-2830	Anything thats is absolutely not necessary to a child getting to college.
S-2836	Extra curricular activities
S-2838	Seems to me like our schools could make decent money in the summer and other breaks by renting out their facilities to groups offering summer camps
S-2839	Certain staff positions, and possibly some elective course offerings.
S-2842	None. Increase the millage for schools.
S-2845	I believe maintaining a small school environment is valuable because it allows for stronger relationships, individualized attention, and a greater sense of community. However, I understand that financial realities require difficult decisions. To preserve a smaller school setting, I would be willing to consider reducing or sharing some non-essential resources, such as certain elective course offerings, extracurricular activities, or combining some support positions across schools. I would not want to reduce essential supports that directly impact student success, such as classroom teachers, counselors, student services, and safety-related positions. Any reductions should be carefully considered to ensure students continue receiving a high-quality education.

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S-2847	Academic (reading/math) coaches and possibly assistant principals. Technology used for learning; students are spending way too much time on computers with little to no benefit (at least at the elementary level). It just wastes instructional time; students spend so much time just trying to get logged on. Once they're on, they don't maintain focus and have a lot of idle time.
S-2851	Family and community liaison
S-2856	Tough call...
S-2857	Every role is important. Please don't eliminate positions due to funding. Our kids deserve better than that.
S-2860	Media specialists, and APs
S-2861	This is a difficult decision because I believe many of the employees mentioned have a drastic impact on the day-to-day functioning of a school and on the education of the students. I could see some positions such a school counselor being shared among two schools. I think that it is extremely important to continue offering academic programming and extracurriculars not only for the students' benefits but to keep our district marketable. If we remove programs from schools and don't allow students to take courses that ultimately affect their futures, then parents will choose to relocate to the surrounding districts. To have schools remain small, we must look at other options throughout the district such as renting out unused buildings, selling unused land, and losing positions that are not of necessity. Additionally, high-cost computer programs, such as Amira, should be eliminated. School level personnel and programming are what directing educate our children and should be priority.
S-2865	A small school is not important to me; having valuable resources and services are so if that means my school is larger, then so be it. I was used to having a lot more students 20 years ago.
S-2867	You have to have a librarian/media person at the school, and a good front office staff/principal's secretary. A community corner with a nurse shouldn't be cut, nor should a guidance counselor/mentor. So maybe the staff itself can make other decisions, based on the needs and wants of the community. Maybe they can do without a star football team, but not without a stellar jazz band. Let them decide, but the small school will be better served with a nurse and a guidance counselor/mentor, a librarian/media person, and a front office/principal's secretary positions filled.
S-2868	Media
S-2873	all of these positions are important... I think removing programs that are underperforming would be fine.
S-2874	I do not support eliminating any of the positions, courses or programs outlined in the question.
S-2875	Keep Music And All Performing Arts Electives. Its the driving force for many students and leads to success in regular academics.
S-2877	Extracurricular activities and athletics should be the first on this list to go. Although I believe they are valuable, parents and students can look into community leagues to fill in these gaps.
S-2881	All of the above
S-2885	Extra-curriculars
S-2890	You shouldn't take any jobs away
S-2891	athletics, community liasons

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S-2894	Want to move away from the notion that services have to be given up to keep smaller class sizes. That is most likely a contributing issue to the situation. Pinching pennies, cutting funds and expecting parents to continue to want to send their children to public schools. It is no longer desirable when there are other more individualized options available.
S-2896	The advantages of a bigger school are precisely having these resources. Low staff and fewer resources will inevitably lead to lower enrollment down the road.
S-2899	Give up library
S-2900	Library media specialists- have a floating one that has a different school each day of the week
S-2903	Library media specialists and family community liaison
S-2904	Tal vez haría una lista dónde pueda identificar que área no requiere de bastante personal y reducir según sea lo necesario
S-2916	All of these roles are important and should not be eliminated
S-2917	Get funding from local business to supplement school
S-2920	Media specailist, ap, I would not want to give up electives
S-2921	I would be ok with cutting athletics and extra curricular activities that families can pursue on their own outside school. My kids were in gifted and I don't think it gave them as much as I expected so I would be ok with cutting gifted.
S-2924	Giving up counselors, media specialists, front office staff, electives and liaisons is NOT a viable solution! No!
S-2931	Family community liaison
S-2932	I think once you start taking away any of the listed options, the children and their development will suffer and you will see an even larger exodus out of the public school system and into the private school system. The area that I would look at would be on the district administrative level and the vast amount of positions there.
S-2938	Support the school
S-2939	No
S-2941	I would not be willing to give up essential staff, academic programs, or extracurricular activities just to keep a small school. Students deserve access to counselors, electives, sports, and support services regardless of the size of their school. Those activities and support staff were a big part of my own school experience and left lasting impressions on me. School is about much more than just what's taught in a textbook. Students need mentors, role models, and opportunities outside the classroom to help them grow, build confidence, and prepare for life after graduation. I would rather see other cost-saving options explored before reducing the quality of education.
S-2945	family community liaisons, extra curricular activities, athletics
S-2947	We would need to keep the things necessary to run a successful school with high expectations and high achievement. If not, then we should consider consolidation or some of the other options.
S-2948	Keeling small school without appropriate resources worse option.
S-2949	I'd be willing to give up personal that does not serene a purpose and does not help that learning of students

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S-2951	All of those examples are integral to a school community and sense of belonging. Bookkeepers are already being removed. Media Specialists have been lowered. If additional planning time was given to teachers, they could take on counseling and/or extra curricular activities.
S-2961	All schools- students, staff, families should be supported entirely. Staff is already stretched to the limit doing numerous tasks and duties exceedingly above and beyond- in both type and scope of practice.
S-2962	I do not support eliminating any of the positions, courses, or programs outlined in the question in order to maintain a small school environment. While small schools can provide valuable opportunities for student connection and engagement, maintaining a high-quality educational experience requires access to essential staff, academic programming, student services, and extracurricular opportunities. Any decisions regarding school size should carefully balance financial responsibility with the need to preserve the resources that support student success.
S-2964	I'd be willing to give up some extra-curricular activities.. but I feel like the other roles are very important to keep.
S-2966	This question is too broad. Middle and High schools should have all those positions. Even small schools need most of those to keep employees from being stressed by overwork.
S-2971	All of these things are what makes the small school environment. I would be willing to combine athletic and extracurricular activities at schools. Additionally, I would like to see students given the opportunity for electives to be taken online, but given time at school in a "study hall" type situation.
S-2974	nothing should be given up. the students deserve all that support. gulf beaches is an amazing school. the district should reanalyze their budget
S-2976	course offerings, programming. Please don't cut student support personnel, mental health and climate is critical.
S-2977	Extra curricular activities.
S-2979	electives like music and art should never be cut at any school
S-2980	I would be willing to give up family community liaisons, counselors, media specialists, one on one assistants, curriculum coaches.
S-2982	LMTs
S-2983	Things to give up for a "small school" would be family community liason, limited front office staff (encourage volunteers), shared media specialist and counselor with neighboring school.
S-2985	Family community liaisons and possibly some athletics.
S-2986	I believe this question is feeding the community the idea that school counselors and media specialists are "extra". Our school counselors are active daily with the special needs of our students/families and our media specialists not only provide educated reading resources for students, but they are responsible for technology, inventory, ordering, and yes teaching as both positions are teaching jobs. They are not comparable to school liaisons and front office staff. who could be anyone off the street education wise. Shame on the district for suggesting this. Also, extra-curricular activities are sometimes the only thing that keeps kids interested in school. I would suggest taking some of those bonuses you give coaches away and put those back into schools.

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S-2987	I do not support eliminating any of these positions, courses, or programs, as they each contribute to a well-rounded educational experience for students.
S-2990	There has been so much staff reduction that we are bare bones, and those still there have had to absorb the cuts and are doing way more work than any one position should. Reduce unnecessary electives, stop making upperclassman in 11th & 12th grades fill a 7-period schedule with things they aren't interested in and don't need to graduate. Elective teachers and the costs of their programs is the only thing I can think of to cut. Going from 4 to 3 Assistant Principal's really hurt high schools as the amount of job duties did not decrease with that cut. They are drowning.
S-2991	We cannot continue to lose important staff members due to these heinous governmental budget cuts. Tell Ron Desantis and his crew to fund education. How much did they lose funding Alligator Alcatraz. Such a joke, This current administration is doing everything possible to avert funding for public Education
S-2992	you have to keep all the staff positions. You need good staff and to pay them well. I would say extra-curricular activities.
S-2993	elective ccourses, extra-curricular activities. Make kids busy, so this means more staff. Give "school jobs" to students. For example Teacher assistant.
S-2997	Whatever might be suggested as appropriate to give up should not affect the goal, approved in repeated referendums, that every child be given arts education as part of their core educational requirement and that it be high quality, sequential , and available in every school during the school day.
S-3000	A small public school is not something that is important to me.
S-3001	Extracurricular activities bec
S-3002	All of the above to keep a school Open I am willing to give up everything listed
S-3004	No that’s a ridiculous question schools should not give up anymore than they have
S-3006	That's a worrisome question. I would need a detailed list of positions, their responsibilities, and effectiveness. I would also need to know if the responsibilities would just transfer over to another position rather than be eliminated all together. I have tons of ideas but I need more information.
S-3015	i would prefer a larger school that keeps those services.
S-3017	Potentially office staff if the school is small enough to manage- potentially just principals too if the school size can support it.
S-3020	I would not be willing to give up any of the above suggestions as they are all important in keeping a well-rounded school running effectively and the students happy.
S-3021	I do not support eliminating any of the positions, courses or programs outlined in the question.
S-3022	I do not support eliminating any of these
S-3024	N/A

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S-3025	Pinellas County school cosplays for being broke. How does the tarpon jazz ensemble have the opportunity to fly the music department chair , Spencer The principal of the school and at least 25 students to New York in the spring of 2026 and you are asking if Pinellas County schools has a financial burden? What financial out look , PCSB has money! You cry broke ! You play this song and dance every year Allow more Black men to be on the school board , allow more Black people and people of color to be on the school board to represents the student population
S-3026	I feel like family community liaison could be part-time with a support staff or even counselor could be a good connection as the community does want to support and the counselors do know which children need the support
S-3027	Extra assistant principals
S-3028	More creative funding and fundraising is needed. I can't believe that our schools are neglected. There must be a different way.
S-3029	I would hope that nothing would need to be cut.
S-3030	School safety and academics would be my top priority and whatever positions are needed to support that vision would be at the top.
S-3035	The above are all an integral part of the school.
S-3036	Assistant principals and family liaisons (when there’s a PTA in place)
S-3037	Would not be willing to give up any of those vital roles you gave as examples that work directly in the schools with staff, students and families. Any extra positions at the administration building or non-school buildings than yes those positions can be cut. We actually need more support in the schools.
S-3038	I don’t like either of those options. However if needed, a parent could be asked to step up and volunteer their time to help in the front office with greeting, checking in visitors, simple tasks.
S-3039	Personally a small school is not important to me. If the school board has to combine a couple small schools into one larger one, but then is able to offer students more class options, electives, and plenty of staff. I would think that would be preferable than having 2 small schools with limited classes, and limited staff.
S-3041	Tough question as all these roles are important. In situations where there are multiple staff serving similar roles, perhaps look at some consolidation.
S-3042	possibly community liaison. I think those positions are what make any school succeed. I would take athletics away (but not PE) first I guess
S-3044	n/a
S-3045	I would not be interested in keeping a small school environment if these important parts are not being made available.
S-3049	I would not want to sacrifice any of the above just to retain a small school size. A school of any size should be adequately staffed and provide all support services, academic programming and electives
S-3053	these are all important

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S-3054	Counselors
S-3056	None
S-3058	Yes
S-3059	I would not support reducing essential staff, academic programs, electives, extracurricular activities, or student services just to maintain a smaller school. Instead, I believe the district should consider consolidating schools within the same grade levels—elementary with elementary, middle with middle, and high school with high school. This would help maintain school sizes similar to what students experience today while reducing the number of campuses. Each school level has unique academic, extracurricular, and developmental needs, so keeping elementary, middle, and high schools separate allows those programs to continue serving students effectively.
S-3061	I would prefer a larger school that is fully resourced
S-3063	None of the above
S-3067	keep it all
S-3070	Student curriculum workbooks - wasted spending for my middle schoolers math class. Those purchased books were never used. Most of the assignment work are done on websites and apps
S-3072	I would prioritize preserving services that directly support students. Before reducing academic programs, counseling, libraries, or extracurricular activities, I would encourage the district to explore administrative efficiencies and shared resources.
S-3074	Athletics could be combined w other schools, perhaps an assistant principal is less warranted,
S-3076	We could give up the family community liaison and extra curricular activity
S-3078	library media specialists, family community liaisons, athletics
S-3079	Area superintendents, people in the admin building, Marzano, one to one devices for students should go before schools get more cuts to things benefitting students. If the population is shrinking the upper echelon numbers need to be adjusted as well.
S-3081	No we need these people more than you know. And these activities.
S-3084	I’m not willing to give up on staff or lose any activities to have a small classroom
S-3085	assistant principals, front office staff, athletics
S-3087	Extra-curriculars, P.E.
S-3090	I would look at the school's needs and cut positions that are not needed or could be shared with a school close by
S-3091	I'd prefer smaller classes sizes, not smaller schools. I feel that larger campuses provide students at every level course diversity and a diverse faculty to student and student to student experience. Which benefits the Tampa Bay area longer.
S-3092	Not willing to give up services
S-3094	All of these are great public school offerings, I don’t think you can do without these things and still be a functioning public school.
S-3095	Elective courses.
S-3096	Small schools don’t need as many non classroom people. But larger schools definitely do. Size matters!
S-3097	Elective courses and extracurricular activities. There is a lot out there in the private world.

Q12. Given the financial outlook, if a small school is important to you, what specific things would you be willing to give up to keep a small school environment? [e.g., specific staff positions (such as school counselors, library media specialists, assistant principals, family community liaisons, front office staff, etc.), academic programming or course offerings (such as elective courses), extra-curricular activities, athletics, etc.]

S-3098	School size must start at a level offering all of the basics: Assistant Principals, Counselors, Media Specialists, Technology Specialists, School Nurse, Office Staff, etc.
S-3099	Assistant Principal, School Counselors, Front Office Staff.
S-3100	Support staff positions are already squeezed so much right now, there is no way I would support giving up those. No one understands that we need support staff to keep the school functioning with jobs other than their own. We need support staff to do lunch duty, car duty, testing with small groups, etc.
S-3101	DO NOT CUT mental health support (counselors); media specialists (librarians); or Humanities curricula (arts/music/etc.) - these are the things that provide tools necessary for young children to grow into well-rounded, fully-functioning adults. Athletic options can be consolidated/ streamlined - if team(s) are cut at one location, perhaps a different location can become the "magnet" for that sport, instead. Outreach/PR / Liaison staff could be consolidated - within reason, fewer staff could be trained/ gain the expertise to coordinate for multiple sites of the same type (e.g. with a portfolio of only "fundamental" or "gifted" or "technical" sites, etc.) ONLY IF TRULY NECESSARY should elective courses and extra-curricular (enrichment) activities be revised, and again - consolidate and streamline but do NOT cut entirely. Example: distribute foreign language options across different sites to streamline personnel allocation.
S-3105	Small schools are not an important quality to me at this point
S-3106	School counselors as long as shared resource is available, Assistant principals as long as shared resource is available, extra curricular activities.
S-3109	willing to give up specific staff positions, family community liaisons, front office staff
S-3110	School counselors and community liaisons
S-3111	Office staff for sure. I can imagine walking into a school and not having someone at the front to welcome families, answer their questions and direct them where need to go. I also feel any position that directly works with students should be maintained we need our social workers and school psychologists.
S-3114	No, small class sizes are beneficial, we have already seen an increase in class size. Eastlake corridor needs a dedicated middle school to help maintain smaller class sizes.
S-3119	I don't think we need assistant principals if we have a small school, right? Family community liaisons can be for a school zone and not just one school.

Q12. Given the financial outlook, if a small school is important to you, what specific things would you be willing to give up to keep a small school environment? [e.g., specific staff positions (such as school counselors, library media specialists, assistant principals, family community liaisons, front office staff, etc.), academic programming or course offerings (such as elective courses), extra-curricular activities, athletics, etc.]

S-3120	Invest in the future by focusing on the growth of programs and expanding student learning opportunities. This means creating more pathways beyond traditional, centralized models and strengthening areas like athletics, clubs, and extracurricular activities that actively engage students and the community. When students and families feel connected and supported, they are more likely to invest in and grow these programs, leading to long-term success. At the same time, staffing and resources should be aligned with actual needs and priorities. Focus on positions that directly support growth and student outcomes, rather than overloading one area. Instead of having too many people doing the same role, consider redistributing responsibilities so staff can support a wider range of programs and initiatives—unless a specific role truly requires dedicated specialization.
S-3121	Local parents should make these decisions. Resources for mental health and resource navigation, as well as access to information (library services) would be my priority if I were a parent.
S-3123	Keep these roles- all are important
S-3124	Curriculum Coaches
S-3125	To keep Countryside High I would be willing to give up community liaison, one plant operator, one front office staff if two positions currently, and some course offerings such as Cambridge, AP human geography, and other various courses.
S-3126	I would support a program where none of these must be given up. They are all essential.
S-3127	give up -counselor, assistant principal, family community liaison, keep - fundamental classes
S-3128	I'm not sure.
S-3131	Library media specialists
S-3133	I believe schools need every staff member they have. Students need staff and elective courses. You should not cheat some students just because it is a small school.
S-3134	Front desk Liaison, clubs
S-3135	Certain staff
S-3137	Athletics
S-3141	Decrease library media staff
S-3142	Honestly, I don't think it is about us cutting or sacrificing support and resources, but, more about what the families could do or how they could contribute more. I guess I have no input for this question.
S-3144	The charter school my kids attend doesn't have a library. With everything online anymore they aren't that important. The school also didn't give middle schoolers many electives. When I went to middle school I didn't get choices. I think electives are only important in high school. Alot of extracurriculars in elementary and middle can happen outside of school so if they aren't there as long as the school has ties to outside places they can recommend that would be fine with me.

Q12. Given the financial outlook, if a small school is important to you, what specific things would you be willing to give up to keep a small school environment? [e.g., specific staff positions (such as school counselors, library media specialists, assistant principals, family community liaisons, front office staff, etc.), academic programming or course offerings (such as elective courses), extra-curricular activities, athletics, etc.]

S-3145	As a parent, I want my kids to be exposed to new experiences and be supported to be a productive member of society. The idea of smaller classrooms is attractive, but if it means the teachers can be overburdened by additional responsibilties from the missing staff positions, then I would rather there be a bigger school where those resources can be better utilized and the teachers are free to their best educating the students.
S-3146	Not sure
S-3152	Absolutely not. We should encourage all of these as necessary, not optional.
S-3153	None
S-3157	I think those are all roles that we need!
S-3159	I don’t feel any jobs should be lost! I feel the schools have been stripped as low as they can go to run somewhat efficiently. Scientific studies are starting to show that students are spending too much time on computers/technology so eliminating some of these programs would save a ton of money. Combine some middle and high school classes together. Don’t change the curriculum as often…the creators/companies are making a lot of money off of these unnecessary changes.

Q13. Given the financial outlook, as resources become limited, what specific things do you believe should be prioritized to keep in place? [e.g., specific staff positions, academic programming or course offerings, extra-curricular activities, athletics, etc.]

P-01	According to your presentation, Oldsmar K-8 takes students from Carwise and when East Lake opened Carwise lost students. Will East Lake MS & Carwise be combined?
P-02	Athletics including in MS. Extracurricula clubs K-12.
P-03	Travel proximities. Academic opportunities. Magnet opportunities.
P-08	Arts & electives
P-09	Teacher salaries
P-10	Speech & Language Patholigist PE, Arts, STEM ESE Support Extracurricular activities
P-11	Eliminate coaches as teachers unless they are full-time PE. Give them only stipends
P-13	Maintain ESE staffing - VE, SLP
P-14	Local public schools
P-15	All these things are needed - condense the schools
P-16	top is tended to & so are the underperforming. local public schools serve all
P-21	Gifted offerings and the arts
P-22	Foreign language classes in elementary school.
P-23	Teacher and staff retainment
P-24	Keep busing for magnets
P-25	Language Learning
P-26	Teacher retention
P-27	Arts, ESOL, library, intervention (reading coach, SLP, PT, OT, SWer, Psych, Counselor)
P-28	Keep Arts Programming
P-29	The Arts! Music, Art, Theater
P-30	Support for the arts at ALL levels.
P-31	Visual & Performing Arts
P-32	Arts, Music, Real Social Skills (this is said it's programmed in, but it's not happening).
P-33	All schools schouild have adequate mental health support, please understand the risks of cutting staff in this area (student services).
P-34	Introduce shop class and Home Economics in grades 5-8.
P-35	Culinary & Self-Contained for severe & profound students
P-36	Reading Programs & Libraries
P-37	Band!
P-38	Athletics-Especially if combined w/feeder programs.
P-39	Art & Music
P-40	Prioritized _High quality ESE staff, Evidence based high quality curricuum for ESE, Low staff to student ratio for ESE and Innovative facilities for ESE.
P-41	The Arts, Sports, School Counselors, Bhvr Specialists.
P-42	Arts, Music & Sports
P-43	Arts, Music & Sports
P-44	Cognitive & Affective Enrichment; persistence, self-regulation, social interaction. In Combo w/ academic skills and learning.
P-45	Music & Art, Extra Curricular
P-51	Mental Health supports
P-52	School counselor, nurse, social worker. Mental health supports = vital

Q13. Given the financial outlook, as resources become limited, what specific things do you believe should be prioritized to keep in place? [e.g., specific staff positions, academic programming or course offerings, extra-curricular activities, athletics, etc.]

P-53	qualified teachers
P-54	Electives & arts education
S-0003	Guidance counselors for each school are a must, in addition to creative programming
S-0005	Answered this question already
S-0006	Retaining quality staff.
S-0008	All of it. Gifted and educational programs
S-0009	Guidance Counselors and mental health professionals should be maintained at all costs. Perhaps look into a partnership with local paramedics and nursing/residency programs in lieu of having a school nurse on staff.
S-0010	balance the funding received from referendum to support other areas that are not/have not been included in the past.
S-0011	Staff, counselors, course offerings
S-0022	Teachers, teacher assistants, special needs teachers and their assistants. Art, Music and PE teachers, counselors, Nurse for an elementary school
S-0023	Athletics should be key at all schools
S-0024	Academic programming, retention of high quality staff and professional development, and social emotional/behavioral as well as academic supports for students (both resources and staff)
S-0026	Keep in place extra curricular activities and academic programming not having them is a deciding factor in choosing whether to stay public or go to private schools. Might also have less behavioral problems.
S-0030	Classroom support staff. Athletics helps younger kids focus by giving them a break to get the wiggles out.
S-0034	Arts educators who have flexible specialties, ensuring arts classes (performing and visual) that is balanced for all students.
S-0035	Keeping the arts, athletics, and more traditional programs without the magnet program focuses.
S-0039	All of these things should be prioritized. If they are taken away, what do the kids have to look forward to? Children need to have too fun, and creativity.
S-0040	Maintenance, plant operations, food service.
S-0045	I think we should prioritize programs over physical buildings. I think we should ask the students what they want cut.
S-0047	MTSS, Coach being have 2 schools instead of 1
S-0048	Certification programs. All students should graduate with a tech/trade/certification to have and use in their future in addition to moving on to college.
S-0049	Staff, programs, and extra curriculars
S-0051	Mental health staff, arts, music
S-0052	Staff and academic programs should be top priorities, activities that create well rounded students
S-0056	Teachers, funding for classroom supplies and resources, PE/art/music
S-0057	PE, arts and music are so important for elementary age students. Foreign language and Avid as well are important. I'll put a vote for media specialists as well kids need to learn how to research.
S-0058	Retaining staff should be the number one priority
S-0067	School specific. Vague question.

Q13. Given the financial outlook, as resources become limited, what specific things do you believe should be prioritized to keep in place? [e.g., specific staff positions, academic programming or course offerings, extra-curricular activities, athletics, etc.]

S-0069	Early Childhood options
S-0072	Specific staff positions and extra curricular activities
S-0075	Keep what is important
S-0076	All of the above.
S-0077	Academic programs
S-0078	Staffing, academics and athletics.
S-0079	I believe that unique programs, courses after school and athletics are necessary to keep students and their parents engaged and happy with PCS.
S-0083	That's above my pay grade for decisions
S-0088	Various arts (music, etc). PE, kids need those outlets more than ever.
S-0091	School nurses, SRO, counselors educational staff and janitor positions should be prioritized. Arts and extracurricular activities at the middle/high school level are of upmost importance to maintain.
S-0092	The reason for resources being limited is due to the tax base. Raise the millage rate. If you reduce any activities you have to do it with equity. Reducing services should be brought up to the public with the budget to get community input. So does increasing the millage rate. Explain what is being lost in every school because the tax funding no longer allows. Otherwise , start looking at fundraising for the district. Schools that allowed to raise funds should be shared equity across the district. Most likely the schools with great success for raising funds are the schools with wealthier participants. Make fundraising district wide.
S-0102	Protect electives that meet graduation requirements (like performing and practical arts).
S-0104	Academic courses/programs that keeps the kids engaged in school.
S-0107	Staff positions and academic programming should remain at the elementary level- student population has increasingly become more needy and parental support has waned- students in mid-county need the structure and support from schools.
S-0115	Academic programming, arts education
S-0121	Art music pe, assistants, sports
S-0123	Academic programming to achieve our academic excellence, but in order to achieve that we need certified teachers to do what they love to do.
S-0126	Specific staff
S-0127	Get rid of band
S-0128	All specials should stay, library/media should stay.
S-0133	School nurses, PE, art classes
S-0134	Staff positions
S-0135	Quality educators for classes less than 30 students. Electives could be limited at the elementary and middle schools, athletics could be more community based or shared with high school
S-0136	'-Small class sizes -extra curricular/athletics -resource officer, pe, art, social work
S-0138	Academic focus is important however, students do need extra curriculars and sport outlets. They are so important to the whole student experience and growth. Charging a small fee would be better than eliminating something that grows our students and children.
S-0142	Special Education and gifted services, technical high school classes, general ed (not honors or AP) ELA and math classes

Q13. Given the financial outlook, as resources become limited, what specific things do you believe should be prioritized to keep in place? [e.g., specific staff positions, academic programming or course offerings, extra-curricular activities, athletics, etc.]

S-0146	Academic & course offerings
S-0152	Athletics
S-0163	Academic staff. Extracurricular activities with good enrollment and performance.
S-0164	Schools should be equitable - nothing more or less.
S-0168	Keep Colorguard, Band, Leadership Conservatory , Foreign Language, Art, Dance
S-0169	I think we should cut all the chiefs out of the admin office and stop the secretary's from having secretary's and before you say they don't I know for a fact that this is what is going on
S-0174	Special education offerings. Especially in middle and high school age groups.
S-0179	Arts and extra curriculars
S-0181	Keep special teachers and staff they should be the priority
S-0187	Staffing, Programming, and Extra-Curricular activities.
S-0189	Behavior specialist, athletics
S-0191	Magnet programs and teacher positions
S-0196	Arts programs and athletics need to be supported. iSTEM programs and retaining good teachers for those programs. Again, school assessments would be needed and analyze the data. Schools have different needs and if cuts must be made, look at what isn’t serving each school.
S-0199	Award winning and nationally recognized programs
S-0201	Prioritize staff; serving the students first academically.
S-0202	Teachers retention , art and music electives, and support staff such as social workers, counselors, and ESE support should be prioritized!!
S-0205	Counselors are very important along with college and career coordinators. Also athletics
S-0208	Staff positions
S-0209	None all programs are equally important
S-0210	The arts have been deemed essential by our community and voters through the referendum for over 20 years. It is absolutely important that every school offer the arts to help our whole student brains grow. Rethink how you use teachers before you cut programs. Look at magnet schools that are over staffed or under enrolled and make cuts there. No school should have different offerings (unless part of a magnet). Students should not have to travel to a different school to be allowed to participate in sports, extra ocurriculars, etc. and look at how extra curriculars are paid for, not all are paid for by PCS.
S-0214	Instructional staff
S-0231	Keep the Tarpon Cambridge/Arts programs as they are feeding from Tarpon middle to high school. The band, orchestra, dance etc. In addition, Tarpon Middle and high school are the only schools that has and exposes students to the Greek language. Keeping this in place would be a a beneficial draw to the schools. Please also keep the traditions of Tarpon Schools as they are. Tarpon is a unique town that has generations of family alumni going to these schools and we would like to keep it that way for our future students/generations.
S-0233	Keep the teachers! Larger class sizes, don’t work! Having a variety of courses and electives, keep the students engaged and learning. Clubs, sports and the arts build culture and community, we need them. Maybe offer time in the school day for these extra curricular so more can be involved.
S-0234	All mental health staff; VE staff; bilingual assistants and ESOL teachers; extracurricular activities.
S-0238	Academic programming, recess for better health
S-0240	Most believe athletics is important.

Q13. Given the financial outlook, as resources become limited, what specific things do you believe should be prioritized to keep in place? [e.g., specific staff positions, academic programming or course offerings, extra-curricular activities, athletics, etc.]

S-0242	Academic programming, athletics, and extracurriculars
S-0247	Stop spending so much money on technology. Bring back books and textbooks.
S-0250	Arts and counselors.
S-0251	Gifted
S-0253	We need to keep IB programs, advanced education options, arts, and sports
S-0258	Arts, music, athletics, extracurriculars. Counselors, nurses
S-0265	Front office staff, assistant principal, guidance counselor, social worker, school psychologist,, ESE personnel
S-0270	Teachers
S-0271	Extra curricular and athletics need to be sacrificed for quality teachers and variety of educational offerings. There are a lot of community organizations that can already replace school athletics.
S-0273	I think this will have to vary by program focus. Top priority has to be academic programs and safety.
S-0275	Prioritize: teaching units, course offerings and programs. Don't prioritize: district staff, district written tests, technology in the early grades, PBIS (studies have shown that it isn't effective), school climate training/ staff developers
S-0277	Teaching staff to keep student numbers manageable and not overloading classes with a large TPR
S-0280	In Tarpon Springs, please keep the Cambridge/Arts programs that feed from Tarpon Middle into Tarpon High. Band, orchestra and dance etc. in place. In addition, keep the Greek language classes at Tarpon Middle and high school that generations of families have taken. No other Pinellas County Schools have Greek as a foreign language please keep that in place. Tarpon has generations of alumni that have taken these courses and we would like the future generations to have these opportunities also. They are unique to Tarpon Springs only. Keep Tarpon traditions in place.
S-0289	College and career readiness center to facilitate student transition to college or workplace
S-0290	Get rid of admin building. Sell the property. Put money INTO THE SCHOOLS, where it matters
S-0301	The district should prioritize the resources that have the greatest direct impact on students. This includes maintaining classroom teachers, school counselors, library media specialists, exceptional student education services, reading and math interventionists, mental health supports, and family and community liaisons. Academic programs, career and technical education, fine arts, music, and extracurricular activities should also remain priorities because they support student engagement, achievement, and well-rounded development. The district should focus on reducing administrative and operational costs and finding efficiencies before cutting student-facing services. Budget decisions should prioritize preserving the programs and staff that have the greatest impact on student learning, well-being, and success.
S-0306	Athletics, arts, music, school, counselors, and library are critical.
S-0307	ESE staffing is already stretched beyond what should be allowable. We need to protect these resources for our most vulnerable students.

Q13. Given the financial outlook, as resources become limited, what specific things do you believe should be prioritized to keep in place? [e.g., specific staff positions, academic programming or course offerings, extra-curricular activities, athletics, etc.]

S-0312	The extra things is what makes school fun for most and they love electives but could things like cutting back to 6 classes vs 7 help? Keep things to improve academics strong but both as a parent and educator can we look at the extra programs that are purchased and then made so mandatory that the kids and teachers hate it? I personally have 2-3 mandatory programs I have to use that the county has paid for, on top of the book and what it comes with, and it's all mandatory. Then you seem to switch them every few years so by the time you have figured out a good way to utilize it, it's gone. Maybe ask for a teacher committee to help decide what extra programs are worth buying- like when you have textbook adoption committees.
S-0313	As resources become more limited, I believe the district should prioritize what has the greatest impact on students. That includes highly effective teachers, school counselors, ESE and ESOL services, library media specialists, reading and math intervention, and programs that support student well-being. I also believe it is important to preserve arts, music, physical education, and extracurricular activities, as they help students stay engaged and connected to school. Decisions should keep student learning and achievement at the center.
S-0315	Academic programming should be prioritized
S-0317	Performing arts, counselors, curriculum specalist
S-0323	All Arts programs, performing or visual MUST stay in place at all grade levels. We use those to advertise our referendum, and we owe it to our community to provide the experiences they are paying for. We should be looking at reducing recurring costs, such as curriculum, which we can write ourselves, or programs like Dreambox that are good resources, but not nessecary to everyday teaching. I think the best option is to bite the bullet and close small schools. The small non-magnet schools are suffering because of their size as is, since they get less support. It's a losing battle and the more the district allows schools to limp along, the worse it's reputation gets.
S-0324	Neighborhood , keeping current staff and options at school
S-0327	Keeping academically rigorous courses. Keeping quality core class teachers.
S-0329	If it benefits students directly, in needs to be prioritized. Quality staff only, all positions. Athletics could be reduced and regionally located - each school does not need to be outfitted for all sports; students go to the location where their sport is located. Students needing specific services should be grouped in one school where staff is located to provide those services, we do not need therapists and specialists at all schools. Offices need to be adequately staffed with friendly, customer service-oriented staff. Families are turned off by the greetings they do/do not receive in many schools. (contributing to the enrollment decline) Look back to the 1980's and how PCS did things -
S-0331	People
S-0333	Start reducing positions in the admin building, including coaching positions. Keep the teachers and staff in the schools. This should be the priority
S-0335	Gifted programs, musical arts, not only athletic programs
S-0336	Extracurricular activities should be at the top of the list.
S-0338	Academic and sports

Q13. Given the financial outlook, as resources become limited, what specific things do you believe should be prioritized to keep in place? [e.g., specific staff positions, academic programming or course offerings, extra-curricular activities, athletics, etc.]

S-0340	Continue to pay your staff a living wage. Drop all the instructional coaches & district-level personnel who are not necessary for student success. Keep advanced classes, AVID, and enough electives that young people will WANT to attend school. Also, return the school libraries to full status so kids can learn to love reading again.
S-0347	Do not overload the classrooms
S-0357	Extra curricular, athletics,high academic offerings, behavior management under control with the students
S-0361	Advanced Academics should be implemented at Elementary schools and students should be placed in tracks (that are movable and flexible) so that they are challenged if they are able. Specifically, students who passed the gifted screener, but did not pass the gifted testing should be the focus as well as high achieving students. Include more fundamental aspects that parents want.
S-0364	Academic programming and extra curriculars must be prioritized above staff positions.
S-0369	Media Specialsts must be prioritized. They are so valuable to students and staff!
S-0374	There should not be a reduction in forxe
S-0378	Staff positions
S-0380	Staff positions, ESE self contained classrooms, all therapies
S-0381	Adequate number of teachers to keep class size down
S-0388	Need more information.
S-0392	Preserve resources that aren't offered elsewhere. Kids do sports outside of schools and can get scholarships for them. same with some extra-curriculars. Teachers and academics are what make a school, and school culture and character can still be preserved without the other things.
S-0393	Staff positions
S-0395	Extra curricular need to be kept.
S-0396	Teachers and their support.
S-0401	Again, to me it is a matter of resource consolidation and allocation. Using the existing resources differently in order to retain the same level of services that parents, teachers and staff are used to. It will be painful, but is necessary. Parents have spoken loud and clear that they do not want their children in public schools. You must adapt.
S-0404	As much academic programming as possible. Especially talented, gifted ans ESL studies.
S-0409	Specific staff members and programs
S-0411	We need to be able to keep teachers. I don't like that my daughter's middle school is having to hire all the time.
S-0416	Reading intervention, tutoring during the school day. To just offer extra time for learning after school Isn’t enough. It needs to be mandatory for the students to be proficient in the taught subjects.
S-0443	Academics and courses like art, music and PE are important. Extracurricular activities and support could have paid participation.
S-0446	I am in elementary, so I would want to keep the specials as they are now. We could probably eliminate some LMS positions to save money. I feel there is a need for guidance counselors, shared psychologists, and social workers. We are a A district. We can't eliminate much at the school levels.
S-0451	Academic programming
S-0458	Academic offerings and teachers
S-0459	Na

Q13. Given the financial outlook, as resources become limited, what specific things do you believe should be prioritized to keep in place? [e.g., specific staff positions, academic programming or course offerings, extra-curricular activities, athletics, etc.]

S-0469	Specific staff and academic programs
S-0480	Keep counselors. Keep electives like art/music/pe. Keep Athletics.
S-0483	Guidance counselors, sports
S-0488	Academic programs and athletics
S-0489	Extra curricula
S-0495	Teachers, academic course offerings.
S-0509	Athletics. Extra curricular activities. Staff that are GOOD at their jobs. We lost AMAZING newer teachers at schools due to unit cuts and those same schools have MULTIPLE teachers that are non-requested by families year after year after year. Private schools don't keep teachers that get non requested. Figure out a way to fix the tenured teacher issue. They have to go first. The unfriendly staff. We NEED public schools to be warm, inviting, and friendly in order to compete with private school and homeschooling families.
S-0511	Academic programming should be apriority
S-0512	Academic programming first and foremost
S-0516	The cuts should be made at the leadership level that doesn't impact students courses or activities. My grandson and many of his upcoming 5 th grade couldn't even tell me who George Washington was, what the Declaration of Independence was written for etc. they cannot read or write in cursive. Their future and ours can't afford any more cuts to their learning!
S-0519	Core subject teachers and ISTEM teachers at Countyside high
S-0523	Extra curriculars and athletics
S-0526	Teachers to keep class sizes at bay, student services positions (counselors, psychs, SWs), accelerated course offerings, extracurriculars.
S-0528	Course offerings
S-0529	academic programming
S-0533	Again, all of these factors are important to a school's success. Expanding fundraising opportunities, strengthening the PTA, and increasing family involvement can provide valuable support.
S-0534	Staff positions first and foremost to ensure student needs are being met. Academic programming/courses second. Extra curricular and athletics third.
S-0538	Course offerings and extracurricular activities should remain diverse and open opportunities for kids
S-0545	ESE,
S-0549	Athletics need to be kept. It's fundamental for their development. Academic programs need to stay, they are also needed for development. I would look into consolidating staff positions.
S-0551	Academics, electives
S-0552	Academic programming, small classes so maintaining teachers
S-0558	Staff
S-0559	Teachers and aids should not be cut.
S-0565	Kids needs all what's listed and more. I would not limit anything
S-0567	Support staff for classroom teachers is a must Yreads and ymca programs could be improved
S-0569	Staff position are the priority
S-0570	Student:Teacher ratio should be a priority

Q13. Given the financial outlook, as resources become limited, what specific things do you believe should be prioritized to keep in place? [e.g., specific staff positions, academic programming or course offerings, extra-curricular activities, athletics, etc.]

S-0571	AP classes, Library, Couselors and sticking to the class size amendment is vital. The whole taking an average of multiple grade levels is a shady way to do it. As a parent I want smaller classes. As a teacher I know we are so much more effective when we can work with smaller numbers. People leave our schools because we jam way too many students into a classroom. Especially in north county.
S-0573	Maintaining state mandated class sizes
S-0578	I believe teacher pay (keeping high-quality teachers), smaller class sizes and providing opportunities for athletics and electives are important. I think we as a district should be looking at cutting from the top. We have many veteran teachers that can help coach rookie teachers. Providing a stipend at the school level would cost the county less than all the coaches that we have. I constantly see so much money wasted on events, trainings, and additional staff that we don't need. Teachers just want good working conditions and higher pay. Parents just want to have their students in an appropriate classroom environment where they can get the attention they need. Classroom teachers, counselors and social workers are essential. We need administrators to manage testing and student/parent issues. The cuts should come from the top down.
S-0580	specific staff positions
S-0581	Teachers should be prioritized first. There is no class or student learning without them. Certain grade teacher assistants should be prioritized to help with testing and bigger class populations.
S-0586	More focus on mental health and more personalized experiences with students. We need more staff available to work with students - don’t take away the personal connections. Cut programs if you have to - not peroole
S-0588	Athletics and electives are a necessary thing for these kids
S-0590	Support services (counselors), specialists, extra-curricular activities.
S-0599	Prioritize staff positions. Schools need people! Removing people only creates more burden on the remaining staff that are already overtaxed with duties.
S-0600	Our children currently receiving full-time gifted services need to continue receiving those services.
S-0603	Teaching positions and student support services
S-0609	Rethink your definitions of an "education system". You'll find more than enough resources that way.
S-0611	academic programming, course offerings
S-0613	Media center, PE, art, music, front office
S-0614	I don’t feel that classes should become larger or supports for students should decrease, including both gifted and ESE. I don’t think the district should spend money on unnecessary tech, like iPads and fancy software.
S-0627	As resources become limited, I believe the district should prioritize keeping teachers, school counselors, family community liaisons, ESE staff, speech and occupational therapists, library media specialists, and mental health services in place. Academic programs, early childhood education, and extracurricular activities should also remain available because they help students learn, stay engaged, and support working families. These services are especially important in low-income communities and for children with disabilities, including autism.
S-0634	Academic courses, Staff, activities and athletics. You have to keep in mind high school is prep for college or career so you have to stay competitive or what’s the point?

Q13. Given the financial outlook, as resources become limited, what specific things do you believe should be prioritized to keep in place? [e.g., specific staff positions, academic programming or course offerings, extra-curricular activities, athletics, etc.]

S-0636	Nurses!!!!!!! Advanced academic, special education, music, art - getting rid of programs is not going to make parents want to sign their kids up for public school
S-0637	Advanced coursework (AP, AICE, etc.), dual enrollment courses; media specialists, counselors, principals
S-0651	Library media specialists and guidance counselors
S-0653	Course offerings and extra curricular arts
S-0654	Staff positions
S-0656	Staff positions and academic programming
S-0660	Reduce the funding of extras beyond basic education and transition them to clubs or booster supported. It is great to have programs, but establish a criteria for existing program to see if they align to: strategic goals, academic/social outcomes, budget objectives, or align with education.
S-0665	Academics and athletics
S-0666	Academic programming
S-0667	I believe we should prioritize the people and programs that directly support student learning and engagement. Academic electives, career and technical education, counselors, library media specialists, ESE services, and extracurricular activities all contribute to student success. As an elective teacher, I've seen how these programs can be undervalued, yet they often provide the experiences that keep students engaged in school and prepare them for college, careers, and global citizenship.
S-0674	As resources become limited, the priority should be protecting the programs and positions that have the greatest direct impact on students. This includes classroom teachers, counselors, academic support staff, literacy initiatives, and opportunities that allow students to explore their interests, such as electives, athletics, and extracurricular activities. A successful school experience is about more than academics alone. Students need access to opportunities that support their academic growth, personal development, and sense of belonging. Decisions should prioritize maintaining a well-rounded education and ensuring all students have access to the resources they need to succeed.
S-0679	We should not reduce our offerings. Our offerings, which go above and beyond to enhance our student experiences, are why parents are still selecting to enroll in Pinellas County Schools rather than non-public school settings.
S-0681	I’m curious why we still have the same number of high level administrators and are discussing getting rid of staff positions that directly serve students. If our district is shrinking, shouldn’t the administrators shrink as well?
S-0682	School nurses in every school full time, this is a big safety issue as non medical staff are being trained to do things we are not comfortable with doing. Keep music and art in schools as well.
S-0683	Athletics
S-0693	Na
S-0704	Teachers.
S-0707	In order of what to keep: academic programming, course offerings, staff positions, extra curricular activities
S-0712	Given the economy and financial state of the county, I think you should go cry to the governor and federal government for more funding. Stop enshittifying our public schools.
S-0715	Course offerings and athletics

Q13. Given the financial outlook, as resources become limited, what specific things do you believe should be prioritized to keep in place? [e.g., specific staff positions, academic programming or course offerings, extra-curricular activities, athletics, etc.]

S-0718	Unfortunately, all the e.g. listed. Academics have to be robust. I could maybe accept extra curricular and athletics removed for elementary… athletics more so if there was some kind of agreement for a school nearby. Or a local city offered programming free of charge for public schools students.
S-0719	Language arts, math, science, and history teachers
S-0721	Definitely staff. I hate the shared nurse experience. I also think that academics and athletics are important
S-0724	Multi task. Keep all needed for a smaller environment
S-0728	Things that occur during the actual school day need to be best preserved.
S-0730	Certain staff positions need to stay in order to help our students. Resources wouldn't be limited if funds were used correctly. Enrich our classrooms with funds to create interactive experiences and environments that help student success.
S-0731	I believe no staff positions should be cut. And I also believe that extracurricular activities should still be available for students, especially athletics.
S-0734	Keep staff that do their jobs. Eliminate staff that do not perform the job they are hired to do. Stop making positions that should not require a college degree mandated to have one to apply. Have a competency test for positons. It should not matter how a person learns HOW to do a job, just that they know how and are able. Too much emphasis is based on whether or not a person paid to sit in a classroom instead of if they are capable to do a job. If you have people who love what they do and are paid appropriately to do it, you will have a better climate. There are too many positions in this district, ABOVE the school level, that could be eliminated prior to eliminating positions within the schools. Have the higher ups come and observe what is done at a school before cuts are made. Let them do what we do in the time we are paid to do it.
S-0737	I think staffing needs to be first focus. If they aren't you have no programs of any sort. You need to focus on special needs staffing because its failing due to shortages already. Make athletics and some extra curricular events more easily able to fund raise for shortfalls. Allow student athletes to make money like the older version with sponsorship etc. Encourage more businesses to support and perhaps partner with their future staff in schools currently. Especially since the government doesn't seem invested in helping.
S-0743	I think we cannot get rid of PE, arts, or music. These are essential to developing well rounded children. Also, given the obesity issue in the US, I would NEVER get rid of PE. If anything, I would have that every day. I think a school counselor is a must. I'm not sure a curriculum specialist is necessary at every school or if this could be a team of individuals who then implement at the various schools.
S-0745	Staff
S-0747	Any staff that has direct impacts and direct influences on students and their learning, well-being, growth should be prioritized as well as staff that helps keep a school operating smoothly as well as who connects parents to their child/school staff.
S-0748	I feel cutting the pay for higher ups would be best versus cutting corners to save in other areas.
S-0749	Making money not so segmented into certain categories . Be creative

Q13. Given the financial outlook, as resources become limited, what specific things do you believe should be prioritized to keep in place? [e.g., specific staff positions, academic programming or course offerings, extra-curricular activities, athletics, etc.]

S-0755	Qualified staff, student support services. Thinking back to the previous question, what worked well at Gulf Beaches was that parents and community partners were part of campus and volunteered in different capacities. We had a run club because parents volunteered to do that after school one day a week. We had extracurricular Spanish offered by a parent at some point. Some extracurriculars were pay to play, some were thanks to volunteers who were passionate about providing experiences to the kids. This happens more in small communities, in my experience.
S-0756	Teachers and their assistants, ASD teachers and assistants. Art, music, PE
S-0763	Programs that are driving the success of the county, programs that can recruit kids into our schools, and programs that have shown continued success.
S-0767	It depends on school - elementary/MS/HS. If there aren't enough support staff to support children and teachers, everyone suffers. Staff would be able to tell you who is needed. It probably depends on the school. I value extracurricular activities- like clubs. Sports are going to be important to HS in particular.
S-0769	Course offerings
S-0770	Keep PE, Art, Music, Library Media in elementary. High schools need the full experience too
S-0771	Specific staff position
S-0777	Resources aren't as limited as you're leading on. Specific employees need a pay cut and resources need to be put back INTO the schools - not consistently taken away and then scratching your asses like you don't know why.
S-0780	Cut some of the underutilized athletic programs or extra-curricular activities? Cut programs that are likely to be replaced by AI in the future like coding class etc which are said to be obsolete j the future
S-0781	Athletics are super important to the wellness of our children and I think more schools should offer
S-0782	Priority should be given to classrooms, teachers and support student services counselors, psychologists, and social workers. Also strong academic programs and school safety with special needs services and career technical education opportunities.
S-0783	All schools, regardless of size, need two administrators!
S-0788	Music, Art, PE We need assistant principals, counselors, behavior specialists, LMTs, psychologists Athletics should be kept, but with fees and fundraising Extracurricular could possibly be the same with fees and fundraising funding most
S-0791	Academic course offerings and experienced faculty/teachers especially middle school and high school.
S-0794	Academic programming
S-0805	Keep ELA intervention classes, such as ERELM, to help children prepare for state testing, such as FAST.
S-0807	All electives should be offered. Many students only like school because of these classes.
S-0808	School counselors are a priority. Mental health for children is most important. Before any learning.

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S-0812	Academic offerings and school counselors should not be touched. Staff should not be eliminated from schools who are fully populated and have a waiting list. By combining schools – a middle and a high school for example, one principal and several assistant principals could be put in place. This would eliminate the need for too many administrators in one location.
S-0814	Staff, academic programming and then extra curricular activities.
S-0816	Principals decision based on each school's curriculum.
S-0818	Not usee
S-0821	School nurses, art and music teachers
S-0828	Staff pay #1. We can do better and NEED to do better in this area.
S-0847	As resources become limited, I believe career and technical education programs should be prioritized because they prepare students for immediate employment and help meet workforce needs. After that, I would evaluate support staff positions for potential redundancies while preserving essential student services.
S-0856	Dual enrollment, ap courses, all core classes. Principal per school, AP per two schools to float.
S-0858	Athletics, extra curricular
S-0860	Speaking from an elementary school point of view, the current staffing model should remain the same. There are not "extra" positions in elementary. We operate now with all staff playing an important role in keeping the school functioning.
S-0866	Prioritize Everything, education and paying our teachers is an important cornerstone of a functioning community.
S-0871	Staff positions, Course offerings, EDUCATION for ALL (even undocumented people)
S-0873	Staff positions at the school level.
S-0874	Yes
S-0877	Staff positions
S-0878	We do not need a top-heavy departments at the Admin Building. Send those who have teaching certificates back into the classroom. Their salaries are wasted as they could be actually teaching. PD can be done at the school level so that it is tailored for the school.
S-0879	Limit indoor activities to save energy cost
S-0883	School counselors are priority to maintain healthy children. This is a priority for every school. Children need access to mental health services at school.
S-0884	Prioritize instructional/support instructional positions. Create more CDA/CDA model classrooms for Pre-k if looking for budget cuts.
S-0885	Staff, Academic Programs and Course Offerings
S-0887	I think staff and academic programs should be prioritized.
S-0888	Staff
S-0892	all of the above examples but on smaller scale

Q13. Given the financial outlook, as resources become limited, what specific things do you believe should be prioritized to keep in place? [e.g., specific staff positions, academic programming or course offerings, extra-curricular activities, athletics, etc.]

S-0895	Classroom teachers and the supports that allow them to be effective should be prioritized. This includes protecting teacher planning time and maintaining instructional support positions that directly impact student success, such as ESE teachers, interventionists, and reading and math support teachers. Elementary schools should receive particular consideration because they provide the foundation for all future academic learning. Early identification, targeted small-group instruction, intervention, and enrichment opportunities help students build the skills necessary for long-term success. Maintaining strong instructional supports at the elementary level is an investment that benefits students throughout their entire educational journey.
S-0897	School counselors and media professionals are necessary. Sports are not.
S-0899	Staff positions
S-0900	keep athletics, keeps kids busy and out of trouble
S-0901	Reading, writing and arithmetic.
S-0902	Educators/teachers is a priority position since it is a school meant to teach. Athletic/PE staff are essential for physical health, and merging or sharing staff across multiple schools (art, music, etc) if possible.
S-0911	academics then athletics
S-0913	Prioritize staff and academics since athletics are available outside of schools
S-0914	It should all be prioritized? You tell us to differentiate and meet every child needs while you cut activities, athletics, and resources for those same children.
S-0918	Prioritize Academic programming, extra curricular activities and athletics.
S-0920	No one has to loose their jobs if you use the university model pay per class per semester
S-0930	PE, art, music
S-0931	Academic programming and extra curriculars
S-0941	Choice programs such as fundamentals and tech programs should be prioritized. They allow PCS to be competitive with private schools, charters, etc. They are proven programs that families want. They should be expanded if possible. They can be staffed by people who are coming from closed schools.
S-0944	academix and athletics.
S-0946	I don't think we should cut out any athletics. Kids that are active in sports, or less likely to engage in bad activities. It also helps to.keep our students healthy and strong.
S-0950	I think we need to make sure we fund ESE programs and have a robust MTSS program that ensures children can be pushed to receive special instruction sooner rather than later. When children need extra support, waiting for them to fail should not be an option. If they need the support, getting the child ESE services ASAP would benefit the child with early intervention, and benefit the county with the financial means to be able to do so. Many parent use the UA or Step up scholarship because PCS has been failing to provide their children with the support and services they require. This will continue to happen if PCS does not make sure kids needs are met.
S-0964	Academic programs in the middle and high schools being many of those students are taking courses in their field of interest.
S-0974	Special Needs and support staff should be guarded. Gifted studies as well.

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S-0976	extra curricular activities, programs and courses, PTA to help keep the schools specifically the elementary a fun experience for the kids.
S-0980	Having nurses and counselors are imperative for our students mental health needs
S-0981	Every position is important, all the extras are important too. We are finally in a position to offer smaller class sizes and be able to have better instruction, but instead we are talking about going to over filled spaces again
S-0983	Student- teacher ratio above all
S-0989	Behavior specialists, PE, Art, and Music
S-0992	Academic programming and course offerings are very important to keep HS kids competitive for college as more Florida Universities raise the bar every year.
S-0993	Athletics
S-0999	I'd prioritize the essentials: counselors, special education support, reading and math intervention, and enough teachers to keep class sizes reasonable. Those are the services that most directly support student learning and well-being.After that, I'd protect core academics, library support, family engagement, and transportation. If cuts are needed, I'd reduce extras first, like some electives or nonessential add-ons, before cutting the basics that students rely on every day.
S-1003	Academic course offerings, athletics, extra curricular activities and clubs
S-1004	School psychologist, social workers, counselors.
S-1005	Arts, and STEM programs
S-1006	Staff positions, counselors, resources, and course offerings I think are the most important-- even if a certain program, elective, or extracurricular at a school is small and selective with admission, that could make more sought-after.
S-1011	In the elementary setting we need guidance counselors, and school psychologists to help students deal with the mental load both inside and outside of school. We keep cutting in this area and behaviors are only going to get worse if we do not have the staff to help track and identify these problems before they become bigger issues.
S-1014	Keep pe, keep art and music
S-1022	Academic offerings first. Always. Cut sports l.
S-1029	Na
S-1031	dont loose the arts. drop anylytics triganometry, AP english of science honors. these look great on transcript but don't avoid the student retaking similar classes in college
S-1032	Specific staff for children with special needs to address behavioral and medical needs etc
S-1037	Extra curricular
S-1038	The basics for education-- reading, writing, math, science, art, PE, music
S-1040	Excellence in academic experiences is most important, quality of staff to include staff education and experience to be in alignment with what is taught and the age group they are certified for. Athletics and arts are important to keep.
S-1042	Cutting the extra curriculars
S-1043	Academic programming, guidance counselors, and arts teachers should be prioritized.
S-1044	ESE teachers, ESE supports, electives
S-1048	Keep visual and performing arts in all schools!
S-1049	Academic Programming-Course Offerings, specific-essential staff positions, athletics and extra-curricular
S-1050	AP courses, extra curricular, arts, sports, counseling and mental health.

Q13. Given the financial outlook, as resources become limited, what specific things do you believe should be prioritized to keep in place? [e.g., specific staff positions, academic programming or course offerings, extra-curricular activities, athletics, etc.]

S-1051	Keep electives, athletics …. Remove expensive magnet programs. Go back to neighborhood schools
S-1062	Extra curricular
S-1063	Schools need more staff and teachers, not fewer. Cut from admin building and top heavy district positions. Electives and arts programs are crucial. Libraries are crucial. School counselors are crucial and sometimes life-changing or life-saving.
S-1065	Pupil to teacher ratios and support staff as small as possible
S-1068	Extra curricular activities that keep students interested in going to school (art, music classes and after school clubs)
S-1069	ESE and Honor programs
S-1070	Course offerings
S-1071	Athletics, teacher support from admin, and extracurricular activities
S-1073	The district needs to get a backbone and start demanding discipline from students and stop cowering to the threats and commands from parents. Parents are pulling their kids from the public schools more and more as the schools have rapidly lost control of their own campuses. Prioritize discipline and academics.
S-1074	Core curriculum, athletics, and successful programs specific to schools.
S-1082	Assistant Principals
S-1087	Classroom teachers and student support staff
S-1089	Activities that promote student life/experience. Arts, Sports, Clubs, school service organizations are a must!
S-1094	Advanced courses, media specialists.
S-1099	Academic programming is most important. Course offerings need to be focused and no long-term subs to fill a class. Do not return to the old 'throw them in the wheel.'
S-1100	Staff positions
S-1102	I think teacher positions are priority equally with ALL course offerings. School is to broaden our students' minds and introduce them to new things so they have some sense of direction for their lives. You can't do that without a wide variety of courses and teachers to teach them. While I do think sports are important for kids, pretty much none of them are going to become professionals so, if that's costing a lot of money and you need to cut, I would start there.
S-1108	Stick to math, science, English and history.
S-1110	Extra curriculars
S-1112	Financial aid, food assistance, art programs
S-1113	All
S-1115	Extra curricular

Q13. Given the financial outlook, as resources become limited, what specific things do you believe should be prioritized to keep in place? [e.g., specific staff positions, academic programming or course offerings, extra-curricular activities, athletics, etc.]

S-1117	It all is important. This is much broader than just Pinellas. With funding stemming from scores, I do not feel closures and grouping masses is beneficial, but will create new set of issues as a whole. People want charter due to smaller classroom sizes and for institutions where students get an education without the red tape. There's flexibility while maintaining state requirements on "tests". Home schooling, option reasons are endless, but the two primary shared are safety, true and individualized education. Again, maybe scores would be better and environments better if classroom sizes and mere volume on a facility were smaller. What about the appropriations from the lottery? Restructuring of fund use and an increase of funds disbursement.
S-1122	Musical and Performing Arts are of paramount importance, particularly in Dunedin where the rich Scottish heritage should be financially and educationally continued and heavily supported by the community and the county.
S-1127	Arts/athletics, transportation, support staff
S-1129	ESE should stop being first on the cutting block, same for arts and media specialists. If resources are limited, consider sharing teachers at schools, like a specialty math teacher who teaches advanced classes can work one high school in the morning, and a different school in the afternoon, so neither school suffers.
S-1130	Music and art classes that meet weekly at minimum by a dedicated certified music/art teacher. Assistant Principals,
S-1134	Specific staff over extra-curricular
S-1137	AP position, DMT, nurses - nurses should be full time at every school
S-1144	Instructional positions
S-1147	Countywide teacher/staff pay and benefits need to be a priority so we can keep quality staff
S-1149	Staff positions
S-1153	Already answered
S-1154	Librarian, school counselor, front office lady, Reading and math.
S-1155	Please keep in place the arts, sports, and clubs.
S-1158	Student support, mental health support
S-1159	The arts
S-1162	Administration, district based ISD not school based, social services, athletics/ extra curricular
S-1169	We barely have the necessary staff to successfully help children so taking away people would hurt. Kids deserve the opportunity to have sports and other extracurricular activities (that sponsors spend more than they make) so why take that away from them. We need all persons to run a school successfully.
S-1171	Keep library service
S-1174	Course offerings, CTE programs, school counselors
S-1178	All of it
S-1179	School specific offerings, some schools are rich in traditions and it would be a shame to see any of that lost. Traditions are important and what a lot of parents look for in a school and what staff feel pride in representing
S-1181	All staff positions as they all hold weight with the specific tasks they do. If you cut positions, that work will be forced onto someone else unwillingly leading to more burnout and turnover as a job expects more without the pay to match additional responsibilities.
S-1182	Academic programming, elective courses, athletics, & extra curricular activities.

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S-1184	First priority must be classroom teachers- retention and class size
S-1190	You need to keep all your special needs assistance and classrooms. More and more kids are not being giving the proper change to succeed
S-1191	Academic programming
S-1192	Gifted staff. Special needs staff. Assistant principal. Math and Science curriculum. Athletics, especially for elementary.
S-1194	Counselors, music, arts, PE should all be retained. It's important for all students to have an opportunity to experience the arts in schools as they may not have that opportunity outside of school.
S-1197	MTSS, SROs, Counselors, MHP, academics
S-1201	We shouldn't be talking about cuts; we should be looking at how to best utilize funds we have and how to eliminate waste. Token reward programs are one example I consider to be wasteful.
S-1202	Academic programming, staff
S-1204	Keep Reading, History, Math, Science - middle school and high school students can take electives online through FLVS (yes even language as you know) They do not need in school PE (they usually do nothing in those classes anyways and you do not need a teacher to have students walk around a track) - Keep basic computers courses, keep art. Offer electives at school in cooking basics, self care, adulting, home repairs, gardening, survival. Have breaks built into the schedule (30 minutes to walk outside or to read outside or to do homework outside, or to play on playground, or to check out school garden.
S-1206	Support staff (guidance, library, etc.). Academic programs & varied course offerings
S-1208	Academic programs and extra-curricular activities such as music and sports
S-1209	Ese and prek
S-1211	We need to prioritize teachers, counselors, social workers, reading specialists, etc. Pay them more. Cut costs with technology, go back to paper/pen - research shows it's better for kids and that could be a budget cut option.
S-1215	Academic programming and the arts (theater, band, art, etc...) have the strongest correlation with future success and should be prioritized over athletics or any individual staff position.
S-1216	Librarians need to stay, athletics need to stay
S-1217	I recognize that the district is facing difficult financial decisions, and I appreciate that there are no easy solutions. Before reducing programs or services that directly impact students, I believe the district should first conduct a thorough review of its operations to identify inefficiencies, eliminate unnecessary spending, and ensure that existing resources are being used as effectively and efficiently as possible. When resources become limited, I believe the highest priorities should be maintaining high quality classroom instruction, appropriate staffing levels, student support services, school safety, and meaningful academic and extracurricular opportunities. Every budget decision should be evaluated based on its impact on student learning and success.
S-1218	Create a balance
S-1221	Academic programs should be prioritized
S-1225	Academics
S-1229	Physical education should be prioritized for kids K-8. Athletics are more important for high school.

Q13. Given the financial outlook, as resources become limited, what specific things do you believe should be prioritized to keep in place? [e.g., specific staff positions, academic programming or course offerings, extra-curricular activities, athletics, etc.]

S-1231	Whatever it takes ... parents helping students...help from monies set aside by education debts within the states.
S-1232	Reading and Math intervention is essential and needed in most schools. They need to have teachers for those specific roles permanently.
S-1233	See my previous answer
S-1234	I believe academic programs would be first, extra-curricular and athletics would be next.
S-1235	Counselors, extra curriculars, and special Ed is most important to me
S-1236	Definitely extracurriculars and athletics because it is very important to prioritize the outdoor time, etc.
S-1240	None of the above
S-1243	Staff positions
S-1244	Arts and music
S-1246	staff positions, academic programming or course offerings.
S-1249	As always, there are a number of central administration jobs that seem to be superfluous. The COO position, one of the area superintendent positions. and the chief transformation officer position seem like deadweight. Numerous high schools have a hard time as they are getting smaller filling some classes and teams. Sadly, It may be time to combine or consolidate HS athletic teams, and some music and art programs.
S-1250	Specific staff and academic courses.
S-1251	No, you already made a mess of removing staff positions
S-1252	music and creativity are essential to every day life. access to books to self choose what you read is also essential. i would support less schools with more focus on these programs if that would help.
S-1255	Course offerings
S-1260	If we are combining the schools, then there should be more funds to keep the programs and course offerings in place
S-1261	Media Specialist are a must! I can't think of any positions that can be eliminated. Apply for grants to cover extra-curricular activities and/or allow for flex time for those willing to do extra-curricular activities without pay.
S-1262	I know the state is failing us, but the district has to offer more financial incentives — salary, benefits — to teachers than they are willing to offer. We can eliminate spending on individual student computers — they just engender cheating and behavior issues; textbooks with too many bells and whistles and all those computer programs; all the tests we offer over and over; money spent on district teacher training — and definitely district staff in charge of teachers with their really horrible planning guides and curriculum. Seriously, they are not worth their paychecks!
S-1263	Here's one: don't pay for all students to take AP exams, or put a limit on the exams they can comp. I admit that I surely benefited from the current practice (my kids took AP courses and their exam fees were comp'd), but I have also proctored AP exams where 3/4 of the students cared and the other 1/4 were sleeping or acting out, disrupting the exam environment. Students who need financial support could apply to have the exams covered, but we are often paying $90/exam for students to sleep through them. (Students who don't take the exam would then be required to take a class-developed final.)

Q13. Given the financial outlook, as resources become limited, what specific things do you believe should be prioritized to keep in place? [e.g., specific staff positions, academic programming or course offerings, extra-curricular activities, athletics, etc.]

S-1266	STEM specific curriculum and offerings. Higher rigor curriculum. Higher behavioral expectations and accountability. Technology and hands on learning tools.
S-1269	electives and resources for the kids with learning difficulties I would prioritize.
S-1279	PE, music and art classes need to stay.
S-1283	Academic programming
S-1284	Athletics, course offerings
S-1285	Academics
S-1292	Academic programs and extra curricular
S-1293	Academic programs and course offerings would be my priority
S-1295	academic programming
S-1297	As far as I am concerned all are important.
S-1301	A staff member (currently assistant principals I believe) whose main responsibility is to assist and support appropriate school behavior in classrooms and on campus. Teachers should be free to teach and not have to allow misbehavior to disrupt learning. The principal should be free to interact with parents and community members as well as supporting teachers. Media specialists should also be able to support tech needs across campus. Arts programs are too valuable to lose as they support student progress.
S-1303	Why are we continuing to eliminate positions in our schools and cut the very resources that directly impact our children's education and the development of our future leaders? Every time a position is eliminated, students lose something—whether it's individualized support, enrichment opportunities, or access to staff who help them succeed both academically and emotionally. These cuts don't just affect employees; they affect every child who walks through the school doors.Instead of asking what else can be taken away, we should be asking how we can strengthen our schools. Our children deserve the richest educational experience possible, one that inspires curiosity, supports diverse learning needs, and prepares them to become capable, confident adults. Education should be an investment, not an expense. We should be finding ways to enhance opportunities, expand resources, and support the people who make a difference in students' lives—not continually reducing what our children have acccess
S-1316	Libraries, academic programs that center on the needs of the local community. ie: Technical, apprentice positions with local businesses... Why not connect with the community needs?
S-1325	Gifted programs and programs for high achieving students (fundamental), music, and arts should be preserved.
S-1329	All extracurricular, all counseling and any elective related to adult life/ living in your own should be kept.
S-1334	Doing way with school counselor should never be an option
S-1347	Courses offered
S-1350	I think we need to take a hard look at leadership. There's no way we need all of these superintendents. they are making over 100,000 thousand and teachers/staff are struggling. We can't even pay our health insurance. We have to choose between going without food, medicine, or bills. Those are the real concerns.
S-1352	Instructional staff, interventionist and coaches should be protected. They are directly impacting student achievement. Positions in the administration building should be consolidated and/or eliminated that do not directly impact student achievement.
S-1356	Academic programming, athletics

Q13. Given the financial outlook, as resources become limited, what specific things do you believe should be prioritized to keep in place? [e.g., specific staff positions, academic programming or course offerings, extra-curricular activities, athletics, etc.]

S-1357	Staff and academic programming
S-1360	You need at least a nurse, front office personal, principals secretary, A counselor, A social worker, Kitchen Mgr,Cook, cooks assistants; Aides for the Access Units(Paraprofessional, MedicalBehavior Associate and several high needs associates for students with serious exceptionalities. IEP writers. Maintenance leader and staff. Teachers. I do not think extracurricular activities should be so important. Course offerings could be reasons for more students to come to a school.
S-1363	There was a kindergarten unit cut at Kings highway. When we have a waiting list of 19? Why?
S-1368	Teachers are the heart and soul of most schools
S-1380	Second language should be brought into school more academic programs stay, as long as regular people stays other extracurricular sports programs can go
S-1382	How about stop implementing programs that you decide a year or two later not to do anymore. Stop DWT it is pointless, stop sending groups of admin into schools to point out what teachers are doing wrong.
S-1384	Cut administrative from the top down...not on school level but start at admin
S-1387	All aspects are important in maintaining our A status... we should not get rid of any of our existing programs... that is what make Pinellas County great
S-1388	Administration is crucial to keep the focus of the school and rally the community, without a front office staff phones and other tasks would never be accomplished, simply cutting positions isn't the solution but more mergers could be. With so few students on some buses move towards larger vans or the smaller buses to save on fuel and space/upkeep, sell some of the other buses.
S-1391	Principals, assistant principals, counselors
S-1392	Increase funding for schools. Cuts can be made elsewhere. There is fraud and waste everywhere.
S-1396	MBAs, art, music, PE, ese self contained classrooms, behavior specialists, and small class sizes for gen ed
S-1398	Student services, art, and music
S-1399	academic programming. competitive public school experiences. we want to support public education but not at the expense of want is best for our child. so many families i know are considering private from 6th onward due to disappointment in options and experience. this district is struggling to meet expectations.
S-1402	Intervention programs and services for ESE students in general education classroom settings
S-1414	Keep PE, recess time, art and music
S-1415	School counselors.. nurses.. they need to stay!!
S-1416	Academics
S-1417	All but "specific staff positions" some schools just have nonsense positions that do not help students at all, just a place keeper for a friend.
S-1418	Teacher salaries are the most important consideration, as competitive salaries will help the county retain qualified teachers.
S-1420	Course offerings should be prioritized.
S-1424	As it only gets hotter, outdoor play can be rerouted to indoor things - using parents as resources for volunteer programs could help- like I am an artist and would do a rotating class for the school- as an example -
S-1427	Stop catering so much to underachievers unless there is parental involvement

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S-1428	An elementary and middle school has little to offer a community where the average age has left that segment of society. Superman and Wonder Woman comics don't sell to adults!
S-1431	staff positions should be prioritized, and ESE services should be maintained
S-1434	academic programming, elective courses, atheltics
S-1435	More cost burden may have to shift to parents and community partners, but extracurricular programs are very important
S-1439	Specific staff positions.
S-1440	Rewarding teacher excellence
S-1441	We need to better use the resources we have, not take away offerings or activities due to poor management of funds
S-1442	As I said on the last question. I appreciate the focus on budget priorities, but I believe you can meet both fiscal goals and the mission (quality education) by exploring shared responsibilities, targeting funding, and performance based adjustments. The above roles are integral in our community school functions.
S-1444	Academic programming, SRO’s for safety
S-1445	Academic & technical programs
S-1454	Advanced coursework and extracurriculars are vital to securing our students' futures, additionally guidance counselors and assistant principals are already overstretched
S-1457	Insted of cutting invest in what works and survey what needs to be taken care of a fixed and get rid of what Dosent work and then you can and build a balenced support system if possible to try to keep stuff also get more community involvement and social interactions and news and surveys to support what comes next to support next financial systems and recorces if there's no growth but still level funding and level enorlemnt keep it instead of dropping it or losuong it and keep it competitive to be able to survive and try to bounce back. if things keep dropping figure out why and figure out all the possible outcomes not just the ones in front compare numbers to other counties and city's as well as private and home school and funding in county and in state.
S-1458	Specific staff positions such as math teachers English teachers and history teachers
S-1464	Academic programming
S-1467	All staff positions
S-1471	electives! kids need to explore a variety of classes to see what their future could look like
S-1472	I feel everything is important. Not cutting corners on important programs, etc. it’s not fair to keep piling on responsibilities to teachers because you can’t afford the correct people or resources to do it. Consolidating and not losing important supports for students is the better plan.
S-1479	Staff positions
S-1481	Unknown
S-1488	Yes
S-1490	Academics are #1, the arts #2, #3 athletics. We need to have plenty of programming to keep kids visible in the community
S-1492	Keep music programs and electives
S-1493	Principal and Assistant Principal teams, extra curriculuar activities but if needed, fees to be included to help off set the cost, high academic expectations

Q13. Given the financial outlook, as resources become limited, what specific things do you believe should be prioritized to keep in place? [e.g., specific staff positions, academic programming or course offerings, extra-curricular activities, athletics, etc.]

S-1498	I think school staff should not be consolidated further. I truly think that there needs to be a better look at administrative and district positions and ensure they are truly improving the schools. Many are not visible within the schools or supporting teachers, parents, and students.
S-1502	academic programming or course offerings, extra-curricular activities
S-1504	Academic courses
S-1517	Every school needs an LMT.
S-1519	Academic programming and athletics
S-1522	MBAs in classrooms requiring extra support, plant operations, and LMTs are essential; arts programs and electives at the MS and HS levels are what keep students engaged in addition to athletics. But perhaps finding a way to dial them back
S-1527	I believe keeping important and good staff is the most important thing. Without teachers there is no class
S-1530	Music and arts.
S-1538	I like having a school nurse. I think recess and free-play should definitely be prioritized.
S-1539	Staff positions and programming
S-1542	Prioritize actual consequences for student behavior.
S-1543	Media/tech positions at each school, school counselors at each school. The arts need to be in place at each school.
S-1544	Media Specialists, guidance counselors, behavior specialists. Literacy programs and math programs.
S-1547	All staff positions are necessary- limit extra-curricular activities and athletics
S-1565	I would want to know more of cost saving .
S-1574	athletics, the arts, community liaison , media center clubs
S-1576	Programs - gifted, PE
S-1580	Whatever costs the most
S-1583	Course offerings,
S-1587	Quit diverting funds to private schools
S-1588	All of the above are important and resources are only limited because we are not using budgeting wisely for important projects and needs .
S-1590	Staff that work directly with students should not be cut.
S-1593	Our state needs to find the funding.
S-1597	Basic positions need to be the priority first, and then if there is more money branch out from there for extra
S-1598	All should be a priority. Closing schools for low enrollment would be my choice to keep everything that current schools have. Theses programs and staff are all needed.
S-1600	All of the above. Each of these contribute to the overall student experience. If we cannot provide an adequate and appropriate educational environment for students we are doing them a disservice.
S-1606	ESE staff and extra curriculars
S-1609	Extra curricular activities and athletics can be cut. Those are not essential. I understand some course offerings that have low enrollment might need to be cut

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S-1612	Staff, course offerings, and extra curricular as that is what drives children and families to choose specific schools that allow their children to learn and thrive not just academically but as the whole child.
S-1614	I think this is unique to different schools and communities.
S-1618	Reduce the questionable and ineffective administrators. Offer classes and programs to benefits students. Also why are the schools buying new apples when just 3 years ago they got rid of Apple computers. Wasteful! Reduce technology in the primary grades. Too much time Is being spent on computer programs and taking away from learning. More time should be spent on social skills, verbal skills and creative thinking. Hands on learning.
S-1620	STEM, Gifted, Music and Arts and Leadership programs should always be prioritized over sports. Families have sports options outside of school facilitating these activities.
S-1631	Academic programming and course offerings should be prioritized. Limit the number of campuses offering athletic programs and extracurricular activities to a south, a mid, and a north county school.
S-1632	Art and music should be kept!
S-1638	Arts, athletics. No fundamental at high school.
S-1645	Nothing that benefits students should be cut back. Our students deserve all Of the opportunities students have in wealthier districts. We can cut back on technology for k-2! It is rediculous that kindergarteners are expected to be on screen time at all. Many districts have already banned screen time such as the Los Angeles School District, the second biggest school district in the country. That will save money on programming and technology. Go back to hands on learning, outdoor learning, real life learning.
S-1647	Do away with having 3 or 4 assistant principals in the Middle and high schools. There are school programs and activates that will help the students more than having assistant principal for each grade.
S-1649	Gosh. This is hard. Idk
S-1650	Cambridge, Leadership Conservatory for the Arts, dance, Winter Guard, strong ESE program
S-1652	Making sure students needs are met, this question is too broad to answer without more input,
S-1659	What is the district doing at the top level to cut so that boots on the ground services and supports are not cut?
S-1661	Getting rid of the step up program and funding local schools instead.
S-1663	I don't understand how financial resources are limited when every student has money that goes towards the schools?
S-1664	Staff staff staff! The teachers and support staff MAKE the school. Academics and support (Gifted, ESL, etc.) are so important I feel like the PTA at Jamerson does a lot to fund the extracurriculars and special events. I don't really feel like the school has an athletic program - parents can pay for that or it can be accomplished through fundraising
S-1665	Extra curricular activities, athletics
S-1669	Offer high quality arts programs at all schools no matter what the size
S-1670	Keep supporting the arts!
S-1671	Comprehensive, sequential arts education that is accessible to all students equitably
S-1672	High quality and equitable performing and visual arts programs for every student.

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S-1673	visual and performing arts classes during the school day and extracurricular activities (well attended) maybe also consider multi-school teams. extracurricular buses for equity.
S-1674	High quality arts education scheduled during the school day should be prioritized.
S-1675	All schools, regardless of size, need to provide high quality, equitable arts (Visual and Performing) access DURING THE SCHOOL DAY. If it's not during the schools day, it is not equitable.
S-1677	Arts
S-1680	The arts! Extra curricular and specialty programming to supplement student core classes
S-1685	Specialists
S-1687	Guidance counselors, bookkeepers, plant operators, cafeteria staff, 4 APs per HS, 3 APs per middle school, principal secretary, front office staff, DMT, school social worker, school psychologist, school nurse, performing arts adjunct instructors, school security, quality instructors - every position is very important and matters. Look into some of those “desk” positions problematic PCS staff that are given positions instead of being fired for being horrible at their jobs. If teachers have been on annual contracts for almost 20 years and can be non-renewed for any reason there shouldn’t be protection for administration that has documented issues being fired when it’s decided to remove them from their position. Don’t reward their bad behavior by sending them to Largo admin building pushing papers - get them out!
S-1688	Must keep Art, Music, Athletics and the core curriculums . Would HIGHLY recommend a class before graduation that teaches basic computer use beyond swiping - like how to save and convert files, more than DIT with more demanding computer knowledge.
S-1690	Less admin at the district level
S-1693	Staff positions
S-1701	I feel like we need to relook at some of our non student facing district positions non school based positions
S-1707	Electives, athletics, school activities, staff members--all of these and more that were named in the AM question and unnamed by the "etc" are valuable in helping our students not only feel safe and learn, but thrive in our district. You cannot expect our students to feel comfortable going to school if every year, something large is changing and their trusted adults are leaving due to cuts and changes in staffing.
S-1709	Everything
S-1714	See my previous answer. I don’t advocate for prioritizing school services. Schools have been successful earning A’s with the entirety of their positions present. Trying to carve out certain roles jeopardizes the individual school’s success potential. I’d rather see you merge schools versus keeping all schools open with 70% of their services and staff.
S-1718	The arts and teacher positions
S-1721	School staff is already thinned out enough. Start getting rid of people OUTSIDE of the SCHOOLS that DON'T WORK WITH STUDENTS. Too many at the TOP! How many secretaries and superintendents are still needed at the top???
S-1725	Keep the arts at every school. 100%
S-1726	I would recommend to avoid trimming class offerings and teaching positions
S-1729	Staff, extra curricular, athletics. It’s all so important
S-1733	Music/band, pe and art

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S-1740	Providing the opportunity for a wide range of course offerings allows Pinellas students to be competitive when applying to college/university as well as having many, varied and diverse after school activities.
S-1743	Arts classes, math, English, science, history
S-1744	Coaches
S-1753	Staff should be a priority
S-1754	Keep al these in place. Find other places to cut funds. Again, the admin building is costing a lot of money with all the paper-pushers and security. Make all these school-based. They should be in the schools anyway to know each school's needs.
S-1757	Cut back on electronics and invest in face-to-face interaction and education. Keep staff as much as possible.
S-1766	Academics over everything else. We have failed to hold to standards and students are being cheated. Being easy on them is only handicapping them.
S-1769	Staffing positions, academic program is directly tied to course offer and the staffing that is capable to carry out and deliver information to our children in a way it resonates with them. Extracurricular might be reduced but have a volunteer community liaison or PTA steering committee to identify support to help fill that gap.
S-1777	Definitely visual and performing arts programs and staffing, especially since it is referendum-funded. Behavior and counseling are also important, especially in secondary programs. I also think that staff compensation packages, including insurance, need to be competitive and allow staff to be able to afford living in our county.
S-1782	All of these
S-1783	workforce credentialing, dual enrollment, CTE classes
S-1785	Athletics, college, career counselors, bookkeepers, librarians, should be priorities.
S-1787	Keep athletics and extra-curricular activities. Students to look forward to something other than their school and homework.
S-1788	Academic programming (core: reading, writing, math) should be prioritized. Special services and staff positions, administrative positions, can be cut with the exception of resource officers (security). Extra-curricular activities can go to paid participation vs school funded.
S-1789	District administrators are not important, and their entire positions should be cut. The school system should protect roles that impatct students, and cut roles that do not.
S-1794	Staff salaries… We are loosing good teachers because of pay. New highers are making more than some that have been there much longer. It not sustainable. Staff needed to feel valued and will want to be there
S-1796	TAs
S-1799	Extra-curricular activities and athletics
S-1803	Staff positions. Cut positions at the district level as well as salary cuts within the district level do we can support staff
S-1807	Staff positions
S-1809	At the elementary, there aren't electives or athletics and extracurricular is limited to outside groups. So staff positions is the only option but I think counselors and teacher aides in addition to teachers should be prioritized.
S-1811	Everything but athletics
S-1812	Teacher salaries!

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S-1815	All of them.
S-1816	Middle school not with busing an hour each morning and afternoon
S-1818	Priority should be given to retaining teachers, counselors, special education services, school safety, and core academic programs. These directly support student learning and well-being and should be preserved before making cuts elsewhere.
S-1823	Teaching positions to keep class sizes reasonable
S-1825	Course offerings
S-1826	Offer more basic academic classes, such as math how to do a checkbook how to balance an account, etc.
S-1827	What I really don't understand is why our taxes have gone up, especially with the sale of these older homes, releasing the property value to a higher level, and therefore a higher tax, yet still, we are having issues with funding schools. The one thing I am most concerned about is overcrowding in classrooms, and an additional strain on teachers and staff. That is definitely not going in the right direction.
S-1829	Some clubs can be given up as well as some music and sports programs
S-1830	Extra curricular activities, athletics, ESE teachers, ESOL teachers, counselors
S-1838	Academic programs
S-1840	Keep the teachers and counselors. Definitely keep the academic programming or course offerings, such as elective courses, extra-curricular activities, and athletics.
S-1842	Standard staff positions, basic academics, some sports and academic activities.
S-1844	BOOKS!
S-1845	ESE funds should stay in ESE
S-1846	I believe that academic programming, course offerings (specialized programs), extra curricular and athletics should be prioritized.
S-1847	Library specialists, arts, some athletics
S-1864	Front office staff and school nurses
S-1872	We need to keep teachers and classroom aides/paraprofessionals.
S-1876	Principles, assistant principals, school counselors, psychologists, and social workers should be an integral part of every school.
S-1889	Counselors, classroom helpers, PE, RECESS,
S-1890	Prioritize quality teachers, administrators, and academics that allow for the student population to flourish.
S-1892	Specific staff positions are crucial to keeping schools running well.
S-1894	Classroom teachers, a principal, enough office staff to make it run smooth, at least one school counselor for elementary school specifically enough promise time for 6-8 teachers to have a club in both fall and spring. Many kids don't get extracurriculars if it isn't school based because it's too expensive
S-1896	Academic programming should always be the priority. Athletics is important to the community, to families and to students. Keep as much of the extra curriculars as you can and push PTA’s and the community to fund them.
S-1897	ESE support. 1:32 kids born now have some form of autism. Teachers need support in the classroom
S-1898	Specific staff positions

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S-1899	I think retaining high quality innovative staff, whatever it is they teach, is the key here. If a school has a poorly performing program just for the sake of saying they have a program, I'd rather see the mediocre program cut in most cases in favor of more centralized district level programs that are higher quality and more cost effective; such as the Ignite chorus concept.
S-1902	Course offerings and extra-curricular
S-1907	Athletics, stem, gifted, Asst Principals
S-1908	course offerings, extracurricular activities, and athletics
S-1915	Teacher positions need to be protected.
S-1916	For south county, I believe student services and instructional coaches should be prioritized. Their impact on student achievement is highly evident.
S-1917	Gen ed and ese teachers
S-1920	Academics is priority, cut what is not absolutely needed.
S-1921	Athletics
S-1924	Academic programs and staffing
S-1925	Art, music and pe, ese
S-1926	Keeping high quality staff is the most important
S-1927	Extracurricular first, then athletics, protect academics
S-1930	Activities
S-1931	Counselor, behavior specialist, media specialist, clerk, bilingual assistant, talented
S-1932	Staff positions should be kept over programming.
S-1934	A districts have world class teachers. A districts provide extra curricular activities and athletics. It’s important for children and young adults growth. Cut the extra buildings and consolidate. Don’t cut budgets.
S-1936	Athletics, staff positions like MBAs in ESE classes
S-1937	Academic programming
S-1938	Technology and after school programs.
S-1945	Teaching staff. Academic opportunities
S-1947	Academic offerings selected by data driven decision matrixes
S-1948	We need to better utilize our buildings and start condensing and collapsing more schools. Pinellas is behind the ball on this. For the last 7 years Hillsborough County has been proactively watching their enrollments decline and has taken measures to adjust given the limitations, and closed schools. Pinellas has kicked the can down the road and hasn't taken any action until this year. This is not a problem that arose overnight. It's time to take action and don't portray the picture that this is the result of families leaving over the course of the last five years. This decline started years ago. We should have had a pulse on this and adjusted each year once the budget was received from the state. FTE enrollment data is updated frequently throughout the year and the base student allocation adjusted accordingly. We saw this decline years ago.
S-1949	Athletics
S-1950	Academic courses, athletics, band/music
S-1951	Everything maintained. Combine schools if necessary. Move fundamental or magnet to specific county wide locations.
S-1953	Appropriate staff
S-1954	Variety of electives, ESE support, mental health and behavioral support

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S-1955	Media center, music class, art class, PE class.
S-1956	Staff and athletics.
S-1957	Pre K, teacher positions, principal, special education
S-1958	Put more focus on keeping application programs and electives in place that make students want to be in public school that private schools don't offer
S-1959	Academic programs and extracurricular activities and athletics
S-1960	Academics and extra curricular
S-1962	All school based staff positions.
S-1963	Staff positions and academic programs
S-1965	Course offerings
S-1968	All athletics, not just football
S-1971	Keep as many staff employed as possible.
S-1974	Linda moodbell needs to stay and be available for elementary middle and high school
S-1975	Athletics
S-1976	Keep staff in place; keep options open for public student attendance; keep targeted programs such as Academy of Finance
S-1980	Everyone
S-1981	Find my money to maintain our schools but cutting funding elsewhere
S-1984	Course offerings, our wonderful educators
S-1985	Athletics in middle and high school is so valuable and keeps many students in school in my opinion. I think behavior specialists are a great concept, but many just babysit. Teachers need to take a more active role in dealing with behavior. Also, bussing students who are deemed without housing back to their original school instead of close to home school is just not financially sound.
S-1987	Academic programs
S-1991	Unsure
S-1993	Athletics, extracurricular activities
S-1995	Keeping TPR where it is or lower, keep school counselors and social workers
S-1997	Good teachers. Academic offerings.
S-1999	STEM classes, music, athletics
S-2002	We have p.e. but not sports. We have cooking and art only. At the upper levels, reading classes are already being weaned out. That leaves the core courses, art, p.e., and cooking. If we take those away, it leaves our kids with nothing. We need more not less.
S-2004	Library Media Specialist
S-2006	Academic, maintenance and custodial services, food and maintenance must be prioritized
S-2007	Academic programming
S-2011	Staff should come first, as we are the largest employee base in the county. Without the staff, none of those other things would exist. However, we have done a great job partnering with local companies and businesses to continue offering student experiences. We need to continue to lean into that to allow for student experiences to occur.
S-2013	Support staff should be prioritized
S-2015	Course offerings, curricular activities

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S-2023	I think we should be looking to cut administrative bloat at the county level first, and then at the school level. You should really be surveying teachers and school staff about this topic, as they see firsthand where the waste is occurring. We should be prioritizing high quality teaching staff, low student-teacher ratios, and the academic programming that keeps our students competitive in the college and job markets post-graduation (AP course, college-credit courses, etc.) And we also must offer a reasonable number of extracurriculars and athletics. Those programs are critical to the social-emotional development of students, and they are also essential to successful college applications these days. Remember that less fortunate kids don't have the chance to go play expensive club sports - their school sports team may be their only opportunity. These activities are what makes the school part of the community.
S-2026	Academic programs courses extra curricular athletics
S-2029	Extra curricular activities, athletics
S-2031	Electives, performing arts
S-2032	Academic instruction should be your priority along with behavioral supports.
S-2033	AP, front office staff. Get rid of all teacher coaching positions. Move the coaches to provide the important services/positions.
S-2040	I don't think anything should be removed from the schools. We're already struggling, staff has multiple responsibilities, not related to their position, we're underpaid and the students are the ones who are suffering. To continue to remove funds is distructive and will severely impact our schools
S-2042	Behavior specialist, media specialist
S-2043	Course offerings
S-2044	I think we need to keep as many staff or move the staff to a different school instead of leaving them jobless
S-2046	I do not know
S-2053	Decrease upper level administrative staff at the district level not a school level. Upper level administrative staff costs more than lower level school based staff and has minimal impact on the community. Teachers and school staff are integral to school community and bring families. District staff does not.
S-2054	All of the suggested. Fewer positions at the admin building because too many not directly impacting instruction.
S-2058	Teacher positions, academic programs, extra curricular activities
S-2061	Keep proper school-based staffing, athletics & extra-curricular activities. Look at reducing some academic/curriculum expenses, such as technology (Amira, Dreambox)
S-2066	Keeping the best principals and popular or unique clubs.
S-2067	Cut board level pay first
S-2069	Support services! Gifted services! We keep cutting student services!
S-2070	advanced academic offerings
S-2073	Automate and streamline baseline tasks like attendance and allow third party vendors to bid work at schools schools need to focus on schools and let contractors do repairs properly. The cheapest is not the best!
S-2074	Teachers, support staff, ESOL positions, possible site based coaches

Q13. Given the financial outlook, as resources become limited, what specific things do you believe should be prioritized to keep in place? [e.g., specific staff positions, academic programming or course offerings, extra-curricular activities, athletics, etc.]

S-2076	Gifted services, community liaisons
S-2078	Student support positions are essential, particularly math and literacy coach's, and ESE personnel. Extra curricular and engaging electives are necessary to engage students.
S-2081	Student services: guidance, behavior specialist, etc
S-2085	Course offerings, staff, athletics
S-2087	AP courses; Science centered programs
S-2089	Arts
S-2091	Prioritize the core subjects, the standard special classes (art, music, PE), and a well-stocked library. Nothing else is necessary.
S-2094	Quality education with programs to supplement learning. And more magnet programs that focus on holistic teaching
S-2095	Academic programming
S-2097	All of the above
S-2099	ESE and ESOL support positions
S-2104	Sports and creative arts should remain.
S-2106	As resources become limited, I would prioritize people over technology. Keep excellent teachers, therapists, counselors, librarians, and paraprofessionals. I would reduce dependence on expensive technology when lower-cost, hands-on learning is equally effective. Expand project-based learning, community partnerships, service learning, and philanthropy. Give students opportunities to maintain school gardens, beautify campuses, care for classrooms, recycle, and participate in age-appropriate campus responsibilities. These experiences teach responsibility, teamwork, problem-solving, and pride in their school while reducing costs. Students learn best when they are actively engaged in meaningful work, not simply sitting at a desk or in front of a screen.
S-2107	If the student experience suffers without any one of these elements, it's in our best interest to keep them. Positions that don't directly serve students and/or support the classroom on a face to face daily basis should be considered before any other positions.
S-2109	Academic programs
S-2110	For elementary: school counselors, behavior specialists and intervention support. For middle and high: extra curricular activities and athletics
S-2113	Music needs to be prioritized. Given the success students exhibit when involved in music and performance arts. East Lake HS students in performance arts last year performed extremely well, with several students in the top 10 percent of their class.
S-2118	I would start with staff then move to extra curricular activities/sports, especially if participation was already low in certain activities
S-2119	Resources shouldn't be limited. Stop funding charter schools. Pay district people less. Close down district buildings.
S-2123	The "three r's" should be prioritized along with art, music, and PE in elementary. Less course offerings in general education in middle and high school levels to support getting back to basics
S-2126	Staff and courses
S-2127	Course offerings are already too limited, athletics are poorly run and staff seems overwhelmed. We need to increase quality over quantity. Close the schools sooner to save so we can keep the best.
S-2130	n/a

Q13. Given the financial outlook, as resources become limited, what specific things do you believe should be prioritized to keep in place? [e.g., specific staff positions, academic programming or course offerings, extra-curricular activities, athletics, etc.]

S-2136	athletics and extra curricular activities are at the bottom of my priority list. Keeping small class sizes in all elementary grades is important.
S-2137	Academic programs
S-2139	Sports can go, that's on a personal level
S-2152	all
S-2153	Schools need to consider using more volunteer options that could help assist with extracurricular activities or athletics or even other staff positions that could be run or staffed by volunteers.
S-2156	All staff minus district administration.
S-2157	Academic Programming and athletics
S-2158	1) minimize elementary busing/magnets 2) offer core magnets for MS/HS within each county section (north, mid, south) to reduce bussing costs
S-2159	Academic programming and course offerings should be the first priority, along with supporting students that need extra help in math and reading.
S-2161	Staff, classes, safety should be top priority.
S-2163	Fully staffed schools
S-2164	Keep everything the same
S-2169	Core curriculum, athletics, clubs, arts. Get rid of gym classes.
S-2174	All of it is incredibly important to the success of students.
S-2175	Providing as well rounded of an option as possible. Limit extra curriculars to those with high utilization, athletics try to maintain current levels. Consider rotational special staff (ie guidance counselors that go to different schools by days of the week)
S-2179	Arts programming and athletics are extremely important. Use partners to bring in health and mental health services.
S-2181	Small class sizes should be our top priority. If our basic function is to educate students in science, history, math, and English, we should be so careful not to create an environment that makes that impossible. No core classes should have 25+ students in them. We can’t function optimally.
S-2182	Athletics and extra-curricular
S-2185	Need behavior specialist at each school
S-2189	Counselors and behavior specialists
S-2190	Safety, teacher pay
S-2198	Academic programming and extra curricular activities as well as athletics. A lot of these areas help kids get college scholarships and should be maintained.
S-2199	Most important positions are principal & classroom teachers, support and front office staff. You cannot run a school without a strong staff. I teach elementary and media specialist, guidance counselor , MTSS coach, reading , math and science coaches can all be eliminated.
S-2201	Well paid, highly competent, kind and warm teachers
S-2203	Library staff, theater/arts, women’s sports coaches
S-2205	Emotional support for kids

Q13. Given the financial outlook, as resources become limited, what specific things do you believe should be prioritized to keep in place? [e.g., specific staff positions, academic programming or course offerings, extra-curricular activities, athletics, etc.]

S-2206	Counselors and social workers are very important to support student well being and mental health. Cut AP courses but keep AICE courses. Keep as many extracurricular activities as possible, these programs are essential to student success and a well rounded educational experience.
S-2208	Staff pay, advanced learning opportunities
S-2211	A variety of of academic options then extra curricular activities with appropriate supervision
S-2212	Social workers, psychologists, athletics, music and art classes
S-2213	Academics should always be the priority
S-2215	Academic programs and extracurricular activities
S-2219	Courses, some work-study programs, extracurricular if students want it
S-2222	Course offering
S-2225	Academic offerings and athletics
S-2231	Prioritize classroom teachers over all other Human Resources, bar none.
S-2233	Specific Staff Positions and Administrative Positions
S-2236	Proper staff and administration numbers needed for the school, not just based on school population
S-2237	Academic courses
S-2238	Academic programs and course offerings
S-2241	In-classroom teachers, gym, art, language, avid, stem
S-2243	Teacher assistants, Billingual assistants, and ESE Staff
S-2244	Magnets, fundamentals, arts programs, athletics in high school.
S-2245	academic programming or course offerings, extra-curricular activities, athletics, etc. should be prioritized. Students need to be able to engage in things beyond academic to feel tied and invested in the school community. Participation in band has been the best thing for my boys middle school transition and what has made school valuable to them
S-2247	Shorten the school day and outsource extracurriculars? Just an idea…. Study private schools and their structure.
S-2250	Keeping class sizes small, offering a wide variety of programming including course offerings and extra curricular activities around the district is critical. Give families options for several zoned schools based on offerings.
S-2255	Keep counselors, core curriculum teachers.
S-2257	The district should protect the classroom first. When difficult financial decisions are necessary, preserve the people and programs that directly impact students, and seek efficiencies elsewhere before reducing educational opportunities.
S-2259	Counselors. Library Media. Reading teachers.
S-2260	Art and music
S-2261	cademic programming or course offerings
S-2263	If kids attend the building it should stay.
S-2264	Music and science
S-2269	All the above.
S-2275	Class sizes, staff, course offering
S-2276	Kids!!!! And what is best for them. Stop privatization of Ed in FL
S-2280	Health and Fitness

Q13. Given the financial outlook, as resources become limited, what specific things do you believe should be prioritized to keep in place? [e.g., specific staff positions, academic programming or course offerings, extra-curricular activities, athletics, etc.]

S-2285	I think each site/area should be looked at individually instead of a one-size-fits-all approach. Academic programming and enjoyable course offerings during the school day should be prioritized followed by staff positions that support and have evidence of positively impacting students.
S-2287	Nothing should be eliminated
S-2289	Music and Academic
S-2291	Certified teachers
S-2295	Support staff /paras and extra curricular activities
S-2297	Any cuts at the school affect the kids so cut elsewhere
S-2298	School-based staff and programming should be the priority. Trim fat at the district level.
S-2304	STEM after school and summer programming for K-12
S-2305	Student services and not decreasing pay for teachers
S-2309	All of the above.
S-2310	Academic programming
S-2312	Limited extra activities
S-2314	Academic programming.
S-2315	full time ese, esol and the arts should be kept in place
S-2318	Academic programming and magnet programming
S-2319	Sports would have to be the first to go. Prioritize academics and teaching positions. ESE staff must be prioritized to comply with IEP services.
S-2322	Small core subjects
S-2326	All are important. Our children deserve the best possible education despite this road bump. We are a A county and should strive to continue our hold our learning excellence standards. Without that I fear we would loose more students to homeschooling, private, ect.
S-2327	Arithmetic.
S-2329	Teachers, principals, APs. I don’t think athletics or extra curriculars should be cut.
S-2331	teachers, programs, extra curriculers are all important.
S-2332	Again, keep the staff and the curriculum. Reduce the salary of administrators at the government level.
S-2336	Get back to what the Government Education system was always intended to do: The primary job of public schools is to assimilate diverse populations into a unified national identity, enforce civic and moral discipline, and prepare students for immediate entry into the industrial workforce, homemaking, or higher education. And that all. You're not a social services NGO.
S-2338	#1 is diverse course offerings like foreign languages, arts/music, stem, and financial literacy, then extra-curricular like clubs, bands and sports. Staff positions that facilitate administration and support for special needs are also crucial to take that burden off teachers and the learning priority.
S-2342	Electives, Medical Behavior Assistants, Paraprofessionals, principals, APs, psychologists, various therapists/specialists - Speech, Vision, OM, PT, OT, etc.
S-2343	Hourly teachers are needed for intensive interventions at all schools but are often cut. Reading programming must stay because 33% of African American and 58% overall of students reading on grade level over the years is not acceptable le.

Q13. Given the financial outlook, as resources become limited, what specific things do you believe should be prioritized to keep in place? [e.g., specific staff positions, academic programming or course offerings, extra-curricular activities, athletics, etc.]

S-2345	Administrative & Supplemental Reductions (Cut here first) Central Office & Administration: Restructuring or freezing non-essential central administrative positions to protect the instructional core. (Pinellas County Level 2 Volunteers can be used in place to cover the staffing shortage) Outsourced/Auxiliary Services: Re-evaluating contracts for janitorial, landscaping, or food services to find more cost-effective vendors. (Maybe use local healthly restaurants or local supermarkets for healthy affordable lunches) Travel and Discretionary Funds: Restricting non-essential staff travel, professional development conferences, and campus event budgets. (Suggest to use technology to our advantage and conduct conferences virtually)
S-2348	Leave the ESE Center schools alone.
S-2350	Any and all. Education is more needed than police or new buildings for fire depts
S-2351	Specific staff positions
S-2352	Ensuring school supports stay at the needed level. School social workers full time at each high school.
S-2356	More school vouchers.
S-2358	Academic and technical education
S-2359	Academics
S-2360	Academic programming
S-2361	Extracurriculars and athletics. Kids learn so many life lessons and skills from participating in these
S-2362	electrical contracting, woodworking fundamentals
S-2365	Increased instructional salaries
S-2368	Music, art and athletics.
S-2371	Course offerings and staff
S-2372	Academic programming / course offerings
S-2373	academic program and certificate offerings upon graduation
S-2378	If cuts were necessary, I would aim to have them affect administrative areas, non-essential expenses, or initiatives with less direct impact on learning first, rather than reducing teaching staff or essential services for students.
S-2379	Staff positions and extra-curricular activities.
S-2385	Academic programming
S-2388	Lobbying the state legislature to increase public school budgets, reversal of voucher programs, and stop state funding of private and/or religious based education.
S-2389	We cannot lose anyone

Q13. Given the financial outlook, as resources become limited, what specific things do you believe should be prioritized to keep in place? [e.g., specific staff positions, academic programming or course offerings, extra-curricular activities, athletics, etc.]

S-2392	All positions
S-2393	Athletics
S-2396	Safety
S-2397	Yes! We need a middle school that local kids are zone for vs one they apply for and not get it instead of having 2 elementary schools within 2 miles of each other in east lake.
S-2400	Prioritize academic course offerings and maintaining teachers for those offerings above other staff positions.
S-2402	Behavioral therapy
S-2403	Football programs can go. Education is most important
S-2404	Library Media Specialists
S-2405	Course offerings. Teacher pay should not be reduced. ELIMINATE SCHOOL ISSUED LAPTOPS. Return to pencil and paper.
S-2406	These listed
S-2407	class size amendments need to be honored
S-2408	Library.
S-2409	Media center specialists, fundamental programs, TZ program, extra curriculur activities
S-2414	Specific stuff positions
S-2415	Academic programming and less money given to private schools
S-2416	Performing arts, visual arts, and sports keep kids in school. These programs are vital to the school system. A lot of families ask me about elementary band. Most schools do not provide band to elementary school students. Maybe families would pay to have such an opportunity in the evening or after school.
S-2417	Theyre all so important. Athletics give hope to the kids, outlets, determination to stay on track. Specialized staff is so needed in this world these kids are growing in. Im a parent. Not a mental health specialist. I send my child to school knowing I have that support.
S-2424	Small class sizes.
S-2425	Academic instruction, student support services, career and technical education, the arts, and extracurricular opportunities should remain priorities because they support student learning, engagement, well-being, and future success. These are the experiences and relationships that encourage students to attend, participate, and thrive in school.
S-2426	Teachers.
S-2427	Keep staff positions. Get rid of laptops and costly computer programs and contracts. Get back to books, writing, etc like Hillsborough is doing. Cut extra-curricular- not necessary to learning. Keep SOME athletics.
S-2428	Staff. Special ed in particular
S-2429	Art, music and athletics are a must keep. School Counselors must be kept. Maybe consolidate program coordinators, instructional coaches etc.
S-2431	High School Guidance Counselors. You need more!!!! Who aren’t doing lunch duty. There isn’t a more important job when it is done well. They get kids scholarships and prepare them for the future. It is a countrywide problem. Parents are upset that they aren’t getting the support they need and it is usually because guidance counselors are spread too thin.

Q13. Given the financial outlook, as resources become limited, what specific things do you believe should be prioritized to keep in place? [e.g., specific staff positions, academic programming or course offerings, extra-curricular activities, athletics, etc.]

S-2432	As resources become limited, I believe the highest priorities should be excellent teachers, core academic programs, school counselors, student safety, special education services, and career and technical education opportunities. Schools should also preserve extracurricular activities that support student development and well-being whenever possible.
S-2437	all of these things and more staff. thinning out staff and offering less is not appealing to families when choosing schools.
S-2440	See previous comment
S-2443	At least 1 library/media tech position in schools with at least 400 students. Sports in High School.
S-2445	Athletics should be a top priority, offering specific courses that other schools do not offer.
S-2446	Staff must be kept, teachers here aren't paid that much compared to other states. In order to attract the best pay needs to be higher or sense of job security should be high
S-2449	Academic programming
S-2451	Academic programming to support the core coursework of students.
S-2452	Support for classroom teachers, reading specialists
S-2453	Programs for kids. Stop taking away from the kids. Parents will leave
S-2454	Athletics , quality teachers, library media personal and ESE positions need to be supported more
S-2457	Social worker, school psychologist, ESE teachers and support staff
S-2460	Front staff, cafe
S-2462	I believe that the priority should be on maintaining as many staff positions as possible. I feel that the staff at my school is already stretched to the limit, and I do not believe any position can be cut. In a small school, every position serves an important purpose, and cutting any of them would negatively impact students, staff, and the overall functioning of the school.
S-2463	Specialty staff and teachers kept
S-2464	I feel we do offer a lot in our part of the district. I feel if behaviors, discipline and maybe some student staffing issues are addressed maybe more parents will stop pulling students to charter or private.
S-2465	Keep a full time school nurse at every school if possible
S-2467	Extra activities, therapies for the kids (speech and ot)
S-2470	Extra curricular activities, counseling
S-2474	All of this is important!
S-2475	maybe charge a fee for some of the extra curricular activities
S-2476	limited but all position should stay in place
S-2479	Don't know
S-2480	I feel that our number of hours worked could be lowered to 7 from 7.5 hours a day at the admin building or maybe WPSC too. It might depend on the department or position. Summer hours to 9 from 9.37.
S-2481	We can follow the lead from Hillsborough and stop using screens in early grades. We spend too much money of computer programs. We dont need Amira and Dreambox.
S-2482	Athletics, electives (music, art, PE),
S-2484	Better administration of the resources by the government and the school system
S-2489	Credit recovery options for struggling students.
S-2493	Extra curriculars as those can be supplemented outside of school if necessary
S-2495	Academics and athletics should be prioritized.

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S-2496	Extra-curricular activities, athletics, and College and Career Centers
S-2497	school counselors, social workers in our schools - the kids need these services.
S-2499	Electives are already few and far between, do not eliminate electives. School counselors are already overwhelmed. You cannot eliminate those positions.
S-2504	teachers with low ratios and academic course offerings
S-2506	Arts education builds relationships with the community, especially with public art projects
S-2507	Keep the current model. Reduce the number of schools and rezone to fill schools to capacity.
S-2509	I'm not interested in cutting staff positions or programming.
S-2510	The district is top heavy and seems to only think about cutting lower paying jobs. I think they should look at cutting some of the admin jobs before cutting people that are needed in the schools
S-2512	It is most important to keep APs, media specialists, and small class sizes. The extra-curriculars and sports are what keep many of our students in school to get an education.
S-2513	Arts education and extracurricular activities should never be the first things given up. Perhaps more dual enrollment, AP, and higher education offerings could be outsourced to the colleges in order to lower costs and keep space and staff available for music, visual arts, PE, and extracurricular activities
S-2514	I believe that the cuts need to be made at the district office level.
S-2518	Staff support, mental health counseling, family involvement, and academic programs.
S-2519	academic programming
S-2520	As much as possible, I'd say the first thing to go should be contracted supplemental materials like IXL that are good supports, but don't serve as primary materials. Or programs that are redundant - college and career center and AVID serve a similar purpose and while both have value, one can go. It might be dependent on a school-based decision, as some probably have one or the other, they'd prefer.
S-2523	Staffing positions and academic programming.
S-2525	Academic programming and course offerings. Campus monitors (bring that back to Asst. Principals), extra-curricular activities.
S-2530	academics is a must.
S-2532	Anything that relates to the student experience. We serve such a variety of students in our county and providing the opportunities for them to explore who they are and what there future can look like should be kept. I would also prioritize student services including counselors, psych, social workers, and nursing staff as these are individuals who's impact on our students cannot be oversold, especially given the lack of access to these pieces for so many of our families.
S-2533	We need maintenance staff, P.e. Teachers aren’t needed. Class teachers can supervise curriculum based activities instead of doing nothing for an hour.
S-2534	Teachers, food service, administrative balance music/band with athletics, academics and special programs.
S-2537	Arts/media/PE
S-2538	Staff positions are most important, particularly those at the school level. I have worked in schools that were not fully staffed (e.g. no school counselor) and it is not fair or appropriate to expect other staff members to take on these roles that they are not trained in, nor do they want to do.
S-2539	Media Specialists, Front Office, Assistant Principals

Q13. Given the financial outlook, as resources become limited, what specific things do you believe should be prioritized to keep in place? [e.g., specific staff positions, academic programming or course offerings, extra-curricular activities, athletics, etc.]

S-2540	Staffing of school
S-2541	Staff positions and Academics should be prioritized.
S-2545	staff positions, course offerings, arts, reduce athletics offerings
S-2547	All ESE supports in gene ed schools. These are needed not only for the students but for the staff working with this population.
S-2548	Prioritize staff positions
S-2549	Each school would need to be evaluated and do what is best for that location.
S-2551	Teachers, then administrators, core courses, electives, then extracurricular activities/athletics last.
S-2555	Prioritize maintaining the application & fundamental programs. Families that apply and do not get in may be the first to go to a private or charter school. PCS needs to market the programs offered to families and highlight the great opportunities we offer. Prioritize ensuring students are 'workforce ready or college ready' when they graduate. Partner with as many businesses as possible and start with students in 6th grades offering real world opportunities to learn 'blue collar and white collar' skills. Do not cut staff positions without understanding the full ramifications! Offer intrinsic rewards for staff to identify efficiencies in their positions. How about a 'call center' for school calls? The operator can forward calls as needed or identify those that could be handled with an email to the recipient.
S-2556	Course offerings, extra curricular activities
S-2557	extra curricular unfortunately should be last one the priority list. Teachers and staff should be priority.
S-2558	All academics and electives should be kept. All staff should be kept.
S-2560	Maybe make certain high schools be the athletic school. Eliminate sports from low performing teams.
S-2563	Core classes and teachers
S-2567	Assistant principals and counselors for staffing must remain. Lakewood should be the athletics hub.
S-2570	After school activities, such as STEM and athletics. Things that keep the kids occupied and growing.
S-2575	Ese, Esol staff, high and growing numbers of these student populations so the staff to support them
S-2578	Keep the teachers, so the classes do not get super big.
S-2579	Personnel at the school level is essential. Regardless of the number of students at a particular school, the tasks, responsibilities, and workload does not change.
S-2581	High school athletics
S-2582	1. Content that supports graduation, certification or matriculation. 2. Activities that get and keep students in the building, like athletics, extracurriculars. 3. People to make items 1 and 2 happen for students and keep them safe while they are with us.
S-2583	The coaches are not needed on campuses.
S-2585	Electives and should not be sacrificed-they are slim already. Offer an early release option (with parental consent) to students in conjunction with taking FLVS courses. Athletics should not be cut. There are so many benefits from sports- they bring the community together.
S-2586	School counselors, nurses

Q13. Given the financial outlook, as resources become limited, what specific things do you believe should be prioritized to keep in place? [e.g., specific staff positions, academic programming or course offerings, extra-curricular activities, athletics, etc.]

S-2587	Student success should remain the highest priority. I would prioritize investing in excellent teachers through competitive pay and support, along with counselors, strong academic programs, career and technical education, arts, athletics, and extracurricular activities that help students discover their passions and prepare for the future. Schools should also continue providing transportation and nutritious meals for students who rely on them. As resources become limited, I would first look for administrative efficiencies and shared services before reducing programs that directly impact students. I would also encourage internships, work-study, volunteer, and paid part-time opportunities after school and during breaks, allowing students to give back while building leadership, responsibility, and career skills.
S-2592	The arts are just as important as all other programming and should never been considered as an optional budget item.
S-2594	Administrators, translators, one to one “special needs” aides
S-2600	academics and course offerings are paramount. athletics are last
S-2604	academic programming or course offerings, extra-curricular activities, athletics, instructional staff, interventionists, student support services (nurse, counselor, psychologist)
S-2607	Staffing positions, programs & courses and sports.
S-2609	true quality staff is most important, course offerings followed by extra curricular
S-2610	Academic programs, especially for the basics of reading, math, science
S-2614	Teachers and counselors are vital to a school campus. When you cut teachers you lose certain course offerings, which is detrimental to the students. Graduation rates and acceleration rates are important to this district, so you need counselors as well.
S-2616	Principal and Assistant Principal, Behavior Specialist, Social Workers, Guidance Counselors, Front office staff,
S-2619	Trades and sports.
S-2620	specific staff positions such as student services should be prioritized
S-2623	Staff positions, academic planning, teaching material, additional support for the students
S-2624	EVERYONE!
S-2628	Survey individual schools' populations and review program participation data to make these decisions. School programs should be tailored to best serve the neighborhoods in which they are embedded.
S-2629	Media Centers, advanced classes.
S-2631	Administrator positions, extracurricular and sports, and social workers, before and after school programs
S-2632	All current positions are crucial
S-2634	The Arts and athletics
S-2635	Extra-curricular activities are essential to academic progress and promote citizenship and life skills. INCLUDING athletics! This is terrible to even consider! What about a 4-day work week, extending the hours each day, so bussing, electricity, etc are not needed 1 day per week.
S-2637	specific staff positions, academic programming
S-2638	Athletics, extra curriculars
S-2640	Early education in south county
S-2641	Prioritize core subjects.
S-2643	Fundraiser

Q13. Given the financial outlook, as resources become limited, what specific things do you believe should be prioritized to keep in place? [e.g., specific staff positions, academic programming or course offerings, extra-curricular activities, athletics, etc.]

S-2646	I think outsourced contracts may be worth consideration when examining where the district financial resources go. For example, contracts with specific programs (for example, iReady), the amount of money being spent on products such as the newly rolled out security badges, etc should be examined before eliminating staff and programs that actually support student success.
S-2648	School counselors are necessary for students' well-being and mental health. They save lives. Librarians are non-negotiable because many students do not have access to their local libraries, and librarians play an important role in the educational process by engaging students with books and reading. Specials like Music, Art, and PE are also non-negotiables as students need these outlets and experiences.
S-2650	Academics, athletics, extracurricular
S-2652	Academics and less staff at the admin building.
S-2654	Staff
S-2655	Students & Teachers should be protected first and foremost.
S-2657	Staff positions like counselors and special education aids and course offerings
S-2658	Staff positions, and course offerings
S-2662	Academic programming
S-2663	Staff
S-2664	High School signature programs should be supported more in order to promote the awesomeness of each one!
S-2665	Reading writing math English nice laptops if the students can’t take care of it, they lose that privilege. Those are the things that are important sports whatever kids that bowl do not have anywhere near what kids playing football. We don’t have our own bowling alley, but yet kids have football fields make that make sense no, I’m not even worried about sports anymore. These kids need to be able to read and write and understand you need to have more foreign language. You need to have more engineering you need to have more coding classes if you want Modern education and you don’t and that’s why people are leaving that the cost of living.
S-2668	teachers and effective classroom support staff
S-2671	Art and music classes, librarians and media specialists
S-2672	Core teachers to keep core classes at 25 or less
S-2673	Speech language pathologists should be prioritized and placed on a higher scale than just instructional. SLPs are the only school staff member who manages large caseloads (sees students daily), staffs students, evaluates, has duties, and participates in problem solving.
S-2674	All of the above especially support staff (guidance, social workers, ELL instructors)
S-2679	I believe instructional staff (and their pay) should be prioritized, and they are the people with the most contact and have the most stressful positions in the district. After that it should be the support staff, academic programming and athletics. Extra-curricular activities should come last as those are also offered outside of school.
S-2683	I believe old school services should be prioritized, ESPECIALLY more teaching staff plus better pay for them

Q13. Given the financial outlook, as resources become limited, what specific things do you believe should be prioritized to keep in place? [e.g., specific staff positions, academic programming or course offerings, extra-curricular activities, athletics, etc.]

S-2689	We need good choices that will keep kids in public school, we need alternative schools for behaviors to meet the needs of kids who need extra, but also to ensure academics and to make public schools appealing again. I can't tell you how many people I see in church and community who went to public school here in Pinellas but because of media and other's experiences have chosen charters, and private schools often until highschool due to safety concerns and bullying. . I do think, there is some merit to their concern, because our discipline policies are weak, not followed through on and often the kids with big behavior issues get away with over and over and over and we just give them a label or a 504 plan and, in some cases, it is like a free pass for years to tear up schools and classrooms. We need to reopen the the alternative schools and not make it an option.
S-2690	Why is the financial outlook limited? We have a very prosperous state, counties, and cities, towns. Each school should offer information on what the costs are to their school, shared with parents, shared with neighborhood associations. Informed citizens can be relied on to do the right thing when it comes to monitoring expenses. We will never be education leaders with the above thinking. With limited resources, we shouldn't be funding a baseball stadium, more museums which can't support themselves(I love museums), cramming more homes built to the lot line, etc. This is why I advocate for fewer administrators in our county school system - we don't need middle-men, we need insightful, creative thinkers who come up with enhancing solutions instead of administering directives from out-of - touch state legislators.
S-2691	I think financially we should be doing what we need to keep all those things and if that means closing a school and condensing ok. Because if not what am I paying for, my kids to just go sit in a building all day. I will leave the county then.
S-2694	Student electives and extra-curricular activities as well as the College and Career Center
S-2695	Make education even across all schools, focus on empowering and retaining staff, focus on the neighborhood aspect of the schools, making them seem like welcoming community places. Make before and after school care an option (a paid option), and as many clubs and activities possible. What does the school look like where you would want to send your own kid? I think re-focusing in on what an ideal school looks like in a welcoming neighborhood would help guide what parents want.
S-2696	field trips opportunities
S-2698	We need to keep library media because they do so much with technology, keep enough guidance counselors, keep the teacher-student ratio low, and keep enough electives for all students to feel engaged and learn what they would like. We need to keep the learning environment positive.
S-2699	Guidance counselors and media specialists provide value.
S-2701	as much as possible
S-2704	Assistant Principal for schools that meet enrollment requirements, community liaison, and behavior specialists/coaches
S-2705	Course offerings, extracurricular, and athletics are essential for community building. High schools especially need courses that will support a transition to real world not just college prep
S-2709	Smaller class sizes and/or multiple teachers in a classroom to support the students best. Any position that is related to the students' mental health is very important too (counselors, social workers, psychologists, etc.).

Q13. Given the financial outlook, as resources become limited, what specific things do you believe should be prioritized to keep in place? [e.g., specific staff positions, academic programming or course offerings, extra-curricular activities, athletics, etc.]

S-2710	As resources become more limited, the district should prioritize services that directly support students, including specialized services, counselors, teachers, academic interventions, and library/media programs. Academic, career and technical, extracurricular, and athletic opportunities should also be protected whenever possible. If cuts are necessary, I believe the district should first examine upper-level administrative and central office costs before reducing student-facing services.
S-2711	As funding and resources become more limited, I think teacher funding allocation and recognition should remain a priority; when teachers feel valued, they give more to those they serve, and as long as there's some funding set aside, teachers will step up to fill more roles within the communities they serve.
S-2712	academic programming
S-2714	I feel every student should get to keep all things in school. Each item serves a purpose and the children need these.
S-2715	Combining efforts without losing essential workers in all areas of education.
S-2716	specific staff positions
S-2719	Staff positions
S-2720	Teachers, advanced academic programming (gifted, IB, AP, honors, etc. - keep students competitive and ready for college) as well as remediation (ESE supports), athletics, enrichment, technical programs
S-2723	staff positions and academic programming
S-2725	I can’t see how cutting any of these things would be beneficial. If you have already closed and merged some school, how is there not more money available now? Why further cuts? If we had quality over quantity when we looked at how we educate our children than I know students would return from private or homeschooling and families would consider growing if they knew there was a better educational system in place. Moving to this county would be worth the price.
S-2726	specific staff positions, academic programing and course offerings.
S-2727	Campus monitors, LMTS, programs with industry certifications, student organizations that have meaningful experiences for students and maybe not every school has every sport, if they don’t have the interest levels.
S-2733	academic programming and staff positions...we cannot be asked to do more with fewer people
S-2734	Staff that have direct student contact should not be cut. Administration jobs should be cut first. PCSB has always been top heavy.
S-2735	All core teachers along with ESE teachers
S-2736	Programming that attracts quality teachers and provides a good launching pad for the students should be the priority. The academic experience shouldn't look bleak for the kids.
S-2741	ASD classes and positions
S-2742	Staff positions!!! Extra-curricular activities allow children to build confidence and find their passions!
S-2743	Athletics
S-2746	Diverse academic programs. Maintain staff
S-2747	Keep Athletic. Get rid of classes that are non essential course.

Q13. Given the financial outlook, as resources become limited, what specific things do you believe should be prioritized to keep in place? [e.g., specific staff positions, academic programming or course offerings, extra-curricular activities, athletics, etc.]

S-2748	Priority should be given to retaining excellent teachers, school counselors, academic programs, career and technical education, magnet programs, athletics, arts, and student support services. These are the programs that attract families, improve student success, and strengthen schools like Lakewood High School. Investments that increase enrollment and educational opportunities should come before cuts to programs that directly benefit students.
S-2749	Healthy food options, libraries, arts, athletics.
S-2751	Co-curricular organizations, full complements of course selections, and staffing.
S-2752	?
S-2755	Spend less on testing/curriculum related to teaching to increase test scores and more on activities/electives students and staff actually enjoy
S-2758	specific staff positions, academic programming or course offerings, extra-curricular activities, athletics, etc.
S-2762	Magnet schools should offer specific courses like Engineering (which may require more funding) but other schools should provide the standard academic routes for students with electives like art, music, and computer science.
S-2765	Academic programming or course offerings
S-2768	All of the above
S-2770	Staff positions, academic programming or course offerings, and athletics
S-2771	Those of you in high-paying positions should ask yourselves: What are you willing to give up to ensure our students can afford and receive a high-quality education? Investing in our students is an investment in our future.
S-2772	Whatever is important to the student experience.
S-2775	Cut athletics. For years, sports have outranked the academics and support services. Pass the cost onto the parents like community football/baseball/etc does.
S-2777	all
S-2778	No porque todas las áreas son importantes y habría que mirar que opción hay para hacer cambio o en su defecto ajustar se al presupuesto
S-2781	keep academic programming, teaching positions, and support positions. look at higher administrative positions, the administration building looks as though it is top heavy
S-2784	Academic programming and staff positions
S-2785	Academic programming or course offerings. Private and home schoolers appeal is more hands-on courses/electives. I think public schools should prioritize more courses/programs that allow students do more interactive learning.
S-2786	Guidance counselors, specials teachers for each school, and support staff for students with special needs.
S-2787	Academic program and course offers
S-2788	PE, music, art, front office staff
S-2789	course offerings, min. 2 administrators at every non-fundamental school
S-2790	A school should always have a principal, either a counselor/social worker and depending on the program a behavior specialist.
S-2794	School Counselors, Library, Media and Art staff
S-2795	Academic programming, course offerings
S-2796	staff, schools, programs, teachers. KEEP THEM SAFE

Q13. Given the financial outlook, as resources become limited, what specific things do you believe should be prioritized to keep in place? [e.g., specific staff positions, academic programming or course offerings, extra-curricular activities, athletics, etc.]

S-2799	I think all positions and materials related to rigorous courses and education should be prioritized. As a former PCS student and current teacher, PCS's rigorous course options and pathways have always been a point of pride
S-2800	All should be kept but if need be maybe not so many assistants.
S-2801	Teachers, guidance counselors, maybe create a new admin. position that serves the school inn the role of behavior management and student coach.
S-2803	Academic programs or course offerings, specific staff positions, mental health programs
S-2804	Kids yoga!
S-2805	staff positions, academic programming, course offerings, extra-curricular activities, and athletics
S-2807	Teaching Staff, Counselors, Principals, Assistant Principals, Office Staff
S-2809	Excellent teacher pay, magnet schools in south county and the north county schools do not need "magnet" because they are typically wealthier than south county.
S-2810	reading intervention teachers, school counselors
S-2811	extra-curricular activities, athletics
S-2813	Staff positions, academic programming, and course offerings
S-2819	Do NOT remove any curriculum. Kids are already not getting the life skills they need
S-2821	Smaller class sizes
S-2828	Teachers and academic programming
S-2830	Not sure
S-2836	Athletics
S-2839	Certain staff positions and extracurricular activities.
S-2842	All
S-2845	As resources become limited, I believe the priority should be keeping the supports and programs that have the greatest impact on student learning and well-being. Classroom teachers, school counselors, support staff, and intervention services should be protected because they directly impact student success. I also believe it is important to maintain strong literacy and math instruction, special education services, gifted programs, and opportunities for students to participate in extracurricular activities that build confidence, teamwork, and school connection. Decisions should focus on preserving the resources that most directly benefit students and their academic growth.
S-2847	Mental health positions (counselors, psychologists, and social workers) and ESE teachers (including SLPs, OT, PT, etc.) These positions are absolutely critical to students' well-being and learning. Right now, people in these positions are extremely overworked. We need more of them, not less. I believe that specials and extracurriculars should also be a priority to keep.
S-2850	I think we need to keep the performing arts and athletics because these are subjects that enhance the student experience. Otherwise, I believe we will actually lose more students to private and charter schools.
S-2851	Academic resource positions, counselors
S-2857	As I mentioned in the previous question, please don't eliminate positions. Kids need academics and extra-curricular. Our kids deserve to be well-rounded individuals.
S-2860	Combine student services positions but they are still a priority

Q13. Given the financial outlook, as resources become limited, what specific things do you believe should be prioritized to keep in place? [e.g., specific staff positions, academic programming or course offerings, extra-curricular activities, athletics, etc.]

S-2861	Academic programming, course offerings, extracurricular activities, and sports should be a priority. With that comes the required staff to run those courses and programs effectively. Overall, our decisions should be putting students in the forefront of our minds as well as how to continue to make our district marketable so that we don't increase the amount of families relocating to nearby districts.
S-2862	Specific staff positions. We cannot allow eliminate the personnel need to address students' needs.
S-2865	I believe personnel at the school levels should be kept in place and the district needs to work on sizing down at the district level.
S-2867	For the kids, sports and the arts, field trips and guest speakers should not be cut. As far as the priorities? I'm not sure, but look hard at the staffing model. Do you have sufficient training and professionalism in the field? Support is really important for morale. Does the contract language seem condescending? Look at duplication of resources across departments and cut accordingly.
S-2868	Unsure
S-2873	Athletics, most definitely! specialty programs
S-2874	I believe that no positions or resources should be eliminated at the school level. If any positions or cutbacks are needed, they should come from the district level.
S-2875	All Music teachers, all art teachers, all computer science teachers. The bookkeeper
S-2877	Academic programming and certain staff positions (i.e., media specialists and elective teachers) should be prioritized
S-2881	All of the above
S-2885	Staff and academics
S-2891	teachers and course offerings
S-2893	Staff such as AP, guidance an Behavior Specialist, Media Specialist.
S-2894	Resources should not become limited for education. This should not even be a factor to consider.
S-2895	Course offerings and extracurricular activities
S-2896	Prioritizing academic programming, course offerings, and extracurricular activities is vital to student success. Leaner administrative staff, starting from the top, would address fiscal challenges effectively while maintaining student services.
S-2899	Staff positions and academic programming
S-2900	Staff positions
S-2903	Extra curricular activities and athletic departments
S-2904	La mejora en actividades curriculares que permitan al alumnado a obtener un aprendizaje significativo
S-2916	All of it!
S-2917	athetics
S-2919	Academic programming, extra curricular activities (music, art, gym), and security
S-2920	Course offering
S-2921	Core education I.e. math, science, English, history… should be prioritized.
S-2924	Library media specialists and school counselors
S-2931	Front office staff, assistant principal, elective courses
S-2932	Academic programming and activities.
S-2938	Work more, preparing more

Q13. Given the financial outlook, as resources become limited, what specific things do you believe should be prioritized to keep in place? [e.g., specific staff positions, academic programming or course offerings, extra-curricular activities, athletics, etc.]

S-2939	Course offerings
S-2941	I think the biggest priority should be keeping the staff and programs that have the greatest impact on students. Teachers, school counselors, library staff, and other support staff are all important to a student's success, both in and out of the classroom. I would also want to see core academic classes, electives, athletics, and extracurricular activities protected because they give students opportunities to learn, build confidence, make connections, and discover their interests. School is about more than just academics, and those experiences can have a lasting impact on a student's life.
S-2945	ESE, ESOL Supports, strong academic programming of core subject areas, data management, guidance counselors
S-2947	The items that we need to support a high achieving well rounded education.
S-2948	Maybe combining extracurriculars at a few schools into one.
S-2949	Special needs programs and help for teachers to actual give these kids a fighting chance
S-2951	Fine Arts and electives need to be preserved to give our students access to the wide variety of future choices they will have.
S-2954	positions who deal directly with students should be the priority.
S-2961	General education and ESE services and supports are essential. Clubs afterschool in elementary are a luxury.
S-2962	I believe school-level positions, programs, and resources should be prioritized and protected because they directly impact students and families. Essential staff, academic programs, student services, extracurricular activities, and other opportunities that support student success should remain in place whenever possible. If reductions are necessary due to financial constraints, I believe they should first be considered at the district level rather than through cuts that directly affect schools and classrooms.
S-2964	Acadmeic programming, family support resources, and teacher quantity to maintain the proper teacher-to-student ratio
S-2966	All middle and high schools should continue to offer Art and Music in the form of Band and Chorus. All Elementary schools should continue to offer Art and Music.
S-2971	Reading, writing and mathematics. Job training for students to enter the workforce upon graduation.
S-2976	less SROs
S-2977	Specific staff and academic programming
S-2979	Keep electives and AP courses
S-2980	I feel that we need to keep the positions that are essential to operate a school in the most accurate way.
S-2982	Academics, Behavioral resources, pay EBD and ASD teachers a stipend to serve in those classes
S-2983	For elementary, we need to keep the assistant principal position as they are our curriculum leaders (if there are no coaches). One principal to do everything is not an effective model unless the principal is experienced; keep one front office person to manage the phones, front desk, etc. and utilize volunteers to support the front office. Keep the "teacher assistant position" as they are valuable to coordinate testing materials, prep materials for teachers, and assist in the front office, otherwise teachers will continue to have things added to their responsibilities.

Q13. Given the financial outlook, as resources become limited, what specific things do you believe should be prioritized to keep in place? [e.g., specific staff positions, academic programming or course offerings, extra-curricular activities, athletics, etc.]

S-2985	Clerical & counselor staff, academic programming & course offerings should stay, if at all possible, to give our students and families the best foot forward through and after graduation. Some of the extra-curricular activities and athletics could go if cuts are needed since there are already sports-only students which could possibly be linked with outside league play if competition is needed.
S-2986	Library/media specialists and counselors should be kept, along with extra-curricular activities and sports. I don't think bonuses for coaches should be given. I believe you should trim the fat at the administration level starting at the top. Why is our superintendent making so much money when he's firing everyone at the school level? Why are there so many reading, science, and math coaches? If a teacher is a bad teacher, then it is school administrator's job to show them how to be better. If they can't do that, then they aren't qualified to run the school. How many principals have extensive real classroom experience? I am not talking coaches or someone who taught an elective. If you can't be a coach to your staff, then you shouldn't be paid so much. Get a teacher in there to run the school.
S-2987	I believe that no positions or resources should be eliminated at the school level. If any positions or cutbacks are needed, they should come from the district level.
S-2990	Keep required academics in place, get rid of having so many electives, magnets, and special programs. No staff can be cut, there aren't enough staff as it is, it's beginning to cut into supervision of students on campus. Do not cut staff roles where staffers have multiple duties to aide in the function of the school, such as school counselors, school social workers, school psychologists, behavior specialists, etc. They not only do their job duties, but they also do things such as lunch duty, car line, crowd control, handle critical unexpected student issues, assist Assistant Principals and staff in carrying out necessary duties, etc. When you have over 1000 kids on campus, but a Principal off campus at a meeting, an AP stuck in testing, another AP handling a crisis or high-level discipline issue, and therefore one AP is left to do lunch duty with only a campus monitor, things can get hairy quickly. The non-teaching staff are needed to help with these types of daily situations.
S-2991	No Staff members left behind
S-2992	staff positions and academic programming must stay
S-2993	staff, extra-curricular activities and athletics are the most important. Academic programming needs work.
S-2996	Athletics could be volunteer based.
S-2997	Arts education, including both visual and performing arts should e prioritized as essential to a full education. This means that teachers trained in their disciplines, appropriate classrooms, and the materials needed for the first class education that we now provide for each student must remain available in every school as an integral part of their core educational school day. This may mean that scheduling must be done by trained and concerned individuals who can prioritized the arts when this is key to the students' ability to pursue sequential classes to develop their skills.
S-2999	I think computer classes should be gone. Save money on equipment needed
S-3000	Variety of academic programming, guidance counselors, extra-curricular activities - both athletic and non-athletic
S-3001	Extra curricular activities because those can be found outside of school
S-3002	Academic programming.

Q13. Given the financial outlook, as resources become limited, what specific things do you believe should be prioritized to keep in place? [e.g., specific staff positions, academic programming or course offerings, extra-curricular activities, athletics, etc.]

S-3004	If our country can’t come together to keep our kids education or teachers paid well what are we even doing
S-3015	I don't have enough information to answer that question. There are better, more informative public engagement tools for gathering this input.
S-3017	I think ESE teachers need to be prioritized. Also extra curricular activities and sports for middle and high school as these options are often have a positive effect on student learning.
S-3020	Keep classroom student counts under 24 in elementary schools.
S-3021	I believe that no positions or resources should be eliminated at the school level. If any positions or cutbacks are needed, they should come from the district level.
S-3022	Musical education must be preserved, but I not support eliminating any of these
S-3024	Leadership Conservatory at Tarpon High
S-3025	Yall ain’t broke ! You pick and choose ! They can spend $40,000 for jazz band but not for schools. More POc on school board! You have failed the children by not having ppl teach them who look like them.
S-3026	Put music/art & athletics first, strong academics and extra curricular should be inspired by the student body - for example - a club that meets for purposes other than sports may not continue year to year if the student body is not demanding it via registration for the club
S-3027	Keep magnet programs
S-3028	I would look for a different solution rather than eliminate resources. Research different fundraising, volunteer coaches, donations from organizations, etc.. Adopt a collective leadership model and let tbe community become.real stakeholders.
S-3029	Academics, magnet programs, and extra curricular activities.
S-3032	Music, arts and leadership
S-3035	Staff, and remedial staff for reading and math. The district could benefit on focusing on the basics. Also start at K with remedial staffing so the child does not fall behind. Do not wait until Grade 3. There have been studies that if a child cannot read well by grade 3 they may always lag behind. We need earlier intervention.
S-3036	Counselors and academic programming
S-3037	Student Services
S-3038	Behavioral specialists are more necessary than ever to support teachers by intervening when students disrupt classes so learning doesn’t stop.
S-3039	I think course offerings such as engineering classes, medical classes, art classes, ap courses. This is number one. This is the biggest priority. Preparing our students for college or a trade. If we start eliminating courses because we want to keep many small schools, it doesn’t make sense to me. The schools we do have should have the course offerings, and the staff to support our students so they can be successful. If we have to save money somewhere it should not be taking away courses or the staff that support our students. A few combined schools with more opportunities, in my opinion is better, than many small schools with limited courses and staff.

Q13. Given the financial outlook, as resources become limited, what specific things do you believe should be prioritized to keep in place? [e.g., specific staff positions, academic programming or course offerings, extra-curricular activities, athletics, etc.]

S-3041	Teaching staff should be top priority, academic programming next, followed administrative staff.
S-3042	advanced academic programming, counselors, library staff
S-3044	staff that can more effectively accomplish their roles and responsibilities from home, should be able to do so in order to save on resources and space that could be used for another purpose/program. Fully online/distance learning programs should have fully online/distance instructors, and any other fully online roles should not be using up office/classroom space and utilities.
S-3045	Staffing, required academics, items like music and sports as extra curriculum activities are important for well-rounded development.
S-3049	Academic programming should be the priority, but school culture will suffer without extra-curricular or athletic activities to engage the students
S-3053	none at the school level--let it come from the district level
S-3054	All teachers and extra curricular personnel
S-3056	The resources should stay the same, as there is a huge need for improvement in the quality of most Florida schools
S-3058	Yes
S-3059	As resources become limited, the district should prioritize the core elements that have the greatest impact on student achievement. That includes highly qualified teachers, reasonable class sizes, and strong instruction in core academic subjects such as reading, language arts, math, science, and social studies. Student support services should also be maintained. If difficult choices must be made, I believe preserving a strong academic foundation should come before expanding specialty programs or adding new initiatives.
S-3061	Specialized interest and ability focused education
S-3063	None
S-3064	Academic programming, extra curricular, athletics, t
S-3067	keep it all
S-3070	Teachers salaries. You're not going to be able to keep good educators with poor/low salaries. Teachers will go to neighboring districts or charter schools that pay better. You can't offer the specialized course offerings and extracurricular programs without offering a competitive and fair salary for teachers that teach those courses.
S-3072	Protect classroom instruction, school counselors, special education, libraries, and extracurricular programs that directly support student success and well-being.
S-3074	Music and library time need to remain, wrap around care needs to remain, school counselor needs to remain
S-3076	staff position and academic programs
S-3078	academic programming and course offerings
S-3079	Ese assistants and teachers are priority. Elementary programs need to stay as the early education benefits the students immensely and sets the stage for the students love of learning special education needs more not less.
S-3085	STEM education, preparing kids for a possible tough job market ahead
S-3087	Guidance Counselors, Front Desk, School Nurse
S-3090	Academic prigramming
S-3091	Enrollment K-12 is down state wide. I believe a better investment would be increasing dollars per student spent.

Q13. Given the financial outlook, as resources become limited, what specific things do you believe should be prioritized to keep in place? [e.g., specific staff positions, academic programming or course offerings, extra-curricular activities, athletics, etc.]

S-3092	Continued support through Arts Education programs
S-3094	Course offerings, extra curriculars are so important!
S-3095	Staff, academic programming.
S-3096	Specific positions that support the work of teachers. LMTS are doing both academic work and technology which is essential for student support.
S-3097	Staff positions and Academic programming
S-3098	At least 4-6 classroom teachers per grades K-3 and 4-5 teachers per grades 4-5 and middle school core subjects. Art, Music, PE, guidance counselor, school nurse, consolidate special ed. programs and fully support them with assistants. Full time technology person, etc
S-3099	Specific Staff Positions and Academic programming or course offerings.
S-3100	These are the things parents prioritize when picking a school. If you don't provide these things, they will move to private schools where they offer them. Maybe we could get funding from elsewhere? We need someone lobbying for more funds for schools.
S-3101	INVEST IN mental health (counselors); media specialists (librarians); or Humanities curricula - all the things that infuse a school community with tools and humanity necessary for students to grow into well-rounded, fully-functioning adults. INVEST IN qualified teachers - not just hiring but also supporting them with professional development, material resources, etc. INVEST STRATEGICALLY in elective courses and extra-curricular (enrichment) activities - consider consolidating and streamlining on a site-by-site basis.
S-3105	Staff positions and support
S-3106	Academic programming, staff, extracurricular, athletics
S-3109	academic programming or course offerings
S-3110	Extra curricular activities, academic program, course offerings.
S-3111	Staff positions that directly work with students should be protected and supported as much as possible. We cannot have much more put on our plate. Office staff is one way that some of those little tasks can be managed without hindering admin and teachers. I do also believe we should be able to offer a well rounded opportunity for our children with extra curricular activities and athletics. However, maybe athletics is an area where some sports can be consolidated into north-mid and south county regions rather than each school having a team.
S-3114	Eastlake corridor needs a designated middle school that offers extra-curriculars activities and athletics

Q13. Given the financial outlook, as resources become limited, what specific things do you believe should be prioritized to keep in place? [e.g., specific staff positions, academic programming or course offerings, extra-curricular activities, athletics, etc.]

S-3120	Prioritize the programs and structures that are performing well and should remain in place, while actively addressing areas that need improvement. Focus on fixing problems and creating new opportunities for growth without unnecessarily limiting access. Maintain a clear direction, but stay flexible and open to expanding opportunities even when resources are limited. Regularly evaluate what is working and what is not to determine what should be kept, adjusted, or removed. Growth should be guided by demand and community interest, with careful consideration of long-term financial sustainability. When participation or performance numbers are low, take the time to understand why and identify ways to improve and increase engagement. Align staffing and resources with areas that show demand and potential for growth, ensuring that positions are filled where they will have the greatest impact.
S-3121	Local parents should make these choices. Mental health and resource navigation, as well as information access (library services) would be my priority if I were a parent.
S-3124	Bilingual assistants
S-3125	I believe you can skim some from each are. Thus still providing a quality experience for the students. To keep Countryside High I would be willing to give up community liaison, one plant operator, one front office staff if two positions currently, and some course offerings such as Cambridge, AP human geography, and other various courses.
S-3126	As a prior educator and parent, I truly believe that school resources should not be cut. That's where the real magic happens. I would reassess administrative positions at the District level and expenses. Make the cuts there.
S-3127	get rid of free breakfast and stop all the food waste in the cafeteria. keep PE, Art, Music, get rid of gifted
S-3128	Skilled teachers.
S-3131	Definitely need to keep some of the fun aspects of school to keep kids engaged and not feeling like school is JUST work and no enjoyment / pride
S-3132	Special ed staff, reading spec, before/after programs but less team physical athletics, Mangrove Bay and Great Explorations partnership
S-3133	Would hate to lose any of them. Maybe some classes could somehow be combined with multiple schools
S-3134	Teachers , classroom support
S-3135	Course offerings
S-3137	College duel enrollment, extra curricular activities, academic programming.
S-3139	Advanced/gifted classes, sports, THE ARTS
S-3141	Extracurricular and athletics
S-3142	Staff positions, extra-curricular activities and athletics should be prioritized to keep in place.
S-3144	Need to look at the academic programs in highschool that are employing students after high school and college. Honestly AI is taking over alot of things and some of the programs at this point are a waste. Some highschools run First Tech Programs and Vex that seems like wasting money unless they are getting donations. Some programs looks to be redundant and could be merged. Athletics are great for kids but maybe limit teams from traveling so far. I know some schools like east lake and palm harbor take their football and wrestlign teams out of state and alot of teams its preseason games etc. THat seems a waste when we are struggling financially. Highschools needs more PTA focus and fundraising.

Q13. Given the financial outlook, as resources become limited, what specific things do you believe should be prioritized to keep in place? [e.g., specific staff positions, academic programming or course offerings, extra-curricular activities, athletics, etc.]

S-3145	The priority should be making sure the teachers are well supported and having extra curriculars can help balance the day out for the students and give teachers a break as well. Perhaps if it is possible for extra curricular staff to train in multiple disciplines that are somewhat related to help reduce headcount.
S-3146	Kinder should have an assistant
S-3152	We need to prioritize education. Period. This question isn't the right way of thinking. What else in the county do we need to reduce to ensure quality education is a better question.
S-3153	All, that should be the goal in the schools that remain.
S-3157	Cambridge programs, counselors,
S-3159	I think we need to save the personnel and the activities (all of the above). Everything is cut back as far as it can go. If this continues , the public schools will be extinct ! Stop giving money to the charter and private schools!!! Public schools deserve their own pot of money! Private schools need to find their own private funding!!!! I understand this is a state decision not county.

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Q14. What academic or career technical programs are you most interested in being a choice for students in this geographic area?

P-01	More Tech schools for students
P-07	Tech HS on campus Tech HS magnets More CTAE on campus
P-08	Tech and Cert high school & middle focused on trades
P-09	Technical for high & middle schools focusing on trades and real life applications
P-10	Tech
P-11	AICE, AEA
P-13	Work force experience, work experience
P-21	Health, Nursing, Nutrition
P-22	Environmental and space (astronomy, astrophysics,.) academic programs.
P-36	What about partnering with Clearwater Marine Aquarium for an environmental sciences magnet? or Brooker Creek Preseve?
P-37	Aviation Program
P-38	Technical anything. Too much emphasis on academic track to exclusing technical.
P-39	Electrical, HVAC, Welding & Automotive
P-40	More Spanish imersion programs
P-41	Culinary, Welding, Electrical and Automotive
P-42	Even them out make sure 1 in N. County and 1 in S. County offering the same technical is the future.
P-43	There is a major shortage of tailors-so a sewing program would be great.
P-44	Business Partnerships! Honeywell, Lockhead Martin, Cyber Sercurity
P-45	Pre health careers (PT, OT, Speech), Mental health, practitioner training, early childhood education.
P-46	Pre health careers (PT, OT, Speech), Mental health, practitioner training, early childhood education.
P-51	I think absolutely more technical, also look at trends (what AI won't replace in community need for workers. Is there any data?
P-52	I would like to have a technical high school.
S-0003	Culinary, plumbing, electrical, partnering with employers like spectrum to feed into technicians or other city/county jobs feeding students into our local systems
S-0005	No particular academic or technical programs of interest at this time
S-0008	STEM
S-0009	Carpentry, Plumbing, Electrical, and HVAC.
S-0011	Ptec courses-electric, plumbing, nursing, computer
S-0022	Medical, STEM, The arts
S-0023	Would need options as I am not educated on types of technical programs that are most needed in today's society
S-0024	International Baccalaureate (K-12). I would prefer the mid county IB schools be magnet only, not 50/50 magnet zoned.
S-0026	Stem. Dual enrollment and technical trades.
S-0030	Automotive, electronics, stem
S-0035	There are so many already available there’s no need for more.
S-0039	I’m not sure but my son is in a magnet and I love it
S-0045	Performing Arts, STEM/Engineering and gifted
S-0047	Plumbing, Electrical or Hair and aesthetician or nail tech

Q14. What academic or career technical programs are you most interested in being a choice for students in this geographic area?

S-0048	More construction trades. Electrical/plumbing/woodworking/landscaping, etc.
S-0049	Anything stem related
S-0052	Blue collar jobs such as CDL, electricians, plumbing
S-0057	No preference.
S-0067	Healthcare & Trades (HVAC, plumbing, electrical, framing, drywall/painting)
S-0069	Unknown
S-0072	Computer programming
S-0075	All
S-0076	Technical
S-0077	Courses similar to PTC
S-0078	Computer courses/programs and construction.
S-0079	I would hope that programs could match needs within this community so that students could have hands-on, real life experience when they graduate.
S-0083	Programs comparable to ptec and trade programs
S-0088	Trades (ac, plumbing, electrical, mechanics). Medical (cna, rn, etc.) Computers (coding, IT, cybersecurity). Duel enrollment courses should be more accessible.
S-0091	Medical related technical programs such as MA or CNA. Electrician, welding and construction should be considered as well.
S-0092	What ever trade is currently in demand should be provided and then when it shifts because of updates to technology or scientific advancements switch.
S-0102	Things like plumbing & HVAC
S-0104	Work force courses. College is not for everyone. A trade skill that can help the kids progress in life. Electrician, mechanic, plumbing, air conditioning.
S-0107	I am not sure.
S-0115	I need more information on options
S-0121	Stem
S-0123	Trade day jobs Such as plumbing Mechanic, or electrician.
S-0126	Vet & culinary
S-0133	Medical training, skilled labor positions
S-0134	Art & Music
S-0135	Science, trade such as electrical, AC/HVAC, marine mechanics, carpentry, cosmetology
S-0136	'-medical -stem -anything with your hands
S-0138	With the Brooker Creek Preserve close by if you had an intrest you could do a ranger, wild life animal and plant focus.
S-0146	IT & Medical programs
S-0152	Medical
S-0157	Leadership, fundamental values and the arts.
S-0163	Increase the capacity of east lake middle school. Not sure if specific program as we are currently satisfied with the offering at PHUHS, tarpon high and east lake high.
S-0168	Leadership conservatory, Cambridge, Dual Enrollment
S-0169	Bring back real job prep like trades that we used to have.

Q14. What academic or career technical programs are you most interested in being a choice for students in this geographic area?

S-0179	Fundamental, expansion of AICE, Expansion of Tarpon Springs Leadership Conservatory for the Arts
S-0181	All technical trades and nursing. Perhaps a military training school?
S-0187	Leadership Conservatory for the Arts, Culinary, and Criminal Justice.
S-0189	Nursing, fire fighting, accounting, welding, construction
S-0191	Environmental programs
S-0196	Not sure
S-0199	Business, Welding, Marine Mechanics
S-0201	Anything that would be a life skill for students who may not want to or be able to go to college
S-0202	Health/Medicine/nursing/ biomedical technicians
S-0205	Technical programs
S-0208	None
S-0209	NA
S-0210	I think we already have all offerings in north county.
S-0214	Leaving the schools as they are or making them a magnet school
S-0226	Any certification that allows a high schooler to enter the work force.
S-0233	Early Childhood Education Medical Digital design/IT
S-0234	N/A
S-0238	Base the choice on job growth areas for both
S-0240	Robotics, nursing, business degrees
S-0242	IB
S-0250	Stronger academics and the arts being available earlier than grade 6 in a more deliberate and focused way.
S-0251	Gifted, stem, performing arts
S-0253	We need to incorporate these into regular schools to introduce students to multiple options
S-0258	Traditional
S-0265	Fine arts
S-0270	Na
S-0271	Students need more variety at their local schools. Magnets have destroyed access to technical education that used to exist when schools had shop class and auto shop at their local school.
S-0273	With input from business leaders… what skills are they looking for? Where are the gaps? PCS has made huge gains with CTE. What trends are you seeing now? Change and adapt with the market.
S-0275	Full fundamental high school
S-0277	Cosmetology
S-0280	Vet/Culinary
S-0289	Medical/veterinary care, aerospace, engineering, culinary, fine arts programs, and trade programs
S-0290	Medical, tech, etc
S-0306	Trades like automotive, AC, HVAC, plumbing
S-0307	Medical tech, dental tech/hygienist, HVAC, plumbing, auto mechanics.
S-0312	Not sure- ask students

Q14. What academic or career technical programs are you most interested in being a choice for students in this geographic area?

S-0313	I would like to see students have access to a variety of high-quality academic and career technical programs that prepare them for both college and the workforce. Areas such as healthcare, information technology, engineering, skilled trades, teaching, business, and public safety provide valuable career pathways. I also believe students should have opportunities to earn industry certifications, participate in hands-on learning, and explore career interests before graduating high school.
S-0315	Gifted
S-0317	Performing arts, construction
S-0323	I think we need to empower schools to reach out to their community and see what they want by partnering with local businesses.
S-0324	Computer or finance
S-0327	HVAC
S-0329	There could be almost unlimited offerings if people were available to teach their skill set/trade/career field. The teaching model for these "hands on" teachers needs to be rewritten. Most of these educators did not go to school to teach; they are trained in their field and should not be burdened with the paperwork and classroom management. Retention of those sharing knowledge in career, industry, and technical fields would be easier if this responsibility could go to a shared person who majored in education and who's interest is classroom management.
S-0331	STEM
S-0333	Anything having to do with the trades
S-0335	We have PTC near that area but electrical and plumbing would be a good option in high school.
S-0336	I believe that career and technical programs should be mandatory programs for all students
S-0338	College prep, engineering, technical skills
S-0340	Construction trades, any career that works with our aging population or the hospitality industry. Digital marketing would be a popular option.
S-0347	?
S-0357	Stem, trades, learning about finance
S-0361	FL DOE already has written elementary courses that are advanced. Use https://www.fldoe.org/core/fileparse.php/7576/urlt/Grade-4-Accelerated.pdf to give kids opportunities for these courses. Currently, Starkey Elementary teachers that have asked to do this have been told that "We don't offer this in Pinellas County." Advanced Academics and fundamental tracks should should be implemented at Starkey Elementary school. There are teachers there that have had EXCELLENT results with high achieving students. Include more fundamental aspects that parents want.
S-0369	No opinion
S-0374	Unsure
S-0378	Keep the current options
S-0380	Life skills for special education students
S-0381	Not sure
S-0383	A sports program, possibly an A/V type program for all the kids that want to be influencers and work in social media.

Q14. What academic or career technical programs are you most interested in being a choice for students in this geographic area?

S-0392	Career and vocational fields that incorporate home economics and life skills training/principles.
S-0393	Fine Arts, including culinary.
S-0396	Basic skills like reading a tape measure that any tradesperson needs to know. 3D printing, programming 3D printers, robotics, small animal care, welding, CAD and reading blueprints.
S-0401	Career and technical training: HVAC, building, carpentry, nursing, mechanic, marine mechanic, RV mechanic, financial literacy, personal finance, business ownership classes, etc. Continue to educate parents and students of the financial and career benefits of career education.
S-0404	It would be nice to expand the IB or CAT programs. Otherwise we should certainly focus on STEM programs.
S-0405	STEM, ENGINEERING,Technology
S-0409	ROJTHS
S-0411	working with machines, cars
S-0416	Overall trades - HVAC, electrical, plumbing to see if the kids would be interested in that field in the future, cybersecurity, financial planning, engineering, entrepreneurial
S-0443	Not sure
S-0448	Welding, construction, electrical,
S-0459	Na
S-0469	Middle school options. Medical magnet.
S-0480	Technical schools
S-0483	AP Capstone
S-0488	Tech and Engineering
S-0489	Trqde jobs
S-0495	Ap courses
S-0509	Fire/medical. Nurses. Robotics. Graphic design. Marketing. Police. Culinary.
S-0512	Entrepreneurial and maybe you could get a large company out of Tampa to sponsor the class
S-0516	Hospitality industry ,business careers, technology industry .
S-0519	Istem, trades and nursing
S-0526	None, new choice options are not the answer for this crisis.
S-0528	Trades(hvac, etc) and medical
S-0529	International baccalaureate program
S-0533	A true Fundamental High School. Not a school within a school.
S-0534	N/A
S-0545	Uncertain
S-0549	Trade school
S-0552	STEM and gifted classes
S-0558	Trade programs (electric, culinary, plumbing) The Arts
S-0559	Tech programs
S-0565	Technical and medical programs
S-0567	Unsure
S-0569	Medical
S-0570	A program geared towards younger students that encompasses PTEC elements

Q14. What academic or career technical programs are you most interested in being a choice for students in this geographic area?

S-0571	Trades like AC, electrical, plumbing are needed. Also more niche like computer/AI, multi media, and more “exciting” careers would be enticing to young students. While I love the targeted programs, I also think exposing our students to a wider career path is essential. Taki by a yearbook class at Tarpon High inspired a decade long, successful career in advertising for me. Show students the world of options!!!
S-0573	STEAM programs
S-0578	STEAM, Arts programs, any technical programs would be great, too
S-0580	mechanics
S-0581	Reading and math programs
S-0586	Hands on programs that won’t be replaced with AI jobs in 10 years
S-0589	Medical
S-0598	IB
S-0609	If you redefine "students", the sky's the limit.
S-0611	culinary, architecture, construction
S-0613	Engineering and healthcare
S-0614	Healthcare programs, like the ability to graduate as a CNA or LPN
S-0627	I would be interested in programs that provide students with real-world skills and career opportunities, such as healthcare, early childhood education, special education, technology, skilled trades, culinary arts, business, and entrepreneurship. Programs that include internships, certifications, and hands-on learning would be especially valuable for preparing students for successful careers and helping families build financial stability.
S-0634	Gifted- Aice keep- the programs have done our family well.
S-0636	We are in Florida hands-down HVAC, plumbing, Police/fire academy, cosmetology, welding, we have an issue with our waterways in Florida so maybe some kind of public works streets and stormwater program to help influence the future generation to fix these issues
S-0637	STEM programs; arts-based
S-0651	Certificate programs like EMT, CNA, Vet tech etc
S-0653	Unsure
S-0654	Trade school
S-0656	Environmental science and environmental engineering; plumbing, electricians, metal working, engine mechanic.
S-0660	Higher opportunity for hands on careers or job skills starting at 9th grade. There are a lot of programs for dual enrollment and high achievers while true "job" programs don't exist for those for whom college isn't a choice/goal/possibility. Consider offering job skills with job placement/earnings/skills (ex: I took office management/technical office skills and worked 1/2 my school day for a state agency which allowed me income and skills, which allowed me to work full-time while attending college and having higher skills than my peers).
S-0665	Math and SEM oriented programs
S-0666	AP courses
S-0667	I don't know... I'm still angry that you want to cut electives.

Q14. What academic or career technical programs are you most interested in being a choice for students in this geographic area?

S-0674	I am interested in expanding innovative academic programs that provide more options for students with different interests, strengths, and learning styles. This includes opportunities in the arts, STEAM, technology, and other creative programs that allow students to explore their passions while developing skills for the future. While career technical programs are valuable, school choice should provide a variety of pathways so every student can find an opportunity that motivates and engages them. Expanding innovative programs across different areas would help ensure students have access to experiences that may not be available at their neighborhood school.
S-0678	STEM
S-0679	I would love to see more focus on the arts similar to those offered at Gibbs and John Hopkins.
S-0681	Electrical, plumbing, construction, landscaping
S-0682	Medical programs
S-0683	Marine specialties-boat repair, engine repair, marine studies, boat captain training. We have so much water around us that we have the market for marine support/repair. How about training students for future hvac, plumbers, painters, etc and have them go out to schools for hands on work. As a teacher in an elementary school that had a plumbing issue, it took nearly a month to come fix the problem. Training students and having them come repair the problem might help solve the issue of staffing and maybe save $.
S-0693	None
S-0704	I would like to see expanded career and technical education options that align with local workforce needs and provide students with industry certifications, college credit, and direct career pathways and high wage opportunities. High-interest programs could include: Healthcare and nursing pathways Information technology, cybersecurity, and artificial intelligence Engineering, robotics, and advanced manufacturing Skilled trades, including electrical, plumbing, HVAC, and construction Business, entrepreneurship, and finance
S-0712	All of them. We've cut so many programs and so much funding for extracurriculars… Honestly, without the referendum I don't even know if my school would have a band program. We probably would've cut it in order to keep another ELA TEACHER because class sizes are ridiculous given you keep cutting units due to lack of funding. Lack of funding because people are using the voucher program to go to charters and private schools because the public school system keeps doing dumb things like asking the public what they can sacrifice in order to keep things like a school secretary, and an assistant principal.
S-0715	International Baccalaureate, Cambridge
S-0718	Maintain an IB option, a medical option, and a STRM option. For CTE, I think there are a lot of local businesses that we could leverage for specific options.
S-0719	Business, science, technology
S-0724	Gifted magnet trades related to community needs. A/C / Construction /plumbing/Culinary/Mechanical
S-0728	None, not needed, we should not focus on pulling advantaged students out of neighborhood schools

Q14. What academic or career technical programs are you most interested in being a choice for students in this geographic area?

S-0730	Anything that allows students to understand the adult workforce. No gaming or YouTube type jobs.
S-0734	First Responder/ Technical/ Welding / Automotive / Plumbing
S-0737	Things in a broad range of all categories. Diversity of programs is the key. Focus on future income earning and education needs of the students. More outside partnerships to build programs for the real experience.
S-0743	Entrepreneur, languages (mainly Spanish), experiential (so kids are not so stagnate throughout the day), outdoor education, and computer programming/AI, etc.
S-0745	Stem, Engineering
S-0747	I am concerned about neighborhood/zoned schools being closed. I have not thought about academic/career technical programs at this time. I think AI will be big in the future, though.
S-0748	Medical trades, tech , business courses
S-0749	Tech, air conditioning, plumbing , electrical
S-0755	Career exploration - there should be a program that helps students explore different fields rather than commit to one thing, an athletic/sport program, a self-directed learning program
S-0756	Art/music programs, math, science. We need more magnet programs for elementary jobs. Also good ASD programs
S-0758	No
S-0763	Trade Skills. I know Countryside has i-Stem, and maybe a few other individual electives. Would like to see some of those built out into actual programs that offer certifications or possible apprenticeships (electric, mechanic, HVAC). Partnering with P-Tech a possibility?
S-0767	We won't be going to MS/HS in this area but I know and love many students who will. Training options so that kids can get a job out of high school. I would imagine many won't be able to go to college or interested in it.
S-0769	Learning and being fluent in French or Spanish
S-0770	Graphic design, cosmetology
S-0777	Any that give them an actual real life education and experience.
S-0780	AI, robotics, marine biology
S-0781	Vet tech options
S-0782	Career and technical education, healthcare, artificial intelligence , business and entrepreneurship, performing arts and dual enrollment opportunities.
S-0783	I think the course offerings at Tech High are great, but you need to allow them to take a full 9th grade class of students. Cutting the number of students to a highly sought after program doesn't make sense at all.
S-0788	Unknown
S-0791	Technical schools are great. We need more so students can get certified and get careers/employment after graduating. Electric, automotive, construction, etc. especially for those that are not wanting to pursue higher education or are not financially able to.
S-0794	Tech and space
S-0807	nursing, medical assisting, EMT, dental assisting, health science, coding, cybersecurity, AI, digital media, IT support. electrician, HVAC, construction, plumbing, automotive, welding. Marine science environmental science, aerospace, hospitality, culinary arts, graphic design, animation, digital arts, performing arts, fine arts, computer engineering,
S-0808	Stem
S-0812	The county needs more Chi Chi programs to catch students slipping through the cracks. High schools need vocational programs such as plumbing, electrical, etc.

Q14. What academic or career technical programs are you most interested in being a choice for students in this geographic area?

S-0814	Performing Arts, Technical programs based on county job needs such as Electrical, Plumbing, Mechanical, Nursing.
S-0816	Engineering courses or computer tech next-gen programs
S-0818	Auto mechanics, welding, nursing, Air conditioning repair, plumbing,
S-0821	HVAC, Welding, Mechanic
S-0847	I believe any Career and Technical Education (CTE) program would be a valuable choice for students in this area, as these programs provide practical skills, industry certifications, and pathways to meaningful careers after graduation.
S-0856	Construction and skilled trades, IT, agricultural!
S-0858	Business and trades
S-0866	Nursing, technical skills, UX
S-0871	HVAC is a stable career for our region
S-0873	Unsure.
S-0874	Math
S-0878	Any technical program: mechanical, HVAC, engineering, marine, plumbing, etc...
S-0883	Create more chi chi dropout programs all over the district.
S-0884	Anything that there is a need for.
S-0885	Construction, Engineering, Medical
S-0887	Fundamental schools, tech programs, and dual enrollment or early college programs.
S-0888	Hands on/ labor jobs
S-0892	elderly care, human resources,
S-0895	I would be most interested in expanding strong academic choice programs that provide students with clear expectations, consistent support, and a structured learning environment. I would support exploring a K–8 or 6–12 fundamental program model that allows families to choose a school environment with consistent expectations, strong academic foundations, and continuity across grade levels. These models would need intentional planning to ensure that the developmental needs of different age groups are met, with appropriate leadership structures, student supports, and resources for each grade level. I would also support exploring career and technical pathways that provide students with meaningful connections between academics and future opportunities.
S-0900	not sure.
S-0901	College pathways
S-0902	STEM, Construction, Automotive, marine/bio sciences.
S-0907	business and entrepreneurship or digital design
S-0911	Real world career programs. Elementary education, CPA’s, accounting, health care (CNA)
S-0913	Fundamental high school
S-0918	STEM and Engineering (these students seem to continue into the field of study into college, unlike the medical programs.
S-0920	IT certs, A/c repair, Hurricane retrofit
S-0930	STEM
S-0931	STEM
S-0935	Vet tech, financial literacy,
S-0941	Grow the enrollment at Fundamental and Tech schools. These programs work. They consistently perform and have wait lists. Demand is high. Don't cut supply.

Q14. What academic or career technical programs are you most interested in being a choice for students in this geographic area?

S-0944	na
S-0946	Child care, vet tech, anything that will help prepare students to start working right out if high-school.
S-0950	All trades should be encouraged equally with college attendance. I think the AVID program in elementary is ridiculous, and this is coming from someone with a doctoral degree. Encouraging people to work in various trades and with the possibility of owning their own company (business management/entrepreneurship) should be encouraged.
S-0955	Mechanics, nursing
S-0964	ISTEM
S-0974	Recreation, robotics, gardening, art, music, theater. All important.
S-0976	all that are currently being offered. I think learning trades are very important and would keep those in place
S-0978	More full gifted options
S-0981	Elementary schools could use magnets like what is at Perkins or Jamerson in this region
S-0992	I don’t have the answer right now, but we need to ensure kids have viable options as AI changes the landscape.
S-0993	Aerospace, Aviation
S-0999	I’d especially want healthcare, but also IT/cybersecurity, engineering, construction, automotive, and culinary programs. Those fields already line up with existing Pinellas career-tech options and can be fortified and local job demand, so they feel practical.
S-1003	Fundamental, math and science
S-1004	Nursing, veterinary,
S-1005	Life skills and trades
S-1006	Engineering, arts, and any skill/vocation
S-1011	N/A
S-1014	Journeyman certifications
S-1022	Arts and philosophy - music, visual arts, writing, literature
S-1029	Na
S-1030	Medicine, Sciences, STEM
S-1031	caregiver, marinetime, areonotics, engineeing, arcitechture design, sm. business management
S-1032	Technical/ computer technology
S-1037	Health(CNA,lpn , rn, X-rays, phlebotomy ,cpr,driving lessons, computer skills., cpr
S-1038	Career technical-- carpentry, AC, plumbing, electrical, masonry, roofing, etcc.
S-1040	Anything that offers a trade or skill that is direct to job is a good start.
S-1041	We love DHS and all their programs
S-1042	N/A
S-1043	HVAC, plumbing, electrical, carpentry, child care, computer programming.
S-1044	I think north county has great options, but a true completely fundamental high school would be great in north county for those kids who don’t love a certain program but want more with discipline than your general education on some schools provide.
S-1048	Apprenticeship for car mechanics, drone piloting certification, hvac, electrical, entrepreneurship programs - useful technical arts to boost industry
S-1049	Construction, Aeronautical Engineering, Software and Computer Science Engineering, Culinary Arts, Mechanical Engineering and Automotive
S-1050	Pre mental health, pre healthcare career, rehab (OT, PT, Speech)
S-1051	Traditional high schools

Q14. What academic or career technical programs are you most interested in being a choice for students in this geographic area?

S-1063	If career programs are added, make them in human and social services fields. There is already a county technical program.
S-1064	More plumbing, electrical, a/c
S-1065	This is a question for middle high school students to gauge their interests
S-1068	?
S-1069	ESE programs
S-1070	iSTEM program
S-1071	Trades that can lead to job opportunities for our students
S-1073	Skilled labor such as the trades in plumbing, electrical, and construction need to be taught as a valuable and profitable life skill.
S-1074	Artificial intelligence programs to prepare students for the future. In addition, more life and career skills programs.
S-1087	Technology in cyber security, healthcare and medical careers, skilled and trades and construction, digital media and creative arts, business and entrepreneurship public service careers, entrepreneurship, and environmental careers
S-1089	Additional Tech High School
S-1094	My kid is dying for STEM programs and they really don't exist mid-county. We drove to Azalea and will probably drive to Lakewood in a couple years but it's a burden. (Side note- when is Meadowlawn getting ANY magnet?) And I'd love to see any middle school programs that help engage middle school kids
S-1099	IB, AP, foreign language, and Dual Enrollment
S-1100	None
S-1102	I think you need to look to the future. What careers are going to be needed (and not taken over by AI) in the future? Healthcare will always be needed. Plumbers, electricians. There will always be a need (corporate, large government, etc) for marketing and public relations (social media, graphic design, etc AND using AI to do most of it).
S-1108	Stay practical. Electricians, construction, financial, medical, legal
S-1110	Fundamental options, trade options like construction
S-1112	Music programs
S-1113	Auto, cosmetology, medical LPN, electrical, hvac
S-1115	Middle through high school
S-1117	All that encourage the current trending career paths, while maintaining the enjoyable subjects like the arts/music and sports. Not all children want to go into tech savvy positions or high paced careers and it's our obligation to ensure that a suitable education not only academically but in other fields is available for all.
S-1122	More focus in each school year on teaching real world financial prowess, such as personal finance, understanding banking and investments, saving and growing money, how to purchase homes and businesses and how to make smart decisions that support independence for families. How to live without credit dependency. Also bring back home economics to teach students how to manage and what the responsibilities are for young men and women starting families, having their own homes, jobs and how to successfully manage these things.
S-1123	Cyber security
S-1127	N/A

Q14. What academic or career technical programs are you most interested in being a choice for students in this geographic area?

S-1129	The arts must stay. So many visual and performing artists have come out of PCCA, this simply cannot be moved or lessened in any way. St. Pete changed because of the artists that came out of Gibbs. We cannot lose this flagship program, not when it leads to special scholarships and careers that shine light on everyone back at home.
S-1130	no anwer
S-1132	I would like to see more sciences added to career programs. Sciences such as natural science, physical science, and social science would benefit our students.
S-1134	Trade school options
S-1144	Fundamental
S-1149	All
S-1153	Tech ed, culinary, aerospace/aviation
S-1154	Job readiness, independence
S-1155	Create a focused pathway to pinellas technical..plus art, music, shop, theater, band, etc. we need more trade options in South county.
S-1159	Don’t know
S-1162	Anything technology, stem, programming, medical, basically anything that is in high demand in the work force and is relevant to today’s students.
S-1171	Food services
S-1174	Computer programming, Manufacturing & Enterprenurship
S-1178	All of it
S-1179	PTEC similar programs
S-1181	Something to help improve literacy
S-1182	STEM
S-1184	Arts
S-1190	Vets, nursing, tech programs
S-1191	Not sure
S-1192	AI/IT/Cybersecurity. Healthcare pathways (CNA, medical assisting, dental assisting). Construction trade, HVAC, electrical.
S-1197	Construction, Hospitality, Health Care
S-1201	Unsure
S-1204	home repairs, auto repair, computer programs that are used in medical offices and basic work environments, some kind of medical course with focus on home health care, courses on human development and healthy choices for development, program focused on personal self-care where they can learn how to care for their mental health and bodies.
S-1206	International Baccalaureate, Cambridge, Culinary, Cosmetology
S-1208	Computer and technical classes such as woodworking and machinery.
S-1209	Computer science and skilled labor programs
S-1211	hair/cosmetology, technical trades, research methods, economics
S-1215	AICE & AP courses, computer science/programming/engineering, electronic repair, HVAC, plumbing, etc...
S-1216	I think we need to create more hands on technical skills like those offered at P-Tech. More choices like that should be offered in schools that are not at capacity.

Q14. What academic or career technical programs are you most interested in being a choice for students in this geographic area?

S-1217	This is an important question that should include input from a broad range of Pinellas County businesses. I would prioritize expanding programs in construction and skilled trades: HVAC, plumbing, electrical work, framing, and drywall; given their strong demand, earning potential, and stability. I also support developing engineering related programs, including fiber optics and technical infrastructure, with partnerships from companies like Power Design and organizations such as BICSI to provide real world training in conjunction with each company. Additionally, the district should strengthen partnerships with both large and small businesses by offering juniors and seniors opportunities for hands on work experience during the school day. Collaborating with contractors and industry leaders to design these programs can help address workforce shortages while creating clear career pathways for students and encouraging business investment in training and mentorship.
S-1218	Aviation, marine studies just makes sense here, Arts with more inclusivity
S-1221	Stem courses, more trade programs like auto, electrical and plumbing due to AI making it more difficult for entry level jobs
S-1225	Any
S-1229	Practical skills acknowledge that will help kids leave school and make money. Like PTEC, but also incorporate management and business development.
S-1231	ROTC, EDUCATORS, DOCTORS, NURSES. MEDICAL BILLING, Welding, engineering, electricians, plumbing, veterinary, etc.
S-1232	Not sure I have enough information to comment in this area.
S-1233	Robotics, nuclear/alternative power, trades
S-1234	STEAM
S-1235	Leadership, financial intelligence, arts, sports, or tech schools so kids can pursue what they're actually interested in while gaining real world skills
S-1236	S.T.E.M for sure because it’s so crucial to let our community be creative instead of sitting on a computer all day long
S-1240	None
S-1244	Engineering, nursing, mechanical trades
S-1246	College preparation courses for students who want to attend college. Technical or vocational programs for students who do not want to attend college.
S-1249	Anything in the construction industry.
S-1250	All those except magnets and fundamentals. Those that smart can gain those areas in college.
S-1252	i think offering all paths and helping specialize into high school is positive. my higj school where i grew up in small town maine had high academics as well as an autbody shop.
S-1255	Business
S-1260	Environmental Specialists
S-1261	Can some student duel enroll in PTEC and high school?
S-1262	In south county, I think PCCA is an incredible strength and something the district should be proud of. Unfortunately, it needs to be combined with stronger academics to make it more inviting to many parents. Mid-county really needs a strong academic magnet that is not IB. I think Hollins needs to be allowed to strengthen its AICE program as it was INTENDED to be and combined with its strong AEA program make it a school that combines both fairly rigorous academics with basically arts programs — AEA, theater, band, creative writing, journalism. It already has some of the strongest programs and teachers in those areas.

Q14. What academic or career technical programs are you most interested in being a choice for students in this geographic area?

S-1263	I think mid-county is fairly well served for many programs -- we have criminal justice, EMT, culinary (I think?), Tech High as a whole, IB for middle & high school, ExCEL. I know there's welding and automotive -- maybe electrician?
S-1266	MEDICAL! Nursing and other healthcare opportunities. As a hospital exec PLEASE offer this path earlier in life. HVAC, electrical, automotive, marine.
S-1269	academic learning gaps with the resources to help these kids would be highly beneficial.
S-1279	AOF program at NEHI is wonderful for my area. It should be available for North and South county schools.
S-1283	Electricity and Welding
S-1284	Trades, mechanics, electrical
S-1285	Engineering
S-1292	Healthcare, STEM, workforce development
S-1293	No particular interest
S-1295	Finance, public speaking
S-1297	I've seen studies that say Engineering and IT/AI are two of the better degrees to get from college. Maybe we should be teaching more of that in lower schools two. How about go back to having shop classes. Teach kids some useful skills. Also go back to teaching cursive and use pencil and paper with a teacher actually teaching and not playing on their phones while kids do all the work on a laptop. Not all kids can learn by reading something by themselves. I have heard from my two oldest grandchilren that they have the best grades in the classes where the teacher actually taught them something.
S-1301	Arts, training in trades
S-1316	Plumbing, electrical, mechanics...Medical, Teaching,....Art...small business education (how do. you start up a small business) Culinary.
S-1325	Gifted and high achieving students should be prioritized with fundamental & college prep courses.
S-1329	Blue collar work.
S-1334	Take a survey of high school students and see what they are interested in
S-1347	None . Stop with the AI learning . Everyone is cheating anyway
S-1350	HVAC, electrical, roofing
S-1352	Gifted and accelerated academics.
S-1356	Gifted program!!!!!
S-1357	IB Programs, STEAM Programs, Early College Programs
S-1360	Computer Science. Science and Technology. Robotics. Self- Healthcare. Human Resiurces. Communication.
S-1363	All The Trades
S-1380	Programs that feed into our large top employers such as items that feed into our many Healthcare programs, cybersecurity, government positions, human resources, hvac repair, pool/roofing/electric/plumbing industries
S-1382	Provided a list so we can decide
S-1384	Real trades kids can go to right after high school and give opportunities to progress
S-1387	Leadership Conservatory and color guard program
S-1388	Many of my students talked about growing up and becoming beauticians for the girls and many of the boys talked about gaming developers, police and fire. So more tech jobs and OJT for the students headed in those directions.

Q14. What academic or career technical programs are you most interested in being a choice for students in this geographic area?

S-1391	Stem
S-1392	Computer science, A.I., auto mechanics, college prep.
S-1396	Life skills such as math that helps them in adulthood, fixing things, automotive, cosmetology, JROTC,
S-1398	I have no input of this.
S-1399	gifted. magnet. IB. college prep.
S-1402	We need a technical high school option in North county similar to Richard O Jacobsen HS in Seminole.
S-1414	Dual language (Spanish), air conditioning, electrician
S-1415	Unsure at this time
S-1416	Fundamental and technical
S-1417	Anything STEAM or STEM, or for high school, anything from electrical to plumbing to mechanics.
S-1420	We like the ISTEM biotech program
S-1424	Teaching budgeting and money planning to high schoolers is crucial. Also teaching basic skills again like carpentry and electrical can help kids get into the job markets that aren't being overtaken by AI.
S-1427	North county PTEC
S-1428	Your career talents and academic experiences should be able to discern possible considerations...
S-1431	plumbing, HVAC, electrical, nursing, child care, construction, vet tech, cosmotology, physical therapy assistant, med tech
S-1435	Those aligned with career needs in the county. Dual enrollment programs and trade schools allow students to be quickly employed in high need careers
S-1437	the arts
S-1439	Information Technology
S-1440	Computer/AI
S-1441	Other career options besides going to a four-year university
S-1442	Currently our local schools provide engineering, culinary, robotics. However don’t know if we have trades. That is import in today’s world. Carpentry, welding, plumbing, electrical, automotive. All the things I grew up having access to.
S-1444	Vocational: HVAC, plumbing, carpentry
S-1445	trades, arts, medical
S-1457	Growth in Interest of Fundamental programs, Growth in Sports with academics and other extra circulars and programs also growth in Future investments with Tech advancements.
S-1458	Anything that involves mechanics
S-1464	Woodshop should be a standard offering in all buildings. The skills gained can be used throughout a students life and or career.
S-1466	veterinarian
S-1472	Something useful for the future for non college bound students.
S-1479	Yes
S-1481	Na
S-1482	HVAC, firefighter/ paramedic, surgical tech,
S-1488	Na

Q14. What academic or career technical programs are you most interested in being a choice for students in this geographic area?

S-1490	Tech programs that lead to careers that a student can support themselves on - you have kids coming out of vet tech programs who can't run two Pennie's together after payday. Stop encouraging dead end careers
S-1492	ExCel, IB, Fundamental, Gifted, Arts
S-1493	I feel like we have a good variety of academic and career technical programs in the North County.
S-1496	Trade or nursing
S-1504	Art
S-1517	Vet tech, medical,.. all the things Jacobsen Tech High has. They go lerfect with the Mangrove middle magnet. Art and theater and dance would be great at Northeast, especially if Lynch became an art magent like Perkins.
S-1519	As the founder of Y.C.A.M.P. INC., my interest lies in expanding access to integrated, industry-aligned career pathways that bridge the gap between middle school exploration and high-demand postsecondary training. Specifically, I recommend the District prioritize choices in the following areas: -Skilled Trades & Advanced Manufacturing -STEM & Emerging Technology -Healthcare & Public Service Support My recommendation is that these programs be offered as part of a community-integrated pipeline. By partnering with organizations like mine, the District can offer students a seamless transition from their academic coursework to real-world vocational training at facilities like Pinellas Technical College (PTC), ensuring every student has a clear, supported path to a career upon graduation.
S-1522	No preference. Should be based on past data in which there was most popularity
S-1527	I would love some kind of blue collar technical program to teach students about craftsmanship and engineering to build buildings and paving. also a sports centered technical program would also be great
S-1538	STEM
S-1539	Istem, automotive and dual language
S-1542	Pre-IB at Palm Harbor MS?
S-1543	The arts & STEAM
S-1544	Nursing, law enforcement.
S-1547	Fundamental school, arts education classes
S-1565	Electrician, plumbing, a/c and more.
S-1574	computer science/security, engineering, medical, culinary
S-1576	Robotics/STEM, Arts, medical
S-1580	Medical
S-1583	Helping kids determine what career path(a) interest them, college prep
S-1587	N/A
S-1588	I have no current ideas for academic or tech programs being a choice for our students in this geographic area as it has not been necessary thus far all these years and we have produced successful students in this area . Things should be left the way they are , the finances are available, but we are not budgeting or planning for projects and programs for our current school system wisely .

Q14. What academic or career technical programs are you most interested in being a choice for students in this geographic area?

S-1590	Fundamental
S-1597	I'm not sure how to answer this.
S-1598	All programs that are currently offered are important.
S-1600	Successfully experiences: K-8 Gifted Centers, DAP programs, IB, AICE, Culinary & Fundamental elementary & middle schools.
S-1606	No more needed for this area, keep what is here
S-1609	I would love a fundamental school in the Bauder/Seminole middle/high area Currently kids with behavioral problems affect the entire class. In a fundamental those children get kicked out and the other children can learn
S-1612	Computers, coding and gaming, culinary, automotive, financial and business.
S-1614	Accounting, mechanics, electrical, plumbing, lineman, construction. Business
S-1618	Pinellas county schools are very one sided technical, college. Trade skills are very much needed. Not everyone goes to college.
S-1631	Cambridge, Vocational, and STEM related.
S-1632	Health and Medical
S-1638	I believe the technical programs in the high schools are important. Giving these kids real life skills.
S-1645	Trade- plumbing, mechanics, and also AI and cyber security. Students in this region are less likely to attend a 4yr college program and begin a lucrative career. They are more likely to attend a 2yr program.
S-1647	middle and High school can have metals and wood shop, engineering, robotics
S-1649	Medical, veterinary
S-1650	STEM
S-1652	For elementary, middle or high school? I have three kids all interested in different things.
S-1663	More auto mechanics, construction, farming, AC mechanical, plumbing
S-1664	Big question - unsure. Things are changing so rapidly. Advanced academics / gifted are important to me (but that's probably just because my kid is in gifted)
S-1665	Business planning, gardening, home economics, taxes, financial advising
S-1669	No opinion
S-1670	N/A
S-1671	Arts
S-1673	IB certificate program(which we don't have), more of an AP emphasis, Cosmotology should come back since it speaks to a large underserved population of students, Culinary, Leadership
S-1675	All schools, regardless of size, need to provide high quality, equitable arts (Visual and Performing) access DURING THE SCHOOL DAY. If it's not during the schools day, it is not equitable.
S-1687	Performing arts - it's the field AI hasn't been able to capture as fast. There is job security in music education even though it's not always as valued. A computer can teach me lots of things, but it sure can't teach me to play the oboe - only a human can do that! Arts are also essential for critical thought, humanity, and to provide a place to safely express the range of human emotion. Focusing on humanities is really needed as we are getting closer and closer each day to losing it.
S-1688	In our area there is need for Mechanical, auto, hvac, plumbing, electrical, framing and basic handy man skills
S-1690	I don't know

Q14. What academic or career technical programs are you most interested in being a choice for students in this geographic area?

S-1693	CAT
S-1701	STEAM, medical, arts
S-1702	Construction, nursing, culinary.
S-1707	Music, performing arts, the arts.
S-1709	Nursing, automotive services, public service, CDL certification, HVAC
S-1714	Kids seem to love Enterprise Village. I don't think PCS embraces this enthusiasm enough … having a dedicated business / finance career focus seems like an obvious need to me. I think this would resonate well in the East Lake community. Plus a nice competitive advantage… can't think of a charter/private school that offers something like this.
S-1721	Mechanical, technical, skills programs
S-1726	STEM
S-1740	Medical certifications (CNA, EKG, LPN, etc)
S-1744	None
S-1753	Construction, welding, masonry
S-1754	Electrical, cosmetology, plumbing, welding, heating/air conditioning, construction, cooking/baking, farming, veterinary care, healthcare.
S-1757	Music programs.
S-1766	Computer sciences and trades.
S-1769	Better STEM options, early intervention for reading and math not waiting there's already alarming concerns.
S-1777	Visual and Performing Arts. Fundamental.
S-1782	IT related
S-1783	Dual enrollment, collegiate HS, More CTE programs
S-1785	Nursing, Electrical and plumbing
S-1787	so many things could be added-to know what students want, I don't know. How about working on cars? from building/rebuilding a motor to doing body work. Even how to design a car-engineering.
S-1788	There need to be college-track core courses (algebra, chemistry, etc) and there need to be vocational-track offerings (electrical, plumbing, carpentry, auto repair). The elective courses can be tightened up/not as much choice for block and tackle courses that help kids start a career, get a certification, or go on to college.
S-1794	Fundamentals
S-1796	Stem/music
S-1799	Arts, technology, electronic etc
S-1803	None
S-1806	Engineering
S-1809	Spanish immersion, IB, science focused academics, more language options, music and the arts
S-1811	Construction, health care, and teaching
S-1812	Stem/steam programa
S-1816	Technology
S-1818	I would prioritize healthcare, technology, cybersecurity, engineering, skilled trades, business, and career certification programs that prepare students for well-paying, in-demand careers.
S-1823	Computer careers

Q14. What academic or career technical programs are you most interested in being a choice for students in this geographic area?

S-1825	I don’t know
S-1826	Teaching kids for everyday life
S-1827	Unsure
S-1828	all career technical skills
S-1829	None
S-1830	Anything that allows a student to be interested in school and can get a specialized job after graduation.
S-1838	Yes
S-1840	Medical, trades, computer science
S-1842	Honors programming, dual enrollment, college/life prep.
S-1844	Electricity, plumbing, real-estate, teachers
S-1845	HVAC
S-1846	PCCA
S-1847	IT, law enforcement, healthcare, electric and mechanical
S-1864	Medical and vocational fields in need.
S-1872	We need more trade options and technical programs that can give students the ability to go right into work following graduation.
S-1876	AI (cyber-security), solar photovoltaic installers, advanced manufacturing technicians, and health information technicians
S-1883	TSLCA
S-1889	Unsure
S-1890	STEM and medical.
S-1892	Skills or trades they can use in the real world if college is not an option.
S-1894	N/a
S-1896	Parents want IB in high school if we can’t have the program expanded or let us go to Largo. Expand magnet programs to keep parents happy and enrolled in public schools. East Lake Middle is only popular because parents don’t want Tarpon Middle. Move it to Carwise and increase enrollment. Then increase enrollment at East Lake High which parents want more then anything. Make a duel enrollment like St Pete Collegiate that isn’t a charter. Offer welding and auto mechanics as a magnet program. Allow kids to go to a high school that isn’t zoned that has jrotc.
S-1897	Plumbing, electrical, carpentry
S-1898	Steam
S-1899	I think bringing back reimagined home economics and shop class type courses to help students build confidence in general life skills would be great!
S-1902	Culinary Veterinary and cosmetology
S-1907	None
S-1908	more trade type options (electrical, plumbing, HVAC, welding)
S-1915	Do a survey of students in the area and go with they would participate in and show success with
S-1916	More program availability instead of them being localized to certain schools
S-1920	Not sure
S-1924	Arts, tech, medical
S-1925	We do not need for speciality programs. We need better middle school options that are not specialized
S-1926	Job ready skills in computers
S-1927	Cambridge and AP

Q14. What academic or career technical programs are you most interested in being a choice for students in this geographic area?

S-1930	Beauty industry
S-1931	Medical, history, science,
S-1936	Magnets, culinary, vet assisting
S-1938	Culinary, mechanic, electrician.
S-1945	Not sure
S-1947	Academic period
S-1948	CTE is integrated into every single existing high school here in our county. There is no need to create new campuses designed solely around CTE offerings when we can't even accommodate existing students at ELMS.
S-1950	Computer sciences, Programming/Coding, AI
S-1953	core
S-1954	International relations, health fields, technology and engineering
S-1955	None, you should be providing a general, well-rounded education for all students
S-1957	Gifted, STEM, fundamental, autistic units, EBD and behavior prograns
S-1958	Architecture, drafting, construction, cosmetology and culinary
S-1960	Technical programs, technology I.e. CAT
S-1962	Education basics. Student programs.
S-1965	Misc
S-1968	Forensic
S-1971	Performing arts, CAT
S-1974	Hvac plumbing electrician mechanics cosmetology vet child care
S-1975	Computer science, HVAC, plumbing
S-1976	Academy of Finance; Technical; Automotive
S-1980	None
S-1981	STEM, Trades and engineering
S-1984	IT programs
S-1985	culinary, automotive, floral design, hair stylist as well as keep programs such as IB, AICE
S-1991	Unsure
S-1995	Richard O Jacobson
S-1997	Magnet schools are concentrated here anyway.
S-2002	College readiness and dual enrollment tech programs for h.s.
S-2006	Trade skills, such as electrical, plumbing, and Hvac. Medical, Computer sciences and skills to learn trades and technology.
S-2011	I would like to see similar program offerings spread throughout the county. Anything offered in north county should be offered in mid to south county.
S-2013	I think apprenticeship programs should be explored.
S-2015	Set students up so they are educated enough to go to college, technical school (more options) and be able to be productive citizens.

Q14. What academic or career technical programs are you most interested in being a choice for students in this geographic area?

S-2023	I am happy with the East Lake Middle engineering magnet. I do with there was a guaranteed spot in the East Lake High engineering program for graduates. My family would also be interested in programming in the areas of: computer science, web development, programming, and digital design. We plan to take advantage of the many AP and college credit opportunities that already exist, so I hope to see those maintained and expanded. We would not be interested in a technical or vocational program.
S-2028	Early childhood cosmetology, traditional trades, like plumbing and electrical auto body
S-2029	Music, cosmetology
S-2032	Increased vocational and career option instruction
S-2033	Skilled trades.
S-2040	Computer sciences and trades
S-2042	Cooking, medical
S-2044	Things we need. Technology, HVaC, mechanics, culinary, medical
S-2046	Vocational options such as plumbing, electrician, welding
S-2052	Boat mechanics
S-2053	Students should have the ability to take trade orientation courses and skill base courses that will help with job placement post high school and or move toward technical college education
S-2054	Excel, IB
S-2058	Gifted programs
S-2060	Trades programs, real world training
S-2061	Current offerings are fantastic. Do not reduce offerings.
S-2064	Technology
S-2067	Technical would make sense, stop pushing everyone for a college degree, didn't get any of the rest of us anywhere but broke
S-2069	Any
S-2070	ai
S-2072	I'm not sure
S-2073	Building trades construction architecture these are the most in-demand trades and AI proof careers they also instill discipline and community values into our students
S-2074	Unsure
S-2076	Any trade programs, dual enrollment
S-2078	Trades- Electric, HVAC, plumbing, construction
S-2081	Crochet knitting
S-2087	electrician, roofing, a/c service; nursing or any program that will provide a stable living for young generation
S-2089	Welding
S-2090	STEM, honors program
S-2091	None. Focus the resources on a traditional, well-rounded education.
S-2094	Welding; small equipment repairs
S-2097	I would love to see the gifted and talented program expanded
S-2099	N/A
S-2104	I don't have any suggestions here

Q14. What academic or career technical programs are you most interested in being a choice for students in this geographic area?

S-2106	Academic and career programs should be designed around the future of Pinellas County, not just preparing students to leave. We should ask: What workforce does our community need, and how do we help our own students fill those roles? Build partnerships with local healthcare systems, schools, skilled trades, technology companies, small businesses, and entrepreneurs so students can graduate into careers that provide a livable wage here. We should be growing the next generation of teachers, nurses, therapists, electricians, first responders, and business owners who will strengthen our own community. Success shouldn't mean leaving Pinellas—it should mean having the opportunity to build a meaningful life here.
S-2107	Any programs that help prepare students for college and careers.
S-2109	Accounting, education/teacher courses allowing students to get instructional classroom experience in senior year to Ignite a passion for teaching
S-2110	Engineering, IT, and finance
S-2113	Welding and mechanics
S-2118	Something similar to P-Tech. Students need to be introduced to these fields much sooner since college is not always the answer (student debt, rising cost of college, students not getting good enough jobs even with college degrees, etc)
S-2119	Being from south county, these student DESERVE the education the north county schools have. Start there.
S-2123	Fundamental programs
S-2127	STEM or trades
S-2130	gifted
S-2136	I think that the district needs to get the budget under control before they consider adding programs. If school closures are again on the horizon, the budget is not under control.
S-2137	Pre nursing
S-2139	Whatever the kids want
S-2145	Trade school
S-2152	Information technology
S-2153	Healthcare and tourism
S-2155	Law enforcement, airplane mechanic programs
S-2156	Marine tech.
S-2157	Life skills, financial and budgeting.
S-2159	Engineering and computer sciences- Meadowlawn Middle School
S-2161	Technical paths for kids not going to college.
S-2164	Animal sciences
S-2169	Plumbing, Electrical, project management, cooking
S-2175	STEM and AI future focused, Nursing, and other skilled professionals with partnerships to bridge for higher education
S-2179	Unsure
S-2181	Truly differentiated courses. Let honors students be in actual honors classes. Let college credit courses be for those who are truly prepared for them. Let's kids who are struggling be in classes truly designed for them. It's not right that we have schools that have made "honors" and AICE/AP the only option, essentially watering down those higher-level classes and leaving no where for higher achievers to rise.
S-2182	Business and entrepreneur
S-2185	PTEC type programs

Q14. What academic or career technical programs are you most interested in being a choice for students in this geographic area?

S-2189	Na
S-2190	Gifted programs
S-2198	STEM programs, Reading programs, Electrician, mechanic and plumbing programs.
S-2199	Gifted classes for elementary.
S-2201	No preference
S-2203	Engineering, veterinary, art.
S-2205	NOT using AI as a proxy for teaching
S-2206	STEM based programs, honors programs, early enrollment college classes for high school students
S-2208	No specific program
S-2211	Ones that will serve the community like nursing and automotive and construction
S-2212	Cosmetology, electrical, mechanical, plumbing
S-2213	I have chosen the International Baccalaureate Program through the DAP
S-2215	IB, health and wellness, art/ music
S-2219	I think there's always employment in hvac, trades etc. Dual enrollment or early college is a must
S-2225	Dual enrollment, pathways to industry certifications
S-2231	Blue collar trades training.
S-2233	more nursing, veterinary tech, auto mechanic, woodshop programs
S-2235	Trades like A/C, electrician and plumbing
S-2236	Nursing, vet tech, electrical, construction, welding, auto mechanics
S-2237	Engineering
S-2241	Roofing/construction, veterinarian, nursing, child care, air conditioner and heating, culinary, woodworking, architecture and interior design
S-2245	High School Gifted magnet to continue the elementary/middle school Center for Gifted Studies
S-2247	Skilled trades without the blue collar stigma. AI programming.
S-2250	Maintain all of the magnet program offerings at the high schools even if one closes move it to another. Increase technical offerings including cosmetology, hvac, electrical and plumbing.
S-2255	Healthcare, engineering
S-2257	As the parent of a student who excels in math and enjoys academic challenges, I would like to see more advanced STEM opportunities, including engineering, biomedical sciences, robotics, coding, and research programs. I also believe every student should have access to career and technical education, financial literacy, skilled trades, and healthcare pathways so they can explore different career options while receiving a well-rounded education.
S-2259	Electrician, HVAC
S-2260	Trades skills Financial education with life skills Civics
S-2261	Engineering
S-2263	Honestly my child is in 3 rd grade and a year and a half behind in reading and our school is lying to me and socially promoting him so I am focused on that right now instead of high school
S-2264	Coding
S-2269	Teaching more trades
S-2275	Medical, HVac, mechanics, plumbing, electric
S-2276	Mechanics, electrical, HVAC, Culinary, Software, AI, etc...

Q14. What academic or career technical programs are you most interested in being a choice for students in this geographic area?

S-2280	Not sure
S-2287	Cooking, STEM
S-2289	AI tech
S-2291	unsure
S-2295	Should bring back home-economics for middle and high schools. Basic skills like cooking and finance. Boating mechanics should return to Tech high.
S-2297	Woodworking, Carpentey.
S-2298	I ultimately care that ALL students receive quality education.
S-2309	Gifted studies
S-2310	Life skills for self contained children
S-2312	None
S-2314	Science and healthcare programs.
S-2315	mechanics, healthcare technicians
S-2318	Arts programs and Cambridge
S-2319	Technology courses should be prioritized (AI training) in addition to trades. North county needs a trades school. PTech is too far for the students to travel from Tarpon Springs & Palm Harbor.
S-2321	Aeronautics, Aviation, Avionics
S-2322	Health care service jobs
S-2326	More trades and marine programs
S-2327	Engineering
S-2329	STEM STEM STEM.
S-2332	AI / Stem, Automotive
S-2336	The ones that assimilate diverse populations into a unified national identity, enforce civic and moral discipline, and prepare students for immediate entry into the industrial workforce, homemaking, or higher education.
S-2338	Anything in the tech/stem space-robotics, engineering, programming, etc.
S-2342	Focus more on the basics. If anything extra, do Magnets, technical skill programs
S-2343	AI and machine learning, data analytics, cloud computing, and cybersecurity
S-2345	Specifically Healthcare, Advanced Manufacturing, Information Technology, and Aviation/Logistics.
S-2348	Nursing, mechanic, firefighting, police, truck driving
S-2350	N/a
S-2351	Would rather have guidance counselors and access to Human Resources over technical programs
S-2356	?/
S-2358	Buildings trades
S-2359	Electricity
S-2361	Nursing, automotive repair for both gas and electric vehicles, construction, contractor work.
S-2362	construction
S-2365	Stem and trades
S-2368	engineering, science, technology
S-2370	Since you guys can’t teach English anymore, I guess we’ll scratch that math. Science real math and science, mechanical engineering would be a very good division of those. Good architects are hard to come by.

Q14. What academic or career technical programs are you most interested in being a choice for students in this geographic area?

S-2371	STEM focused
S-2372	Careers tech: hands-on trades, skilled trades
S-2373	BCBA and/or RBT certifications, SLP, and OT services as we're approaching the need for more programs specifically designed to address behavioral needs
S-2378	I would favor programs that give students multiple pathways to success—whether they plan to attend college, enter the workforce, pursue an apprenticeship, or join the military after graduation.
S-2379	Financial literacy
S-2385	No feedback at the moment
S-2388	Thorough research into the most needed industries that do not require higher education should be made before deciding this
S-2389	Neutral
S-2393	Coding and STEAM
S-2396	Entrepreneurial Technical Finance Trades
S-2397	Can care less. We need a middle school
S-2400	manufacturing, welding, electrical, mechanics, soldering, plumbing, etc
S-2402	Behavioral therapy
S-2405	Automotive repair, welding, trades, etc
S-2406	Welding, nursing, engineering
S-2408	Bringing courses like the AOF and similar to the middle school level. Mangrove is a joke for a school
S-2409	Stem, trade, ib, college prep, fundamental
S-2414	YMCA
S-2415	Unknown
S-2416	I think we need more technical programs for high school students.
S-2417	Every trade possible.
S-2424	Avid done with fidelity
S-2425	Career and technical education aligned with Florida's workforce needs, including healthcare, skilled trades, technology, and agriscience. An agriscience pathway incorporating hydroponics, horticulture, and environmental science would provide students with hands-on STEM learning while introducing careers connected to one of Florida's largest industries.
S-2426	STEM
S-2427	woodworking, cosmetology, culinary arts, automotive
S-2428	Ask the students and do what’s actually needed and wanted
S-2429	Computer tech, agriculture and art performance.
S-2431	Cars, Electric, Cosmetology, etc. Not all north county kids want to be engineers and doctors.
S-2432	I would like to see strong career and technical programs in computer science, artificial intelligence, cybersecurity, engineering, robotics, skilled trades, healthcare, business and entrepreneurship, financial literacy, and environmental and sustainability careers. These programs should provide students with industry certifications, internships, and real-world experience while preparing them for college or the workforce.
S-2437	Culinary,Construction,Electronics,Automotive,and Tech

Q14. What academic or career technical programs are you most interested in being a choice for students in this geographic area?

S-2440	I am unaware of which programs our district needs
S-2443	AP courses, Tech: HVAC, automotive, plumbing, Cosmetology, CNA
S-2445	welding, criminal justice, medical
S-2449	I think More research needs to be done on in 20-30 years what will be the career need considering AI, technology advancement, and population shifts.
S-2451	Math, ELA, Science and social studies. Advanced coursework such as Accounting and finance, specific to budgeting is a helpful life skill. Technical programming such as mechanics, electrical wiring, shop, construction management and welding is also important.
S-2452	STEM/healthcare/arts/trades
S-2453	Science and arts
S-2454	Veterinary care, cooking and healthy eating, woodworking shop course, public speaking, better drivers Ed courses, broadcasting
S-2460	Learning without so much technology.
S-2462	Not sure
S-2463	Trades
S-2464	I feel we already have a lot in regard to the Arts. Maybe more technical and/or career. Some of the things we already offer at PTEC, bring the North County. I have attended PCS from kg-12th grade in North County. I also attended PTEC for Nursing. I really feel it would be beneficial to bring those career opportunities like this to North County. We would also attract Pasco County residents as well. Being in a North County school, we already have an abundance of Pasco residents here at our school. We need to keep drawing them to our schools even they dont live in Pinellas.
S-2470	Arts, auto mechanics, HVAC
S-2471	Medical, culinary, Any form of Trade
S-2474	Something, such as Expeditionary Learning, which brings in students learning to give back to their community by working to help their community on projects that tie into their academic core subjects. EL also allows students to better learn to understand their own feelings, as well as those of others around them and have more confidence in themselves.
S-2475	trades like mechanics, hvac repair, electrical,
S-2476	education
S-2479	AP classes is amazing and my daughter Payton Hoppe is doing this and loves it
S-2481	HVAC, Electrical, Mechanic, Marine Sciences, Marine Mechanic
S-2482	STEM, Medicine
S-2483	Skilled trade, information technology, health care
S-2484	Healthcare-Food industry-Maintenance and Repair
S-2489	More options for dual enrollment at PTC.
S-2491	Trades that will be useful for career longevity
S-2493	Any programming that doesn’t include screens or internet use
S-2495	I think there needs to be more trade options since AI is going to change our kids future.
S-2496	Things related to boating and water sports. Things popular for Florida
S-2497	I think the students have a lot of choices in our area, I do not believe that these should go away as long as the program can show that they can hold their numbers. Schools just starting should be given a deadline when they should have their capacity, if it isn't working don't continue to piece it together.
S-2499	First responder, visual arts aerospace/aeronautical or veterinary for middle school.
S-2504	engineering and health care

Q14. What academic or career technical programs are you most interested in being a choice for students in this geographic area?

S-2506	Arts (visual, performing), Montessori, professional trade certification (electrician, plumbing), teacher training
S-2509	Plumbing and construction
S-2510	none
S-2512	This would be a great question to pose to local businesses- what fields are the skilled workforce most in demand in this area.
S-2513	No opinion
S-2514	more AP and Dual Enrollment options at traditional high schools.
S-2518	STEM Programs, digital media, and creative arts with the support of socail services
S-2519	Any of the industries high in demand in Pinellas County and Florida
S-2520	Whatever meets and fills local needs and engages students
S-2523	HVAC, plumbing, electrical, and mechanical.
S-2525	Array of magnet programs offered throughout.
S-2528	Business Academy
S-2530	technical jobs that pay well in the job market
S-2531	Car mechanics, plumbing. electrical, cosmetology. nursing, early childhood education. culinary, hotel mgmt, marine biology
S-2532	Nursing, Computer Tech, IB, fundamental, Plumbing, Electric, HVAC, CAD,
S-2533	A.I., computer programming, nursing, HVAC, electrical engineering, culinary, veterinary.
S-2538	None specifically come to mind, but perhaps more programs like this for middle school students as they seem to have limited options.
S-2539	NA
S-2540	Nursing choices - CNA, LPN, RN
S-2541	Life skills and jobs such as accounting, electrician, cooks, inspectors, therapist, teachers, healthcare fields (nurses/imaging), mechanics, welding, or engineering. Looking at our community and being able to mold future careers that will be needed.
S-2545	Manufacturing, tooling, ai, robotics, engineering
S-2547	no input
S-2548	Engineering
S-2549	While students should have options, trades that are in high demand for our area will always be HVAC/ AC repair. Auto and Marine Mechanics and Construction.
S-2551	Trade skills, I.e., electrician, framers, masons, welders, mechanics, tailors, etc. Also, a healthcare based program like nursing, or hospital administration
S-2555	How about going back to basics with home economics and 'shop' class. Students need to understand household finances - living expenses (as a single, or family), budgeting and understand income opportunities based upon job skills. [This needs to be more than the 8th grade trip to Finance Park]. In additions, a 'shop' class can teach students basics of home maintenance and repairs interior and exterior work.
S-2556	Mechanics - anything boat or sea life related
S-2557	n/a
S-2558	Humanities and arts.
S-2560	Early college is amazing. I'd like to see that continued. I'd also like the technical certification courses to still be offered.
S-2563	Public service and government
S-2564	Emergency responders program

Q14. What academic or career technical programs are you most interested in being a choice for students in this geographic area?

S-2567	Any- we need a vocational high school in South County
S-2570	More academics for children who are Excel as well as children who are in need of extra help.
S-2575	Technology, trade skills
S-2579	Digital Media /Content Creation, Cosmetology, CDL
S-2581	NA
S-2582	Marine mechanics, EMT, Electrician, HVAC, Cybersecurity and Networking, CAD/Game & Simulation Programming, Cosmetology, Finance, Welding, Construction and Manufacturing, and Aviation Technology.
S-2583	Nursing/CNA courses, barbering, early childhood development, construction, plumbing, hvac.
S-2585	The schools should review any available analytics to determine highest interest that is feasible.
S-2586	Marine/environmental sciences
S-2587	I would prioritize programs that prepare students for both the careers of tomorrow and the needs of our local economy. This includes aviation, aerospace, biotechnology, health sciences, advanced manufacturing, electrical, HVAC, plumbing, welding, construction, AI, computer science, cybersecurity, robotics, engineering, business and entrepreneurship, financial literacy, and environmental sciences. Given Florida's economy, hospitality, tourism, and marine sciences should also be strong career pathways. I would encourage partnerships with local businesses, colleges, and community organizations to provide internships, apprenticeships, industry certifications, and dual enrollment opportunities so students graduate with both academic knowledge and real-world experience.
S-2592	Unsure. Medical? Nursing?
S-2594	IT, AI, graphic design, engineering
S-2600	engineering. medicine.
S-2604	Agricultural Science and Technology, Marine and Environmental Science, Personal Finance and Literacy, Finance and Business Literacy, Legal Discipline, Social Sciences, Applied Artificial Intelligence and Security
S-2607	Not sure if we have any of main trades for kids at any of the schools but the most common trades that kids could use for the rest of their life for example A/C, Electrician, Plumbing and Roofing there are many others, but this is off the top of my head.
S-2609	medical field options-ultrasound tech, med techs, cardio tech, and other trades that are less likely to be filled by AI
S-2614	A variety of vocational choices that reaches all students.
S-2616	none
S-2620	IT, AI, medical programs
S-2623	Industry certification, nursing program, athletic training
S-2624	technology, cosmetology, business management and entrepreneurship, truck driving, nursing for sure
S-2628	Construction trades - both technical and business skills. Graduating with a head start on trade school / apprenticeship programs opens opportunities up for lucrative careers and business ownership. This benefits kids, families, and our entire community.
S-2629	Not sure. South county has so many great programs. Except Meadowlawn which needs something
S-2631	Drone, medical coding
S-2632	Cosmetology
S-2634	AP Visual Arts and Media
S-2635	Not sure...maybe electrical & plumbing courses...like PTEC

Q14. What academic or career technical programs are you most interested in being a choice for students in this geographic area?

S-2637	Career technical programs, CTE and trades - construction, HVAC, etc.
S-2640	Medical, Technical
S-2641	Auto maintenance, nail tech, hair tech, plumbing, HVAC, engineering and STEM
S-2642	Career tech programs. Model after Jacobson.
S-2643	FireFighter
S-2646	Programs that terminate in certifications and licensures (ie HVAC, plumbing, electrician)
S-2648	Stem, Mechanics, Electrical (reach out to the National Unions for partnership. They are desperate to train new electricians and might be able to help financially), Hospitality, Childcare, Nursing...
S-2650	Stem
S-2652	Hands on learning. Like PTEC
S-2655	Art
S-2657	STEAM, trades (plumbing, welding, etc) and biology/botany/wildlife
S-2658	Aviation programs, pilot, mechanic, enhineer
S-2662	Computer sciences
S-2663	Gifted, extra curricular activities, school choice.
S-2664	Mechanic, Plumbing, Electrical Technician, REAL careers with real outlets. We wanna keep the youth here after, so they should find a career within the community.
S-2665	Welding, restaurant management, hotel management, maintenance, fiber optics, wind, mitigation, water, mitigation, hurricane, relief, cookers, how to interact with normal human being, how to open a checking account, life skills, they need to read, they need to be able to write, they need to be able to drive decently on the school roads
S-2667	I think things that they could graduate with a certificate or license with.
S-2671	We love the iStem program at Countryside.
S-2672	Not sure
S-2673	Science, math, tech, aviation, innovation
S-2674	n/a
S-2679	I believe all technical programs are important (plumbing, electrical, welding, mechanics, etc.).
S-2689	Arts magnet, Strings, orchestra. vocals, dance, theatre and visual arts (like a mini Gibbs PCCA but mid county
S-2690	Engineering, Ecology-Conservation, Medical specialties, Arts, AI technology, Marine engineering, Marine Biology, Transportation Services, Marine and Boat services, Sports Recreation services, Hospitality, Landscape Architecture, Urban Agriculture
S-2691	Languages, stem programs, hands on learning
S-2694	Medical and STEM programs.
S-2695	Focus on one of Pinellas County’s main assets: marine science, ecology, and the amazing ocean surrounding. Hard to believe there aren’t courses and programs all over the county for this. It could be in hospitality, preservation, ocean health, tourism.
S-2696	none

Q14. What academic or career technical programs are you most interested in being a choice for students in this geographic area?

S-2698	Things that aren't as likely to be taken over by AI. I like these ideas: 1. Renewable Energy & Environmental Technology Solar Technician Energy Efficiency & Building Systems Environmental Field Technician 2. Health & Human Services Licensed Practical Nurse (LPN) EMT & First Responder Dental Assistant Medical Assisting
S-2699	HVAC, Electrician, Plumbing
S-2701	not sure
S-2704	technology, ROTC, and career programs such as cosmotology, food services, trade (mechanical, carpentry, home living for ESE)
S-2705	Workplace essentials, learning for the 21st century- teaching kids how to think, study and logically reason because AI can’t replace that.
S-2709	Technology, health services, TRADES (welding, electricians, automotive, etc.)
S-2710	I would be most interested in career and technical programs that prepare students for high-demand fields such as healthcare, education, technology, engineering, and the skilled trades. Programs that offer industry certifications, work-based learning experiences, and dual enrollment opportunities would provide valuable options for students.
S-2711	I want a school with a strong academic focus, and reputation for good behaviors.
S-2712	PTEC north county
S-2714	I think any technical program would be great. There are children with so many backgrounds that they would grow from having this opportunity.
S-2715	Blue collar workers
S-2716	Any and every
S-2720	IB, gifted, fundamental, and any technical that is supported by student enrollment
S-2723	na
S-2725	I’d like to see more early college and dual enrollment programs. I’d like to see creative programs: graphic arts, content creation, digital marketing. Also, fields in healthcare as well as entrepreneurship. Not just trade options.
S-2726	N/A
S-2727	Robotics/technology, nursing, electrical, hvac, plumbing, cosmetology, sports medicine, journalism/communication.
S-2734	Not sure
S-2735	Access to PTEC for high schoolers, culinary arts, cosmetology, medical, engineering are a few
S-2736	Arts and Entertainment, Healthcare, Sports Medicine, Veterinary

Q14. What academic or career technical programs are you most interested in being a choice for students in this geographic area?

S-2741	ASD
S-2742	Programs resulting in certificates to set students up for success after graduating
S-2743	N/A
S-2746	A diverse education
S-2747	Trade
S-2748	I would like to see strong career and technical education programs in healthcare (nursing, EMT, medical assisting, pharmacy technician), information technology and cybersecurity, engineering, skilled trades (electrical, plumbing, HVAC, welding, construction), aviation and drone technology, business and entrepreneurship, criminal justice and public safety, culinary arts, digital media, and artificial intelligence. I also support dual enrollment, industry certifications, internships, and partnerships with local hospitals, colleges, universities, and businesses to prepare students for college and high-demand careers.
S-2749	Arts.
S-2751	Hospitality & Tourism, Sports & Entertainment Marketing, Computer Science, Business Management, FBLA
S-2752	Barber & beauty school would be practical many of my students expire to do that after high school. Anything that would open up opportunities to get our kids out of poverty in the smallest amount of time.
S-2758	Healthcare (nursing assistant, medical assisting, biotechnology) Information technology (cybersecurity, programming, networking) Engineering and manufacturing Automotive technology Culinary arts Agriculture and veterinary sciences Building trades Early childhood education Aviation or marine technology (depending on location) Many programs may offer: Industry certifications Internships or work-based learning Dual enrollment opportunities College and career preparation
S-2760	Culinary and vet
S-2762	Variety is good
S-2765	Finance, economics, AI safety and innovation
S-2768	Welding, HVAC, Computer Science and Coding.
S-2770	veterinary
S-2771	The mental health field.
S-2772	Blue collar jobs like, electrician, construction, mechanics, etc.
S-2775	Blue collar fields that do require education but not a college degree (a/c, mechanics, etc). Computer fields that AREN'T engineering (marketing, programming, design).
S-2777	not sure

Q14. What academic or career technical programs are you most interested in being a choice for students in this geographic area?

S-2778	Que allan más lugares de artes zonas de deportes lugares donde se den cursos gratis o en su defecto de bajos costos para los estudiantes de todas las edades
S-2781	STEM programs, automotive, welding, any trades programs
S-2784	Reading and math support, technical job support for union style jobs
S-2785	I'm in Pinellas Park but zoned "south county" I think Pinellas Park Middle Cambridge program would be good for my child. Although I dont have that choice. I think the marine and environmental science at Madeira Beach is a positive program. Richard O. Jacobson Technical High School is very interesting. I wish Hollins High still had woodshop. I wish art programs were more visual art oriented .(ceramics, glass, and painting)
S-2786	Automotive/ mechanics; vet tech; Information tech
S-2787	AI
S-2789	technology
S-2794	Multimedia communications, AI, ECE, Business and finance
S-2795	Veterinary
S-2796	whatever keeps the most schools open
S-2799	I think technical programs in the trades (electric, plumbing, mechanics, AC, carpentry, etc) are extraordinarily important. My family works in the trades and year by year the pool of people who are certified and hirable gets smaller
S-2801	How to work with online businesses, customer relations, tech development.
S-2803	Not sure what we already have
S-2804	Medical
S-2805	nursing, cosmetology, electrician
S-2807	Fine Arts, Trade School Options
S-2809	Combination HS and Vo tech, Medical, Arts,
S-2810	North county PTEC is needed - help develop specific skills for the workforce
S-2811	nursing,
S-2813	Unsure.
S-2819	NA
S-2821	electronics, plumbing, mechanical, veterinary, construction
S-2828	Cosmetology, car mechanics, public health
S-2830	Medical And engineering
S-2836	IT related classes, financial planning, leadership courses
S-2839	Creative arts and innovation.
S-2842	STEM
S-2845	I would be most interested in expanding career technical education options that provide students with hands-on learning experiences and prepare them for future opportunities. Programs focused on technology, engineering, healthcare, skilled trades, business, and entrepreneurship would be valuable choices for students in this geographic area. I would also support programs that allow students to earn industry certifications, explore career pathways, and develop real-world skills while still building a strong academic foundation.
S-2847	Not sure about specific programs, but realistically, many kids in this area are not going to go to college, so if we had options to set them up for success with a career, that would be very beneficial.
S-2850	Performing Arts and Leadership
S-2857	Technical programs
S-2860	AI, robotics, community solutions

Q14. What academic or career technical programs are you most interested in being a choice for students in this geographic area?

S-2861	To be honest, that is something that students should have the opportunity to provide input since it directly impacts their future. I know that my own children would be interested in medical, veterinary, and engineering programming for high school.
S-2865	More hands-on learning experiences such as automotive, plumbing, electrician, hvac, etc.
S-2867	computer engineering, electrical/solar and lineman, biology and zoology, chemistry and medical, cooking and farming/urban gardening, battery and plastics recycling, plumbing and roofing (construction).
S-2868	wellness, culinary, arts
S-2873	Health Sciences
S-2874	Expanding the fundamental program to all grade levels. Expanding the Leadership Conservatory for the Arts to all levels.
S-2875	Music
S-2877	Culinary, veterinary science,
S-2878	AI degree, computer science
S-2881	Reading writing math
S-2885	AP and/or IB courses, mechanic programs, vet tech programs
S-2894	Trade and medical field
S-2895	Coding
S-2896	A proportion of technical programs should directly mirror current and forecasted local career opportunities in those areas. Academic programs should always include the arts and humanities; this can be applied broadly (e.g., ceramics, print, illustration, music, dance, theatre, digital, etc.).
S-2900	Various programs similar to Jacobson high school
S-2903	Graphic Design Digital Media & Multimedia Production Photography Videography Animation Game Design Web Design & UX/UI Film & Television Production Audio Engineering Podcast Production Theater Technical Production Stage Lighting & Sound Costume Design Set Design & Construction Fashion Design & Merchandising Interior Design
S-2904	Lectura, escritura y pensamiento matemático
S-2916	Fundamental programs
S-2917	Environmental and recycling (local forests and marine biology
S-2920	Early college
S-2921	STEM, arts, career training magnet programs
S-2924	AVID
S-2931	IB program, Paul B.

Q14. What academic or career technical programs are you most interested in being a choice for students in this geographic area?

S-2932	Trade programs (HVAC, plumbing, electrical, etc), new technology programming.
S-2938	Technology
S-2941	I would love to see more programs that prepare students for skilled trades like plumbing, HVAC, and mechanical work. There are a lot of good-paying jobs in those fields, and they're always in demand. Not every student wants to go to a four-year college, so it's important to give them the opportunity to learn a trade and start a successful career right after high school. I work in a field with motor winders/ mechanics and find that there are no one learning the knowledge to maintain these careers.
S-2945	IT related, Culinary, Mechanical, Electrical, drones
S-2947	Cosmetology; finance, business, entrepreneurship, engineering, hvac,
S-2948	Need better academics with student/teacher accountability in the elementary/middle school. Failings in these areas are seen in high school. Parents do not realize kids behind until too late.
S-2949	More real world teachings
S-2951	Law
S-2961	Any
S-2962	I am most interested in expanding existing successful choice programs in this geographic area. This includes extending the fundamental program to all grade levels to provide students with a continuous educational pathway, as well as expanding the Leadership Conservatory for the Arts to serve students at all levels. These options would provide families with additional high-quality choices while building on programs that have already demonstrated success.
S-2964	Vocation training - electrician, construction, plumbing, and higher-end tech like robotics and engineering
S-2966	Band, Chorus, Orchestra for all who want it.
S-2971	Advanced Placement courses, foreign language, auto mechanic, shop classes, computer science, digital creation, trades (plumbing, electrician, carpentry, masonry, welding)
S-2976	Arts
S-2977	Science, technology and art.
S-2979	NA
S-2980	N/A
S-2982	Behavioral and mental health center on a campus away from major highways and busy streets
S-2983	alternative to academic for college readiness; more technical offerings such as electrical, plumbing, welding, hospitality, automotive
S-2985	Business, Tech, Engineering, and Culinary
S-2986	fundamental schools, medical, technology programs
S-2987	Expanding the fundamental program to all grade levels.
S-2989	HVAC, plumbing, car repair, nursing
S-2990	Anything in the trades!
S-2992	not sure
S-2993	Computer Science, robotics, AI, personal finance
S-2996	Carpentry, welding, cosmetology, etc.
S-2997	All the excellent arts programs which make this county’s public schools virtual magnets for both teachers and families who recognized the importance of the arts for a complete education.

Q14. What academic or career technical programs are you most interested in being a choice for students in this geographic area?

S-3000	South county seems to have a lot of trade opportunities in their schools, but north county does not. Given this economic climate, I think it is important to have these opportunities equally in all parts of the county. Bring auto motive repair, etc. to PHUHS. Also I would like to see more options for AP classes.
S-3001	Trade school
S-3002	Not sure
S-3004	Stem
S-3017	Keeping the arts conservatory at tarpon high and Cambridge classes at tarpon middle and high.
S-3021	Expanding the fundamental program to all grade levels. Expanding the Leadership Conservatory for the Arts to all levels.
S-3022	STEM and arts/music
S-3024	Continuation of the leadership program at Tarpon High
S-3025	The arts! These football meat heads jocks have existed for years and it has not benefited the pcs. Allow the arts to be funded and allow more grants to be applied for and generated for support. Support the arts!
S-3026	Trades, plumbing, framing, electrical, basic construction AND computers - I see students who do not know basic computer use - saving files, exporting documents to different formats.
S-3028	No answer
S-3030	I think the arts are a strength of the students in this geographical area and I would like to see that continue to be a priority.
S-3035	Another fundamental high school, IB, or STEM. More options as well for students to learn a vocation or technical trade. I am a graduate of Vo- Tech in Health Occupations. That gave me a foundation to further my education and increase my self esteem to be successful in Physical Therapy.
S-3036	Pre-law, theater, and trades
S-3038	Early childhood education, car repair mechanics, construction trades.
S-3039	Engineering & medical technical programs.
S-3041	Leadership Conservatory for the Arts,, Health Sciences, Technical/Engineering
S-3042	gifted studies
S-3044	all high-demand technical certification careers offered at PTC
S-3049	Health care, marine related industry, electrical/plumbing, marine/automotive/aviation mechanics
S-3053	Leadership conservatory for the arts for all
S-3054	Leadership
S-3056	AICE, IB, vocational options
S-3058	Yes
S-3059	I would like to see more Engineering and STEM (Science, Technology, Engineering, and Mathematics) programs available as school choice options. These programs prepare students for high-demand careers, develop critical thinking and problem-solving skills, and provide hands-on learning experiences that benefit students regardless of the career path they ultimately choose.
S-3061	Conservatory for Leadership of the Arts is an amazing program that teaches students important life skills, like working together as a team and respecting each other

Q14. What academic or career technical programs are you most interested in being a choice for students in this geographic area?

S-3063	Hands on career options
S-3067	classes
S-3070	Leadership, fine arts, culinary skills
S-3072	Offer students a variety of career pathways, including healthcare, skilled trades (electrician, plumbing, HVAC), engineering, information technology, cybersecurity, law enforcement, fire/EMS, business, entrepreneurship, and financial literacy. Financial literacy: Every student should graduate knowing how to: * Budget and save * Build credit responsibly * Understand taxes * Manage debt * Invest for retirement Those are life skills every adult needs, regardless of their career.
S-3074	HVAC, construction, electrician, plumbers, CNA, other health related careers,
S-3076	Health care and/or home economic fields
S-3078	Liberal arts, civics, art, music,
S-3079	Stem, engineering, the arts,
S-3081	Cooking and nursing
S-3085	STEM
S-3087	STEM, Veterinarian
S-3090	We should look at programs like medical, technology
S-3091	Construction and Building Arts
S-3092	Trade schools that support needs within our communities such as electrical, hvac, plumbing, mechanics
S-3094	More for gifted students, more programs that can actually prepare kids for accessible jobs that are available in pinellas.
S-3095	Radio/television broadcast.
S-3097	Offering hands on opportunities such as electrical, plumbing, cooking, etc. The academic offerings currently in place are good.
S-3098	Each middle school could offer a different academic or career program: visual and performing arts, technology, mechanics, carpentry, plumbing, AC and electric , culinary, hospitality, medical, military, police, firefighting, and paramedics. What careers are in demand of workers? What are the careers of tomorrow? Get business leaders to assist in determining the needs of the workforce.
S-3099	Basic courses available until students decide what they want to be.
S-3100	Any
S-3101	Gifted programs with qualified teachers and curricula flexible enough suit a wide range of gifted and twice-gifted student populations.
S-3105	Technical school, finance
S-3106	Pharmacy technicians
S-3109	English, math, science
S-3110	Arts program
S-3111	Plumbing, A/C, welding, wood working. I think providing technology advance programs are beneficial but I also believe we need to get back to the basics.

Q14. What academic or career technical programs are you most interested in being a choice for students in this geographic area?

S-3114	A variety for middle and high school level along with a designated middle school for Eastlake area
S-3117	The fundamental programs have proven to be successful.
S-3120	Growth in more verity of options of learning pathways for different academic and technical programs. update tech and standards to todays technology and needs to help support what is in place to secure what we have before what is lost.
S-3121	Literacy, logic, and ethics, in that order.
S-3124	Medical, buisness, law
S-3125	No new programs are needed. We have enough choices. I'm saddened that Richard O Jacobsen lost their Marine Tech program, but PTECH offers it. Our high schools have partnerships in place with PTECH, parents and students just need education about them, as most are not aware they exist.
S-3126	I think world languages should be taught in elementary and middle schools as well as high school. Students are missing out on real life skills like the vintage home economics classes, shop, financial and legal information that would support learning about how to survive in the real world. Typing classes and cursive are still important and not taught. We need well rounded students. The Cambridge and Leadership Conservatory programs should begin as early as possible.
S-3127	aero space, weather, marine biology
S-3128	That's not my expertise.
S-3131	N/A
S-3132	Broad based academic education
S-3133	I think mechanics. Veterinary etc
S-3134	IT
S-3135	Trades
S-3139	AP, dual enrollment, IB, Cambridge
S-3141	STEM. Culinary. Electric/Plumbing. Forensic/Criminal Justice.
S-3142	Engineering, Childcare, Car mechanics, AC work
S-3144	IT is a huge field especially in AI and cybersecurity. Medical is great and my favorite is the biotechnology program at countryside high school. They don't do a good job and tooting their own horn with their accomplishments, those students are thriving and some even working at USF labs making the equivalent of a $70k a year job while in highschool. Others in cyber have left directly to work in the field at $80k or more while going to college. I also love the programs at PTEC but they need to have more available at the clearwater campus, alot is only offered at st. pete and one program is only at dunedin highschool.
S-3145	Medical related since the population here is growing older and there will be demand for it. Engineering and science would be great too.
S-3146	Electrical, plumbing, woodworking
S-3152	Anything and everything STEM
S-3153	Culinary, finance, tech
S-3157	Cambridge
S-3159	Construction, mechanical, electrical, cosmetic

Q15. What do you think are the essential components for a school to thrive and meet student needs? Provide specifics regarding academic programming, supports, staffing model, extra-curricular or athletic opportunities, etc.

P-01	I think we need a North Count technical campus.
P-07	Cellphones need to be prohibited entirely
P-08	Support students's families so students can focus on learning
P-09	At the high school level there needs to be accountability for student absences. Failure after 20 absences in a class a semester?
P-13	Student interest!! Academic programs based on what is favored.
P-14	Partnerships, academics, & extra arrus
P-15	Academic
P-21	Magnet Programs
P-22	Arts are fundemental to all learning styles-very important.
P-23	Kids need a study hall to learn how to work independently
P-24	Strong teacher supports and behavior specialists.
P-25	Adequately paid teachers. Budgets aligned with student needs. Social skills training for students & staff. Sufficient enrichment opportunities. Behavior training for teachers. Acounselor on location.
P-36	Community Support & Involement On an overall level; athletics, extra cirrulars/drama, band, etc. Knowing the staff and having continutiy.
P-37	Essential Components-High quality evidence based curriculum for all students. Low student to staff ratio. Proper ESE staffing.
P-38	Explicit academic assessment-teaching children based on their ability and interests not their age. Do not move so fast academically many kids have falling behind.
P-39	Students need to learn based on the scientific research of teaching reading-National Reading Panel.
P-40	Education for staff on supporting students who are twice exceptional.
P-41	yes
P-42	Music programs, reading support, extra curriculars, ESE services, mental health support.
P-43	Transparent Communication
P-44	Mental health support Soft Skills
P-45	Less Testing!
P-46	Mental health Less Testing Create a sudy hall time
P-47	ESE/504 Liaison
P-48	I would like to see school gardens. Students learn to grow.
P-49	Athletic feeder programs for the high schools. Builds contnuity and community engagement, allows HS athletes to be mentors and decrease chances of them leaving for private schools.
P-50	Ensure "student Needs" is defined holistically on cognitive. behavioral , mental/emotional, physical levels age appropriate for develoment. Good grades not equally the sum of excellence.
P-51	Continues to draw kind, approachable, educated, and qualified teaching faculty.
S-0003	Free lunches, reading programs, libraries, field trips.
S-0005	Support for teachers, parent/community support of the school and teachers, along with administration. We are a part of a title 1 school so free breakfast and lunch for students is essential for the success of our students.
S-0009	Creative programs to supplement the core academic path provide a good balance for my student. Having a mental health counselor was beneficial for my student.

Q15. What do you think are the essential components for a school to thrive and meet student needs? Provide specifics regarding academic programming, supports, staffing model, extra-curricular or athletic opportunities, etc.

S-0010	Provide additional experiences for students...hands on learning
S-0011	Extra supports for kids with ADHD! Needing executive functioning skill building. These kids fall through the cracks!
S-0022	For an elementary school academic and support for special needs children
S-0024	I think the teachers and staff need to be valued in order to create a school climate and culture that encourage the families and students to invest and actively participate in the school community. Strong family connections, community resources that are relevant to students, and plentiful resources for ESE, ESOL, Gifted, etc. to make a rich fulfilling environment.
S-0026	The essential components are building a community with student input for clubs and extra curricular activities such as student led clubs enhancing their community building relationships. Staffing model would be not wasting resources on extra staff , multiple counselors and assistant principals.
S-0030	Good communication with families and vice versa
S-0034	Arts programming, essential arts (general art, music, band, chorus, theatre, dance).
S-0035	A principal that can develop a safe campus culture, the arts, athletics, rigorous options as well as options for lower performing students.
S-0039	Academic support, extracurricular, arts, music, all of that
S-0047	Behavior and athletics band performing arts cheerleading
S-0048	Interesting electives, enough staff to be coaches that want to coach that sport/know how to coach that sport
S-0049	I'm not sure
S-0052	First priority is parent involvement and accountability because if parents are not involved and accountable, teachers are limited in what impacts they can make on students. Allow more autonomy for teachers to craft teaching methods suitable for students
S-0056	Teachers
S-0057	So different across the k-12 age range however the people are what make a school thrive. The staff as well as involved families. But having supports for the teachers so they can teach is very important.
S-0067	No answer.
S-0072	Variety of courses and extra curricular activities
S-0075	All are important
S-0076	All of the above.
S-0077	Appropriately sized classrooms. Mental health and counseling supports
S-0078	A welcoming positive environment
S-0079	Students need the opportunity to apply skills learned in multiple opportunities (testing, free-play, projects, group learning/leading, etc). They need less testing (demonstrating understanding of targets only need to be done once not multiple times), more opportunities for socialization, more recess/free time,
S-0080	What happens to the vpk units with the k through 8 schools? What happens to the ese units?
S-0083	You can't meet the student needs if families can't afford living in Pinellas and for those families survey them
S-0085	Teacher/student and teacher autonomy

Q15. What do you think are the essential components for a school to thrive and meet student needs? Provide specifics regarding academic programming, supports, staffing model, extra-curricular or athletic opportunities, etc.

S-0088	Maintaining credible and competent leadership, at school levels but also more importantly at district level. Seems the people making decisions for the teachers and what they're allowed to teach don't care about students anymore, just test scores.
S-0091	Arts, music and physical education are important to create well rounded children. There also needs to be smaller classroom ratios for elementary students
S-0092	A school that provides the basic needs: shelter, food, and water. We need the maintenance to maintained and clean the facility. We need the electricity to provide the technology and climate control. We need a leader that respects all components of the building, staff, and families that utilize the facility. This leader inspires the creative abilities and support of the staff. The staff are highly trained and maintain all certifications in order to inspire the families we serve. The staff has the ability to have and maintain a home in the area based on their salary and benefits. Benefits include a medical plan that can assist when they or family need help physically or mentally. We offer aid to the families we serve with help finding food, housing, and medical care. We also offer physical and creative outlets for the students. We can offer physical activities and activities that use music, film, stages, paint, photography, woodwork, metalwork, ceramics, jewelry making, or even hair...
S-0102	A range of things that build the school's cultural identity and give ALL students a sense of community and belonging. Athletics, arts, clubs - these are all a big part of building student engagement within a school.
S-0107	Caring staff and family relationships- data driven and intentional teaching meeting needs of all learners- staffing model and support services.
S-0121	Behavior support, assistants, sports
S-0123	It takes a village so as a community we get together and support our teachers in order to have successful students to achieve 100% students success.
S-0126	Computers
S-0128	Obviously academics need to be strong, but extracurriculars are absolutely necessary as an outlet for students to stay motivated and invoke creativity
S-0133	Low student to staff ratio, focus on education as well as developing well rounded students (extracurricular activities and student involvement)
S-0134	More assistance with student behavior and special education needs
S-0135	Academics that fit all needs. Allows for both academically successful and non-academically successful students. We need teachers to be able to teach, so classes should not be too big just to fit the budget.
S-0136	'-small class sizes -hands on learning -minimize electronics in the classroom -focus on students not tests -provide hands on and physical activities extra curricular options/clubs
S-0138	They are all important for us to grow the whole child and make lasting memories.
S-0142	Appropriate classes for all students (not for school acceleration points). Special Education services that meet the students' IEP SDI minutes. Staffing models that consider the type of student being taught (demographics) including economic, living environment and services required
S-0146	Programs that simulate real world careers
S-0152	Improvements to athletic facility in the schools

Q15. What do you think are the essential components for a school to thrive and meet student needs? Provide specifics regarding academic programming, supports, staffing model, extra-curricular or athletic opportunities, etc.

S-0163	Strong academic staff.
S-0164	Thriving academic environment, engaging, fully encompassing elective choices (the arts, etc). Smaller class sizes. Strong administration.
S-0168	All play an important role- academics , extracurricular, sports
S-0169	One no screen time at all,exercise and common core and common sense training then arts
S-0174	Supports and the arts
S-0179	Arts and extracurriculars
S-0181	Resolved the car line issues at elementary schools.
S-0187	Adequate staffing to allow for small class sizes, a variety of programming at multiple levels (special needs, advanced, college-bound, technical, etc.), and a variety of extra-curricular activities that include the arts and athletics.
S-0189	Teachers who are knowledgeable in handling behaviors, who have specific training and knowledge and hands on experience for magnet programs
S-0191	I think it starts at the top with a committed principal
S-0196	Strong leadership and open communication. Dedication to helping students succeed with the retention of quality teachers.
S-0199	Academics, dual enrollment, athletic, performing arts and career technical
S-0201	Best teachers and curriculum specialists along with counselors. Strong leadership and family relationships.
S-0202	Students need social emotional support from counselors, social workers, ESE support, etc... Students need competent teachers who are supported by district and administration. Districts should prioritize retention of educators. Students need high expectations a strong code of discipline with real consequences. Students need to be engaged in extracurricular activities and sports and to be invested in their school culture. Students need to be safe in their classrooms!! Implement metal detectors!
S-0205	I think they are all important are there district people who could be taken away?
S-0208	Teachers, counselors and other behavioral supports
S-0209	NA
S-0210	Art and music classes, clubs, sports, AP courses, honors courses, guidance counselors, nurses, etc.
S-0214	Having low class sizes to help students better
S-0226	Really good teachers (that have empathy and care) but most importantly understand the whole child.
S-0233	Quality teachers! Administration who care! Support staff that are qualified and respected. There needs to be school community and engagement. There needs to be clubs and sports that represent the student body. A vocal student government that brings the student body together helps. But ultimately for a school to thrive everyone needs to feel valued, the staff and the students. Have engaging and valuable, interesting classes for the students to take. Support for them with extra help and testing supports too. Don't stretch the faculty and staff too thin with preps and additional tasks.
S-0234	Have a well-rounded mental health team (counselor, social worker, school psychologist) to aid in social skills, emotional needs, etc; more balance of ESOL teachers/bilingual assistance given student needs; extracurricular activities to demonstrate to students esp. of low SES what other things are out there (culinary club, art club, book club, etc)
S-0238	Better school discipline. A small number of disruptors has a large impact.

Q15. What do you think are the essential components for a school to thrive and meet student needs? Provide specifics regarding academic programming, supports, staffing model, extra-curricular or athletic opportunities, etc.

S-0240	Families want students to still have fun and want to come to school. It is important that schools offer programs that make learning fun. We know academics are important but social skills are equally important.
S-0242	Keep athletics, high academics, and extracurriculars
S-0247	Get rid of technology. Bring back textbooks.
S-0250	Qualified teachers, guidance counselors, literacy coaches, and access to technology. Provide opportunity and promotion to teachers who are engaged and positive. Attract talented candidates for the arts programs.
S-0251	Good teachers
S-0253	Strong academics, strong arts, strong sports, counseling for college and tech routes
S-0258	Starts with the principle
S-0265	Front office staff, assistant principal, guidance counselor, social worker, school psychologist,, ESE personnel
S-0270	Quality teachers but you don't pay enough because you pay your redundant executive leadership including someone who sued her former district. BAD business
S-0271	I feel academics and quality educational staffing needs to be focused on more than athletics and extracurricular. It is easy to get extracurricular activities but very difficult to find quality educators
S-0273	Strong academic core. Opportunity for advanced classes and college credit. Teachers ability to form positive relationships and vary instruction to meet different levels of ability. Enough staff and administrators to run the campus in an efficient and safe manner.
S-0275	High expectations academically and behaviorally, consistent consequences
S-0277	Keeping staff to keep a reasonable class size and all support staff and ESE providers to support the success of students
S-0280	Foreign Language exposure, arts, Cambridge, band, orchestra all unique to Tarpon
S-0290	DO NOT CUT CLASSES at the 10 day count. This is detrimental to the students and a horrific waste of time for teachers and staff. DO NOT put any more money into admin building. Look at bus routes…. Why are 5 kids taking a bus?
S-0293	An empowered faculty. Parental support, involvement, and accountability. Student accountability.
S-0301	A successful school starts with effective teachers, strong leadership, and adequate staffing to meet students' academic, social, and emotional needs. Every school should have access to school counselors, library media specialists, ESE services, interventionists, mental health supports, nurses, and family and community liaisons. Schools should provide a strong academic foundation while offering career and technical education, fine arts, music, physical education, and extracurricular activities that keep students engaged. Manageable class sizes, updated technology, family involvement, and equitable access to resources are also essential. Budget decisions should prioritize the staff and programs that have the greatest direct impact on student success.
S-0306	Arts and sports are very important to keep students engaged
S-0307	Small student/teacher ratios, active parent community.

Q15. What do you think are the essential components for a school to thrive and meet student needs? Provide specifics regarding academic programming, supports, staffing model, extra-curricular or athletic opportunities, etc.

S-0312	Schools that have happy staff and willing to work hard. Then students can buy in more to the school which makes parents happier. Make sure that they aren't just giving grades away. Extra curricular options are great- both athletic and non athletic options then you cover more interests. However the extra class that some of the middle schools have like Seminole middle- the kids can't stand. I would make that go away.
S-0313	A successful school starts with highly effective teachers who have the support and resources they need to help students succeed. Schools also need strong instructional leaders, academic coaches, school counselors, ESE and ESOL services, library media specialists, reading and math intervention, and behavioral and mental health supports. Academically, students should have access to rigorous instruction, career and technical opportunities, arts, music, physical education, and extracurricular activities that keep them engaged. Just as important is a positive school culture built on strong family partnerships, student safety, and meaningful relationships. When schools are well-staffed and focused on meeting the whole child's needs, students are more likely to thrive; when these supports are taken away, schools inevitably decline.
S-0317	Caring principal and staff, extra curricular activities, involved pta
S-0323	Teacher autonomy, Discipline and parent involvement. If we follow our student code of conduct for each student, and allow the system to work as written, we could funnel students with extreme needs into better resourced environments, especially in elementary. Often we have students in a classroom that completely derail any learning, makes other students feel uncomfortable, which leads to attrition. As a district, we fail to allow schools to reassign students for discipline in elementary, regardless of the severity of the behavior. We need an alternative school in South county to send students to for help instead of Richard L Sanders, whose purpose should be aimed at ese behaviors, not repeated misconduct. Parent involvement is harder because all of the dedicated parents are vaccumed up by fundementals. I my experience, Principals who micromanage have mediocre programs. The successful schools have a more hands off approach to helping teachers, excluding behavior where they are active.
S-0324	Pta, extra curricular activities, neighborhood feel.
S-0329	I have touched on this area in my previous answers. In general, the atmosphere needs to be disciplined with high expectations and rules being enforced each and every time by every adult in the building. Consequences must be learned by our youth in order for them to become successful adult community members.
S-0331	Supportive staff, material can be taught but human interaction is critical for development.
S-0333	More Human Resources in the classroom and less computers (especially in elementary). Research is demonstrating that kids are getting too much screen time and it is negatively impacting their academic performance and social skills.
S-0335	Fundamental schools are important to show responsibility for students and families. Just because a school is small in size doesn't mean it needs to be closed if it meets the needs of families desiring that program.

Q15. What do you think are the essential components for a school to thrive and meet student needs? Provide specifics regarding academic programming, supports, staffing model, extra-curricular or athletic opportunities, etc.

S-0336	Sports, clubs, after school tutoring, a centralized professional development program Ware professional development staff members are assigned to each school. And then curriculum for specific school professional development is tailored to fit the needs of each school. Some of these things will be similar and some of them things will be different, but I do believe that professional development should go through the district professional development program. Each school seems to be doing their own thing and it doesn't make sense because we're not all on the same page. Continuity is important
S-0338	Extra curricular to build community and get kids off screens, to develop long-lost social skills
S-0340	Every school needs to be staffed with an academic counselor, and multiple behavior specialists. Teachers should be provided more time for planning and their classes should be small enough that they have time for one on one interventions with their students. Phonics should be taught in the early grades. Get rid of the pacing guides and allow teachers to determine when their students are ready to move ahead. Stop forcing upper level math on middle school kids without giving them the option to retake Algebra or Geometry. Allow all K-8 students a daily recess to burn off energy. Do not cut back on the arts and electives or you will lose the students who are not as focused academically. Finally, full-time librarians in every school who are not tasked with testing or laptop collection.
S-0347	The reason people are leaving public education is due to behavior that goes undisciplined. The amount of testing and time spent on computers is over the top.
S-0357	Structure, consistency, high expectations, uniforms, behavior management of studenta
S-0361	Kids & families have to like school!! Right now, PCS has curriculum that needs to be refreshed and reimagined for kids to enjoy what they are learning and for parents to believe their kids are being challenged. Science LABS need to be reinstated...If we have all of this "room" why don't we have a LAB for each grade for Math also? A math LAB would be amazing! Students who are disruptive due to their needs (ASD, behaviors, etc.) need to be placed in environments where their needs are best met, NOT a regular classroom. Teachers are spending too much time with special needs students therefore parents are taking their "regular" and "higher achieving" students out of PCS for private/charter/home school.
S-0364	Kids need music art science and play. Non negotiable. Very small campuses (200 kids) close to neighborhood are probably best for elementary middle school combo
S-0369	Student access to college courses while in high school is such a blessing for families. Gifted programs that begin in elementary school, funds for elementary reading and math remediation pull out programs, and guidance counselors are important to student success.
S-0374	Unsure
S-0378	All of these are essential
S-0380	Full staffing is essential to being able to run a school smoothly. Academics as well as basic life skills such as using a checking account etc should be offered as the students get older
S-0381	Happy teachers
S-0383	The parents turn out for our arts programs are the biggest turn outs we have.
S-0392	Equity in distribution of resources, universally administered programs (school breakfast and lunch, counseling, etc.) and teachers that are paid well and union-supported.

Q15. What do you think are the essential components for a school to thrive and meet student needs? Provide specifics regarding academic programming, supports, staffing model, extra-curricular or athletic opportunities, etc.

S-0393	A school will thrive when the educational team of that student is connected with the parents. We need to have a school based team consisting of a licensed behavioral specialist, psychologist, social worker, counselor assigned to students with 504 Plans and ESOL. Behavior impacts the students ability to connected and growth.
S-0396	Discipline, getting the kids to school on time and prepared for their academic day; provide enough diversity in classes offered that there's something for everyone. Art, music, technical skills, literature.
S-0401	I do not have enough information or training on what essential components would include other than what has already been introduced. I do notice that a strong top-down administrative model seems to work the best for student achievement and teacher/staff satisfaction.
S-0404	Academic support staff is crucial as well has having permanent, full-time teachers.
S-0409	Staffing model
S-0411	We don't leave because my son receives a lot of support from his VE teacher and extra tutoring from the library teacher. He also loves going to YReads.
S-0413	Lunches! They are horrific and yet kids are supposed to function while being served trash. It’s awful!
S-0416	Make breakfast and lunch free for all students regardless of title 1 status, offer tutoring and reading intervention throughout the school day, smaller class sizes
S-0446	Schools need to keep to the lower classroom sizes to best serve our students. To keep students well rounded there needs to be specials. Our ELP program is funded by Title 1. I believe at the MS and HS level the atleytic and music opportunities need to continue. It would be a disservice to those compared to other districts for future scholarships. PCS need to keep students well rounded and options open for learning
S-0448	Smaller ratios when teachers can actually teach
S-0459	Na
S-0469	Teachers who want to teach specific topics. Not those who are told to. Consistency. Strong parent-teacher relationships
S-0480	Parent involvement and sports
S-0483	Middle and high school sports, guidance counselors, music/band
S-0489	All of the above as well as if not more importantly parents being involved in. Their children's education
S-0495	Split P.E. classes by grade
S-0505	All the above are essential. The academic programming has become so overcomplicated. It is possible a waste of materials is the case and less attention to the basics.

Q15. What do you think are the essential components for a school to thrive and meet student needs? Provide specifics regarding academic programming, supports, staffing model, extra-curricular or athletic opportunities, etc.

S-0509	Again, public schools are now in direct competition with private schools. Look at what they are offering. Why are families leaving public to go private now that cost isn't a factor. More than half of my friends send their children to Westlake Christian School when we have amazing north county school options. They love having lacrosse offered. They love that their children are learning a foreign language in elementary school. Their class sizes are capped at 18. No exceptions. They don't even offer supports for IEPs and people are still going there. They feel like their school community is a family. The school has tons of nostalgic events like Father Daughter Dance. They have new furniture and not old carpets. We need to work on adding more options for after school sports in public schools (especially elementary and middle options). Teachers need to be highly effective or tossed. Teachers non-requested need to be moved to different positions. Market better! Make school family feel better
S-0512	I don't know.
S-0519	Amazing core curriculum teachers
S-0526	Abundant staff (relationships are the most important), more effective discipline policies.
S-0528	Good range of classes, decent class sizes
S-0529	provide tracks for students who will not go on to college as well as students who want to excel in academics
S-0533	Accountability from all parties. Parents, students, administrators and teachers must all do their part.
S-0534	A strong and full staff roster. It all starts with the people who run things and work directly with our kids.
S-0545	ESE, counseling, SLP, OT/PT, security. Pinellas County schools should partner with Pinellas County sheriffs department and have sheriffs officers be the on-site security at all the schools. It would save the district money. We shouldn't be eliminating academics, but using the resources smarter.
S-0552	Staff knowing all students, from front office to teachers. Everyone at my daughter's charter school knows her, even the middle school teachers, and she is in elementary school. This means a lot to me as I know teachers and staff care and take note and are always involved
S-0559	Teachers and support.
S-0565	Good curriculum
S-0567	Exactly the above in that order
S-0569	A school thrives when it creates an environment where every student feels safe, supported, challenged, and valued. Student success depends on more than strong academics—it requires a comprehensive approach that addresses academic, social-emotional, physical, and extracurricular needs.
S-0570	Student:teacher ratio including smaller classes. More focus on Student led learning and curriculum that focuses more on student academic interests and finding different ways to assess our students abilities other than State Testing. State testing is ruining our children's confidence
S-0571	More electives that are an introduction to career paths! Smaller class sizes so teachers can truly connect and be successful. Parents and teachers both want that!
S-0573	Appropriate class size, teacher support, supportive administrators

Q15. What do you think are the essential components for a school to thrive and meet student needs? Provide specifics regarding academic programming, supports, staffing model, extra-curricular or athletic opportunities, etc.

S-0578	I think the smaller class sizes (following the class size amendment), providing sports, music, drama and arts as extra-curricular activities, and providing rigorous classes like dual enrollment and AP in the high schools are essential to helping all kids. However, I also think providing on-level classes is important, too.
S-0580	good communication from administration and teachers
S-0581	For a school to thrive administrators must be positive and supportive. Teachers basic needs must be met like supplies and support to help students. Student behavior must be addressed and severe behaviors looked at by county so it doesn't affect the majority of the school or class population.
S-0586	Opportunities for students to make personal connections
S-0590	Support for students with special needs (i.e. IEP, 504)
S-0598	Quality teachers & administrators providing good, comprehensive education including art, music, and athletics.
S-0599	We need more people. Given current student needs, we need counselors, psychologists, and SW full time at all schools. Behavior concerns continue to increase every year.
S-0609	The current industrial school design hasn't met the needs of the community since the post-industrial era began. That's been at least 50 years now. Those old community structures disappeared with the advent of digital technology and the ensuing changes in work-life needs. School systems are huge and do not adapt quickly, like trains that can only move on fixed paths. The provision of fixed academic learning has been outdated and replaced by dynamic alternatives that better suit, and are needed by, all ages. The predictability of jobs that were held for decades, single income families, retirement pensions, all vanished as did the lifestyles they allowed. With schools designed only to serve children, adults flounder when new skills need to be learned and cannot be delivered quickly, or locally, diminishing the collective work force value thus seeding new employment opportunities and good paying jobs elsewhere. Our local schools should be fully integrated with local business needs.
S-0613	Parent involvement at local level… surveys from schools to obtain parent input. Staff/teachers remaining happy - we had EXCELLENT teachers (that wanted to teach and was a WEALTH of knowledge) that was asked to not return. This was against the entire community's desires.
S-0614	Good quality teachers, well-vetted curriculum, opportunities for experiential learning like science labs, music rooms etc. For younger students, space to play outside and/or outdoor learning spaces.
S-0627	For a school to thrive, it needs strong academic programs, qualified and caring teachers, and support services that meet the needs of all students. Essential components include special education support, speech and occupational therapy, school counselors, family community liaisons, mental health resources, and opportunities for parent involvement. Schools should also offer enrichment activities, arts, sports, and career-focused programs that help students develop confidence, skills, and prepare for the future. A strong school should create an inclusive environment where every child, including students with disabilities, has the support needed to succeed.
S-0634	A school needs to meet needs of students academically AND challenge them.

Q15. What do you think are the essential components for a school to thrive and meet student needs? Provide specifics regarding academic programming, supports, staffing model, extra-curricular or athletic opportunities, etc.

S-0636	Paying teachers what they deserve instead of the bare minimum so children can enjoy learning from having a teacher who is not grumpy from hating their job. Having options for the kids to choose electives, having after school tutoring options for the kids who are struggling. Sports and club offerings at all schools. Safety, bulletproof windows and doors.
S-0637	Academically nourishing and nurturing environment where students are engaged; varying perspectives are encouraged; critical thinking is expected - wrap around services; deep partnerships with teacher education programs; increased immersive education experiences; co-teaching
S-0651	A library is the heart of an elementary school. Please keep libraries in our schools
S-0654	Club options and tutoring
S-0656	Going too lean on the staffing model will be problematic in the long run. More can be done for students when staff can focus on their primary job responsibilities.
S-0660	Focus on the educational subject basics (reading/writing/ELA, math, social studies, science health/PE, art, and music). Band, sports (football, basketball, etc), and drama/arts. Speech, debate, mock trials, archery, and others like this are clubs funded through community partnerships, boosters, parent volunteering, and fundraising/fees including teacher stipends for these extras. Look at what charter and private schools offer quite effectively.
S-0665	Create an option for middle school that is zoned specifically to our eastlake community. Emphasize the SEm and math focus that has worked so well for the area. Have better athletic campus
S-0667	Funding...The most essential component is adequate funding. When resources are limited, schools are forced into choosing between valuable programs and services that all benefit students. I'd rather see the district focus on advocating for sustainable funding and making data-driven decisions than creating an environment where schools, programs or teachers feel like they're competing against one another for survival.
S-0674	A thriving school provides students with a well-rounded experience that supports academic growth, personal development, and a sense of belonging. Essential components include strong classroom instruction, dedicated teachers, counselors and support staff, and access to programs that meet the needs of different learners. Schools should offer a variety of academic pathways, electives, arts, STEAM opportunities, career exploration, and extracurricular activities so students can discover their interests and strengths. Athletics, clubs, and enrichment opportunities are also important parts of building community and helping students develop confidence and leadership skills. A successful school is one where students are known, supported, challenged, and provided with opportunities both inside and outside the classroom. Investing in the people and programs that directly impact students is essential to meeting the needs of every learner.
S-0678	teachers and counselors, curriculum development
S-0679	The most vital component to a successful school is a community that passionately cares. This can be achieved if the district listens and then implements the wants and needs of the community.
S-0681	Consistency of staff, creating a positive and safe learning environment for students to thrive and staff to take chances.

Q15. What do you think are the essential components for a school to thrive and meet student needs? Provide specifics regarding academic programming, supports, staffing model, extra-curricular or athletic opportunities, etc.

S-0682	There should be more available support staff. These nurses, social workers and psychologists cannot manage 2-3 schools effectively. Hire more behavior support staff. Close schools and properly staff the open schools with the cost savings.
S-0683	Better mental health support for teens, smaller high schools to really know the students. PHU is way too big! Students get “lost” and forgotten about if they aren’t in a program. Students at that age are going through so much, they need guidance to help manage their ever changing selves.
S-0684	Students need a well-rounded education to thrive, including athletics and extra-curriculars, student support staff, and teachers.
S-0693	Good teachers.
S-0704	Copilot said: A school thrives when it provides strong core academics, qualified teachers, student support services (counselors, mental health, ESE), safe learning environments, and opportunities for students to explore their interests through electives, career and technical programs, clubs, arts, and athletics. Maintaining reasonable class sizes, engaged families, and a positive school culture are also essential to meeting student needs and preparing students for future success.
S-0705	Sports, PE, extracurricular activities such as music and clubs are important- if more parent involvement is needed- I could and would be willing to help champion that effort
S-0707	Teachers and the academic preparedness they bring are at the center of a good education. The academic programming and course offerings should meet the students where they can achieve goals to be within the top 10-20% of the national primary school education system. The system should offer a well rounded education no matter what school a student attends. The administration and teachers need to work in a cohesive manner, sending a unified message to the student body. The administration, teachers and parents should also work toward goals each year based on need (be it extra curricular, athletic, community based, etc).
S-0712	Smaller class sizes so teachers can more effectively teach. Counselors to help handle any and all personal struggles/class balancing/course choices/support teachers by doing restorative sessions with kiddos, etc. We need APs to help with behavior so that the principal can focus on big picture logistics and projects. Enough APs to properly support the school - we all know title one schools come with their own set of issues, because typically lower income means parents are very busy, means kiddos don't get enough time with them at home, which means they come to school with a little bit more needs than others and that can lead a behavior issues. Such as lower reading Levels, food, insecurity, and unstable home life. Sometimes this manifests itself in behavior issues. So we need APs to help with behavior and managing the school. We need secretaries to answer Parent calls, and triage student sent to the offices. We need more Classroom money so teachers can Provide conducive learning environ
S-0715	Responsiveness of teaching staff
S-0718	Strong leadership that has a vision for creating community on campus. Strong academic success, a good variety of athletics, and some strong extracurricular that could be tailored to the school focus.
S-0719	School busses for all students; ELA, math, science, history, and PE classes; free afterschool program with qualified heterosexual professionals.
S-0724	All. Based on type of school.

Q15. What do you think are the essential components for a school to thrive and meet student needs? Provide specifics regarding academic programming, supports, staffing model, extra-curricular or athletic opportunities, etc.

S-0730	Differentiating our academic approaches and ending state testing. The FSA and other exams in elementary make students nervous. Nothing should make a child feel less than because of a certain score.
S-0731	I believe for a school to thrive, we need to have enough staff that can meet the needs of all of our students. For example, I truly feel that our students are going to suffer this year with the loss of many physical education assistants. Safety is going to be a very big concern.
S-0734	Staff should be able to complete their job duties in the time they are being paid, especially support staff. There are numerous positions in the county that "volunteer" their time every day in order for peace of mind to get a job done. If you have happy employees that are compensated fairly and not overworked, the school climate will be better. You have way too many overworked employees. There are a lot of unrealistic expectations in this county for the work load of staff members. District rules need to be followed by staff and enforced to students. When that doesn't happen, chaos ensues. There are policies and procedures for a reason and when they are not followed, you can't expect a school to thrive or meet students needs when the basics are not enforced. Stop prioritizing extra-curricular and athletics. It starts in the classroom and that is not where the focus is.
S-0737	Focusing on the student needs and growth. Make sure they are ready and well rounded. More ability to learn related to their futures. Trades, college wise, arts, sports, etc. Focus on giving them an advantage as they transition. Bring in connection to those communities to help offer internships and such. Focus on the staff to retain and fill shortages. Especially for special needs students to be included properly. Balance arts and sports unless you design sports focused magnets.
S-0743	1. I think having more of mix of male/female teachers would be a good start. I would love young boys to have positive male role models outside of the home from an early age. 2. A principal who is visible and super hands on 3. Immediate intervention programs not just for the extreme cases but for all beginning in Kindergarten. (Reason - It took my daughter from K-beginning of 2nd before help came in. This was too late) 4. PE at least 4x a week 5. Extracurricular activities after or before school that are free
S-0747	There has to be extracurricular activities. I believe in small class sizes, schools that are NOT overcrowded. Enough teachers to allow for smaller class sizes and individualized attention. A school MUST be up to date, MUST be clean and sanitized daily, MUST have safety as a top priority, MUST have staff students/parents can go to with a concern, compliment or problem. I think challenging students' minds more is very important and shouldn't be something that struggling students hinder for the entire class. Maybe if there were special full time classes for those who are struggling academically and/or special full time classes for those who excel academically.
S-0748	I feel all are essential! Each component helps a student in different ways.
S-0755	Community connection, non-superficial relationship between school and home, get Bob Kalach to consult on this because he always made families feel welcome and connected to what was going on, students need something to look forward to on campus, staff are spread too thin and don't develop relationships with students anymore
S-0756	All of those things. A child needs to have a complete education

Q15. What do you think are the essential components for a school to thrive and meet student needs? Provide specifics regarding academic programming, supports, staffing model, extra-curricular or athletic opportunities, etc.

S-0763	Meeting the basics of what they need in terms of the academics, giving them some sort of options in terms of a few electives to balance out their schedules, and balancing out their day with a little bit of time to decompress and still be a kid (within reason, of course). Don't want to create robots or stress monsters, but don't want to just kill time either. Staffing-wise, teachers that ACTUALLY TEACH! I understand we live in a world with tech everywhere and they have to know how to function around it. Their instruction, though, should be coming predominantly from the instructor, not a website or a tablet. Using a platform like Canvas for your materials....sure. Simply saying, "The lesson's on Canvas. Go do it."....absolutely not! We've swung the pendulum too far away from direct instruction. If they are content experts, let their expertise shine in the room. If they aren't, get them out! Extra-curriculars, keep encouraging kids to get involved! Can't make them join, so I get it.
S-0767	Staff who cares. High standards. Logical consequences for good and bad choices.
S-0769	Assisting children who are failing and need smaller classes
S-0770	For a well balanced school it needs all. Academics and sports and arts! Students need to find their purpose, passions and who they are!
S-0771	Trained/certified teachers, good administrators that support the teachers. Getting rid of the reward system(pbis)and implementing a working applyed behavioral system.
S-0777	All the above. Yall know this c'mon. Why phish for answers you already know.
S-0780	Servant leadership, need to move with technology but keep families and kids engaged with things they are interested in
S-0781	I admire fundamental schools to prevent school disruptions and promote positive behavior
S-0782	Strong teachers, safe schools, good academic programs, support for students and families involvement this are the key for students to success.
S-0783	High quality teachers. Pay them like professionals and you will hire top tier teachers. You get what you pay for and that's obvious in many schools unfortunately. Get rid of county created exams. Allow the teachers of those subjects to create their own exam rather than teach to an exam someone else created for their subject. It's just not necessary. There needs to be more readings interventions. Do not plane kids who can't read in AP classes and go back to non-honors as an option. Not ever kid is a scholar who deserves the extra honors points. It's just a burden on the teacher to differentiate for kids who can't read.
S-0788	Emotional support (counselors, behavior specialists), Academic support (Title 1, VE), Creative outlets and opportunities (chorus, band, art), Assistant Principals, LMT, football, basketball
S-0791	Support staff and faculty staff.
S-0794	Support from executive staff re: purposeful grading errors by teachers. VP of our school said they are unable to force a change in grade when administered incorrectly.
S-0805	ELA intervention for elementary students.

Q15. What do you think are the essential components for a school to thrive and meet student needs? Provide specifics regarding academic programming, supports, staffing model, extra-curricular or athletic opportunities, etc.

S-0807	Schools should offer rigorous academic pathways for all students, including honors, gifted opportunities, career and technical education (CTE), STEM, arts programs, and opportunities for students to earn industry certifications or college credit. Instruction should be engaging, relevant, and connected to real-world skills . Schools need strong intervention programs, tutoring, mental health services, counselors, social workers, and support for students with different learning needs. Students should have access to resources that address academic, emotional, and social challenges so they can succeed. Teacher retention should be a priority by providing competitive compensation, manageable workloads, professional development, and a positive school culture.
S-0808	Mental Health support like school counselors are needed for all children
S-0812	Academic programs and staff need to be strong. Supports (ESE, counselor, technology) should be prioritized above extra- curricular activities.
S-0814	Library programs to continue, creative activities (theater, music/band, Choir), additional volunteers to help elevate staffing shortages.
S-0816	Laptops, athletic teachers, sports coaches, administrators, office staff
S-0821	Well rounded opportunities that serve all
S-0827	Administration that fully comprehends the big picture, supporting staff, protecting students, and establishing boundaries for parents, to achieve success.
S-0828	Happy staff and teachers is #1, please pay them appropriately!
S-0847	A successful school should prioritize strong academic and career technical programs, essential student support staff, and extracurricular activities that promote teamwork, such as team sports. Resources should be focused on what directly supports student learning and success.
S-0856	Holding students accountable in a timely manner for assignments! Holding students accountable for behavior and grades when extracurricular and athletics are involved! Setting high standards for staff and studnets
S-0858	Staffing and transport
S-0866	Teachers being paid well so they can give the best to their students, well funded sports and activities, clubs, academic extracurricular, music and instruments, theater
S-0871	Every person deserves access to a quality education, including undocumented students, because an educated community benefits everyone. Teachers must be paid a livable wage so they can focus on educating students instead of working multiple jobs to make ends meet. Education should be guided by evidence and the needs of students not by constantly changing political agendas.
S-0877	Support staff are important
S-0878	Students need outlets such as sports and clubs. It's important for them to get involved and to give back to community. Remove extraneous staff members and put more Tier 2 and Tier 3 reading teachers into the schools to ensure that students can read properly. Our students need to go back to the fundamentals of actually writing and reading. They don't need to be on computers. Take away the actual technology and go right back to basics. Studies prove that there is a brain-to-hand connection.
S-0883	Essential mental health access for children is a priority over learning. Increase more school counselors and availability to all students.

Q15. What do you think are the essential components for a school to thrive and meet student needs? Provide specifics regarding academic programming, supports, staffing model, extra-curricular or athletic opportunities, etc.

S-0884	In a world of social media, more attention needs to be brought to smaller schools. Schools are enticing to families when there are smaller class sizes with more instructional attention to each child. As a parent, I can appreciate when the school staff treats students good instead of just a number.
S-0885	enough staff, pay the staff enough, and reduced class sizes so kids get adequate support. Simple!
S-0888	Staffing and academics offered
S-0895	The foundation of any thriving school is a strong instructional core that includes well-supported teachers, protected planning time, appropriate staffing, and safe, functional learning environments. Teachers need the resources and supports necessary to meet diverse student needs, including intervention, enrichment, and specialized services. Prioritizing positive working conditions is essential for teacher retention, stability, and long-term student success. Strong, supportive leadership is also essential. Effective leaders build a positive culture through clear communication, trust, collaboration, and respect for their staff. When educators feel valued, supported, and connected to their school community, that positive culture directly impacts student success. A thriving school should provide strong academic programming, student support services, and opportunities for students to grow academically, socially, and personally.
S-0899	Support staff that can pull small groups, student services like counseling, behavior support, and coaches that can ensure teaching is top notch
S-0900	Athletics
S-0901	Extra curricular and classical academics
S-0902	While I think every support and admin staff are important, again, I think teachers are the priority since they are performing the bulk. The rest should be weighed out according to the budget after waste and lower priority items are cut out.
S-0907	Speakers! This school district specially high schools, needs Speakers to come in to talk to the students about life's obstacles, provide them with awareness on certain topics, which will, in turn, provide them with inspiration, hope, knowledge, and stories that will lead them to a successful future. For middle schoolers, I think they need a speaker to have a male talk and one for the girls, because some kids don't have parents at home to reassure them that its ok their bodies are changing and everything else that comes with being that age. If anyone can think back to when you were in middle school.... it was awful, and girls are very hormonal at that age, and that's where some of the confusion and misguidance happens, I think. Also, it's totally different when another adult is talking about that stuff versus your parents.
S-0911	academics, athletics
S-0913	Strong academic instruction with electives such as band, chorus, art.
S-0914	Students need support. They need smaller classroom sizes. They need opportunities to learn about who they are and build character through athletic opportunities and especially the arts.
S-0918	Honestly all of the above is what makes a successful school and meets students needs.
S-0920	See schools as universities!! The model works
S-0931	If a school doesn’t offer anything but the school day, the student suffer
S-0935	Small neighborhood schools with high staff retention

Q15. What do you think are the essential components for a school to thrive and meet student needs? Provide specifics regarding academic programming, supports, staffing model, extra-curricular or athletic opportunities, etc.

S-0941	A safe learning environment with students who will not disrupt instruction. Disruptive students cannot be tolerated or overlooked by the school system.
S-0946	I think having a strong behavior team is essential to maintaining academic success. If the classroom is chaotic, how are students suppose to learn. Why should 1 students stop.the learning for the other 17? We need to do better in the schools to limit the disruptive behaviors so Kids can learn.
S-0948	Admin working closely with teachers. Discipline when students make bad choices - referrals and suspensions. Get parents involved. Allow teacher assistants to write referrals. Scholars make bad choices where teachers don't always see but assistants do. Do not reward scholars who make bad choices.
S-0950	Personally my daughter thrived this year at Jamerson. The parents all chose to be a part of the PTA, volunteering, parent activities, etc. I think having the conscious discipline program throughout all grades is so helpful. I'm very anti-PBIS because it is too much of a focus on external motivation and not enough on intrinsic motivation. Its routed in ABA which has been documented to be abusive toward neurodivergent individuals. I think having access to counselors as needed is important. The UFLY reading program is effective and should be encouraged. The county should be looking at training on reading programs for dyslexia like Orton Gillingham. We need to move away from relying so much on technology.
S-0959	Smaller class sizes so that teachers aren’t overwhelmed and can help students. Behavior intervention support or extra support for children who need extra support developmentally so that teachers can focus appropriately. Athletic opportunities are important, the arts are important. Tutoring services are important.
S-0964	Academic programs which will support student growth, not necessarily just sitting on a computer for a class period.
S-0974	I feel that support staff for special needs students, one on one support, and parapofessional sare the most valuable thing a school can have, along with effective behavior specialists and strong leadership.
S-0976	Support Staff, PTA, resources to help children succeed in and out of the classroom
S-0981	We are an A district because of smaller classes. Combining campuses and shrinking staff will have a negative affect on this progress.
S-0983	Teachers, sports and programs
S-0989	PTA, family opportunities/events
S-0992	All of these things are important, unfortunately. But co-opted or floating admin staffing could be a possibility with the right systems.
S-0993	Balanced curriculum and athletic club offerings

Q15. What do you think are the essential components for a school to thrive and meet student needs? Provide specifics regarding academic programming, supports, staffing model, extra-curricular or athletic opportunities, etc.

S-0999	The most important thing is that a school fully meets student needs through strong academics, enough support staff, and a safe, welcoming environment. That means solid core instruction, reading and math intervention, counselors, special education support, and enough teachers so class sizes stay manageable. A school should also offer clubs, arts, athletics, and career pathways so students stay engaged and connected.Just as important, the school should minimize segregation. That means being open and accessible to all families, with fair admissions, transportation, and support so it does not end up serving only certain groups. Overall, a school thrives when it combines strong academics, real student supports, good staffing, and inclusive access for everyone.
S-1003	Advanced academic courses, athletics, special programs and magnet education
S-1004	Parental involvement, mental health support, extra curricular,
S-1005	STEM, and the arts
S-1006	Resources. Community gathers around resources, and if a group of people are all gathered in one area without all benefiting from and sharing useful resources, it doesn't foster the benefits of community--community is a value, not just a population in a zip code.
S-1011	Having the staff in place to run a school as it was originally planned. Every single person has a necessary job and when one of those staff members are cut others have to pick up the slack and sometimes that job is not done with fidelity or it creates burn out.
S-1014	Staff and leadership knowing all kids names and families and this is tough when school sizes grow. K-5 is the first foray into education for some kids and it has to feel like they belong
S-1022	Shift money away from intramural sports to pay for support and teacher salaries.
S-1029	Have the students take test to see where they meet
S-1030	Understanding the community
S-1031	locked in coordinators that can engage student and teachers alike. example educators at great explorations
S-1032	Appropriate resources and staff to meet the needs of the specific needs d interest of the student
S-1037	Take Off extra curricular and everything else is essential, city & state should be more support to schools needs and teachers, especially financial increase so all essentials are meet with no elimination
S-1038	Staffing and organization necessary to support the basics--reading, writing, math, science, art, music, PE
S-1040	Academics first. Quality staffing second. Athletics and arts third.
S-1041	Great teachers
S-1042	Keeping the ASD units
S-1043	Students should have the opportunity to take a variety of Advanced Placement classes, arts classes, and clubs. Sports programs could served more than one high school.
S-1044	BEHAVIOR SUPPORT!!! There are MANY families who want to stay and support their local public schools but they see over and over the students with behaviors get away with it and nothing happening while their child’s education is disrupted. We are prioritizing keeping parents of behavior students happy and that needs to STOP because other families are leaving because of it. My child was at our local school for years and I ended up moving her to fundamental when I saw a student over and over again taking over and running around and solutions were not real solutions. Just bandaids and the others were suffering. Parents can be held accountable.

Q15. What do you think are the essential components for a school to thrive and meet student needs? Provide specifics regarding academic programming, supports, staffing model, extra-curricular or athletic opportunities, etc.

S-1048	Small class sizes for ideal differentiated instruction and continued student success district wide.
S-1049	Safety, smaller class sizes, specialized academic support, more after school enrichment and summer camps …more to support and serve our neuro-diverse students in these extra-curricular endeavors and athletics
S-1050	Within the curriculum: healthy relationships and emotional regulation. Arts, sports, volunteer and community service experiences.
S-1051	A balanced elective course list - no fluff classes - band, chorus, orchestra, art, foreign language, drama, normal athletics … no more recruiting students away from their home schools
S-1056	Small class sizes at all grade levels
S-1063	Retain the resources in the schools. Retain certified and highly effective teachers. Retain electives, arts, and health/sports programs. Change as little within the schools as possible. Do not send messaging to students that bare minimum is okay and a well-rounded education is not important.
S-1065	Counselors, variety of extra curriculars and most important low staff to student ratios
S-1068	Strong student services department, extra curricular activism that fit many different interests
S-1069	ESE, counselors, behavioral support, honor classes, small class sizes
S-1070	Fine arts, counselors and assistant principals
S-1071	Teacher support from admin, athletics, teacher morale, small class sizes
S-1073	Student discipline. This is the ESSENTIAL component missing from Pinellas County Schools right now. The district's overreaching goal to be an "A" district at the cost of true student learning has become overwhelmingly apparent to all. It has consumed the students, the parents and the teachers. I also believe it contributes to the lack of discipline in the students.
S-1074	Students need choices at any school they attend, especially high school. School climate is critical.
S-1077	Staffing model is very important.
S-1082	Minimum 2 administrators/ a middle school path for elementary school.
S-1089	Thriving sports, clubs, and performing arts, etc.
S-1094	Schools need advanced courses, and extracurriculars that don't fully depend on transportation. They need staff consistency- not so much turnover. They need smaller cohorts/programs so kids feel known and seen and cared for.
S-1099	The essential components for a school to thrive and meet student needs starts at the top. The district needs to listen to the teachers and the support staff. Teachers and support staff feel undervalued and misunderstood. Discontinue the 'moral boost ideas' at the district level. Why are we not respecting the senior teachers? The teachers spend the day to day with students. High behavioral expectations create positive learning environments.
S-1100	All of the above
S-1102	I just completed my 30th year in this district. The best students are always those who are involved whether that be a magnet program like culinary, or a specialized class like yearbook, or a club. Those kids want to come to school. They need to maintain their grades to stay active in their chosen group. They bond with the teachers who teach or sponsor those classes or clubs. It's where the steering relationships are formed.
S-1108	ROTC, Music, sports
S-1112	Better planning on how to get into college and how to support yourself after you graduate, also having staff that actually listens to students and supports them

Q15. What do you think are the essential components for a school to thrive and meet student needs? Provide specifics regarding academic programming, supports, staffing model, extra-curricular or athletic opportunities, etc.

S-1113	Support staff for rising special needs and behavior
S-1115	Well paid teachers
S-1117	Size, family involvement, teachers being able to teach without constant issues in classroom from students. Accountability being put back into place. Not only on the with faculty but on the students. So many disruptions and distractions from education for the students who really want to be there or the children where school is there only refuge versus the ones who have to clock hours until they can leave. It's time for change and reform and school closures isn't it.
S-1122	Highly trained/educated/motivated and well-paid teachers for all students are essential; so many teachers openly express apathy and distain towards their jobs, their leadership and their circumstances to the students that depend on them to be the adult and lead by example. Maintaining robust musical/performing arts programs is essential to intellectual development of students.
S-1127	Free access to arts/athletics, transportation/countywide bussing
S-1129	Access to specials; recess and PE, music, art, ESE support, timing or transportation options to allow students to participate in extracurriculars, anything that motivates them to buy in to their academic studies. Adults who model reading.
S-1130	Classes at or below class side amendment based on specific grade level only; arts classes meeting weekly taught by a certified teacher; guidance counselors, social worker to help support barriers to learning
S-1134	Supports & staffing
S-1137	Academic support for students and push in support
S-1143	Strong community, after school programs,
S-1149	Athletics,
S-1153	Rigor in programs and what better impacts kids in local communities. It's expensive for college grads to move out so they're staying local with family. Hard to find jobs! Corporate or not.
S-1154	Communication, actually caring about the students which Pinellas Schools lack over everything
S-1155	A well rounded education with qualified teachers and extra curricula's
S-1158	Students need to feel seen and.supported. Small schools are the only way to do that.
S-1159	Offering academics for students futures, streamline or technical, and the arts are so important.
S-1162	Strong knowledgeable administration who creates a welcoming inclusive culture that make learning an engaging experience and a place where students want to be. A place where students can explore and learn about new things and find out what truly excites them.
S-1171	Fully staff library
S-1174	Share Course offerings , Course profiles and CTE programs with Family -No Login. Show 6 year pathways progression plans. Promote virtual school, Promote DE & Early college credits as measure to Save money & build future .
S-1178	All of it
S-1179	Schools need an identity of their own, something that sets them apart from others and is recognizable to the general public. DHMS for example, you walk into that school and instantly know they ARE the Highlanders and are proud of the rich heritage and traditions. That school bleeds plaid and it is amazing. You hear the name DHMS and instantly make that connection in your mind without even being at the school. It leaves an impression. I couldn't even begin to tell you anything about Clearwater Fundamental, who or what the mascot is. Schools need an identity that the students are proud of.

Q15. What do you think are the essential components for a school to thrive and meet student needs? Provide specifics regarding academic programming, supports, staffing model, extra-curricular or athletic opportunities, etc.

S-1181	More humans at the school and less reliance on technology to teach. Having counselors who can focus on their actual job responsibilities and not always be the ones forced to be part of teams (threat, bullying, 504, mtss, sblt, etc) when social workers and psychologists can also be utilized.
S-1184	Too much to list here…
S-1190	Extra curricular is very important
S-1191	Academic programming
S-1192	Small class sizes, especially K-3 Competitive pay for staff Full range of sports even at smaller enrollment Buildings actually maintained, not deferred, including safe, updated playgrounds and outdoor space consolidation only works if the resulting school is fully staffed and resourced, not just fewer buildings holding the same thin resources.
S-1197	Student management which requires more eyes on high school students in the bathrooms doing inappropriate things.
S-1201	Behavioral expectations, parental responsibilities, organizing academic settings to serve "like" students.
S-1204	SAFETY, real safety - disruptive behavior can not be accepted - students need to be in safe environments. I support dress code. Focus on Basics Math, Reading, Writing, Science, History are a must. Having adults who are AVAILABLE and VISIBLE is very important. Having a learning center where students have access to real tutors who are familiar with the way things are being taught in the classes (not student tutors or teachers tutoring in large groups where parents force their kids to go to), Having some down time/breaks during the day, real life courses - (how to take care of self, home, community)after school athletic TEAMS, building sense of community. Having electives in team building, self-care, home up keep and repair, child/elder care, adulting class, gardening class, arts and craft class that allows for creativity, after school volunteer club. Relocating misbehaved to "special school" where they can get the free public education they too are entitled to.
S-1208	More support staff to address the lack of attendance and motivation.
S-1209	Extra curriculum that focus on life skills and job security
S-1211	staff who are paid well, less government control and oversight, increased parental involvement (like fundamental), more options for students with behavioral and mental health needs
S-1216	I believe you need qualified teachers that are certified in the area they are teaching, guidance counselors, librarians, coaches, college support services are essential components for schools to thrive.

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S-1217	A school thrives when it provides a safe, well managed environment where students receive a strong academic foundation and the support they need to succeed. The highest priority should always be excellent classroom teachers, supported by effective administrators, school counselors, ESE services, intervention programs, and adequate support staff. Schools should maintain a strong focus on core academics while offering electives, clubs, arts, and athletics that keep students engaged and connected to their school community. As resources become more limited, decisions should be guided by what has the greatest impact on student learning, safety, and the effective operation of the school. Every position and program should demonstrate value to students, with resources used efficiently and responsibly.
S-1218	Well rounded teachers who care - less electronics in class - less worksheets (that's boring) high school especially they need to be excited and look forward to what the day holds they need engagement they have enough tablet computer phone usage on their own - maybe host workshops by the prestigious teachers in the county to inspire the not so prestigious teachers. Habe a higher standard for hiring teachers not just fill a seat. Be mindful and get back to critical thinking when working with students instead of just following non effective methods to just check a box
S-1221	Magnet programs, counselors and IEP specialists. Athletics and Arts programs
S-1229	Kids need to learn, practical knowledge they need to learn practical skills. They need to spend less time on the computers. Kids should spend time in class reading, and explaining what they read to their peers, they should be given presentations, they should be debating. Kid should look at the financials of a (fake) company and try to figure out how they could save money. We should be prioritizing outdoor time for all kids under 9th grade. We should teach them Survival or take them on walks in the preserve. Make them learn biology and the environment. I have a lot of ideas
S-1231	It builds confidence and the athletics can be alot of fun.
S-1232	Staff members to help with the implementation of school wide assessment and initiatives that keep our students growing academically such as interventionists, paraprofessionals, reading and math coaches.
S-1233	Teachers and support staff are number one, and we must ensure they are paid well to keep them here. Academic programs such as business, technical, and trades should be readily available and accessible in each region of the county.
S-1234	Educators with the credentials for the programs provided
S-1235	Extra curricular, special Ed, athletic opportunities, STEAM programs, arts, anything hands-on
S-1236	No, because at my school, you only get outdoor time if you join a class and there's only one class for PE per grade and only so many students are allowed in that class so if you don't ask for it or if there's too many kids already, you won't be getting any outdoor time all day long and school is six hours long so you don't get outdoor time for six hours and instead you sit on computers all day long, which is not positive for the cognitive thinking and your mindset the only activity time I would say I ever get when I didn't do PE for half the year was when my teachers would say after you finish this all you have to do is keep it down but you guys can do whatever you want not whatever you want but something quiet or at lunch

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S-1240	Stick to educating and don't interject anything about a teachers opinion, relationship, political views, identity, vacations, or weekend plans. Keep it intellectually professional. Dress up, clean up, shave, shower, look professional and set an example. That is definitely lacking with the teachers today.
S-1244	Stop giving millions and millions to outsiders. Instead use it to fix up our schools
S-1246	Emphasis on early literacy. All students should be reading and writing at level by third grade. small to medium class sizes (no overcrowding), STEM coursework
S-1249	Programs that pair the real world to education are critical. I read about the 3DE program where you partner with Junior achievement and local businesses that seems to be extremely exciting and effective. The increase of JROTC programs is great.
S-1250	All of the above.
S-1251	Positive school environment. Each admin should be carefully evaluated to make sure their priorities are advantageous to their staff and students. Staff complaints need to be taken seriously as many staff are miserable beyond belief at pcsb. Not every program needs to be a district wide initiative. Schools should have the option to opt into programs, such as Boys Read. Unnecessary technology can go. 3D printers take up resources and create landfill junk. The mess of technology is astounding. Cutting techs or making LMTs fill those roles does not align with this whole digital learning model that bores everyone.
S-1252	Community atmosphere, strong programs to support overachievers and keep them engaged as well as strong support for additional learning needs. Small, focused class sizes. more teachers to be able to assist students with need for more attention.
S-1255	Good teachers, small classes, making sure staff handles bullying and kids who treat others unfair. That is the reason so many are pulling kids to homeschool, children being bullied and staff doing nothing about it
S-1260	All of the essential components that are listed here are important. we cannot dismiss any of these needs
S-1261	Continued support for academically lower-level students. Extra-curricular activities & athletic opportunities are very necessary to keep kids in check.
S-1262	I think our district has made a critical mistake in turning core academic classes into nothing but test prep labs. The students and teachers are both disengaged, and, most importantly, students are not learning — although they may be passing a test.
S-1263	I am all for a wide range academic programming and offerings: dual enrollment, AP, IB, honors. There's a large population of students who need academic challenge at different levels and should not have it taken away. However, I would also like to see non-AP and non-DE options restored for students who would be happy in an honors class. Athletics, band, and other extra-curricular activities are a strong motivator for student participation. I would not want to lose these programs which give our students their opportunities to work and develop their best selves. Schools would be stronger if class sizes were more manageable. Having 30+ kids in an AP class means making sacrifices of time and/or attention.
S-1266	Mostly hands on experience-based learning, extra curriculars are ESSENTIAL, and so are athletic opportunities. We actually need more.

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S-1269	more academic programming and support for the kids with learning disabilities. As standardize testing is what is most focused on, we owe it to the kids that continuously get a level one to help them more to achieve the level 3 that is needed and thrive in class with the classwork. We also need extra support with tutoring from staff.
S-1283	Teachers not beholden to fascists' demands. I grew up in this county. I have build a life I never thought possible. My oldest son graduated through PUHS. He chose the trades and PHU helped him get their through dual-enrollment at PTEC. My two younger kids are split between Fundamental and Traditional. Each are fantastic schools with fantastic teaches and administration. We are being told we have to solve a problem that wasnt there. This has been intentionally created and manufactured by the worst our state has to offer.
S-1285	Academics
S-1292	A great principal and support staff and diverse academic options
S-1293	My focus would be on academic programs offering and extra-curricular activities for these programs, art programs as well, and possibly athletic programs.
S-1295	Encouraging community involvement, volunteerism
S-1297	I can tell you that as a 75 year old I know I had a much better education than today's Gen Z and Gen Alpha are getting so get back to some of the basics which includes sports, science and things kids learn in a technical school. The medical program for instance is great for high school kids. If they get to experience different types of jobs, they will be more prepared for college if that is where they are headed. I am appalled at how many colleges say students are coming in are not prepared at all. I have not seen my grandchildren having to write papers like we had to. This may not answer your question but first they need to learn essential basics.
S-1301	Supports for all levels of special needs students, keeping classes small (combining schools should not allow classes to be overloaded- this needs to be supported by staffing models) , opportunity for arts and sports activities beyond the school day. Curriculum specialist support is required to help teachers with planning and student assessment and intervention.
S-1316	1. Committed Teachers 2. Programs that interest students 3.Curriculum that brings in the community as examples fo students to follow
S-1325	Put students into flexible tracks so that behavior and low achieving students don’t disrupt classrooms. Students with challenges should be in special classes, not mainstreamed slowing down others.
S-1329	HIGH behavioral standards. Take a look at the fundamental schools, why do they work so well, why do parents try so hard to get their kids in one. Because I don’t want to deal with my kid’s teacher being so stressed out from bad behaved kids that my kids miss out on their education. All the extra curricular activities offered there, staff that is extremely happy and positive all the time.
S-1334	A school needs to have a full student services staff to support student needs, which would allow teachers to teach. In addition for extreme behaviors, students seem to be allowed to move to smaller programs in class sizes to support them.
S-1347	No more AI learning. Back to books and real teaching

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S-1350	First, I think that teachers and staff need their needs to be met first! there's no way that we can pour into our students when we are struggling to pour into ourselves. We are the last paid nation. There's no way that a new teacher coming in makes more than me and I've been in the district 8 years. Tell me how that is OK tell me how that makes me want to stay and fight and do my job when I can't even pay my bills.
S-1352	Highly effective teachers and supportive administration. Teacher student ratios should remain low. ESE and instructional support should be in place to support student growth. Extra-curricular clubs after school should be continued. Summer programing should be funded by tuition based programs, except for students who need intense interventions. Grants could be used to fund the summer programing to support students who need intense support.
S-1357	Strong teachers with supportive leadership Ample supplies and curricular support Flexibility to reach all learners
S-1363	Strong leadership. A safe environment. Great teachers. Support. Family involvement
S-1380	Dual language programs offering second language early and continuing it or making it extracurricular, life skills development(teamwork, time management, leadership and social skills)
S-1382	Happy teachers that feel valued and who aren't constantly asked to do more yet we make less because the district decides to make health insurance more expensive
S-1384	Good teachers that actually care!!!! Stop giving power to the wrong people-like principals who non-renew for their own personal gain.
S-1387	We need to keep our programs as is... that is what makes our school desirable.
S-1388	MTSS is crucial to analyze and accurately analyze data and present it to the staff so we can make the best decisions for instructional needs. Students should have extra curricular but that doesn't have to be county funded it could be outside vendors that parents can pay for especially if it's before or after school.
S-1392	Good teachers, good discipline, no bullying allowed, wide variety of extra-curricular activities, vatious athletic opportunities, no student left behind.
S-1396	Small class sizes to meet the needs of all students, behavior specialists that are trained to actually deescalate behaviors and teachers trained to build relationships and also deescalate situations of different students. Having staff available to work with groups and teach not deal with behaviors all day. Academics that engage the children and movement in the classrooms
S-1398	I believe a strong and friendly principal and assistant principal are key. A student services team (psych, social work, counseling, and behavior specialist) help support behaviors, emotional needs, crisis situations, and access to resources and information. Children need fun classes like art and music. School is not engaging for students a lot of their instruction are technology based and the programs used are observed to be individual learning.
S-1399	a productive and staffed administration. supported teachers. behavioral experts. more language options. athletics for 6th onward. ways to engage and support the community. to connect.
S-1402	Strong teachers, keep small class sizes, involved families and strong PTA, specialist teachers on site, aides in classrooms as needed.
S-1414	Small class sizes, teachers need substantial salary and support to reduce turnover and burnout

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S-1415	Happy staff.. not too big of a class size… school counselors… nurses.. school supports and especially in pre k and VPK… if they need extra perosn in classroom for supports due to needs of the students
S-1416	Academic programming, staffing and supports
S-1417	More opportunities for children who are gifted.
S-1420	Supportive administration with extracurriculars, athletics, and of course rigorous and competitive course offerings.
S-1424	You need a solid set of teachers that dont get overworked- in order to perform at their best- sending teachers to conferences and other morale boosting events could be a great perk- for the kids- its crucial to have access to books, a school nurse & counselor for the mental issues kids struggle with- & safe campus that has whatever security needed to ensure kids can go to school safe. Everything else is extra.
S-1427	Parental involvement and holding students accountable
S-1428	The ever shifting dynamics of our neighborhoods ARE NOT the same as what is seen in the metro cities, where families 'recycle' thru established apartment complexes (keeping a steady run of new families and new children)...Here, I see the ever expanding new communities, with new concepts for new 'towns' -where 'new schools' are needed. The older communities are simply NOT attracting (or are within the price range) of these new families. Our 'school concerns' should not be addressed as those in well established cities. Are school concerns in 'beach' communities similar to those 'inland'? I think not. America's Democracy had to be 'rethought' from Europe's outdated family run King-Queen governments.
S-1431	less reliance on technology and more hands on and social learning. access to mental health services. later start times for older students to help improve attendance and mental/emotional/physical health
S-1434	Teachers that support their students and families academically, not just there for a paycheck.. I know some will say that they don't make enough money and all though I agree. Some teachers do not support the students enough academically so therefore it seems they are there for a paycheck even if it is minimal .
S-1435	Coaches, staff developers and professional learning staff should go back into the classroom. Alternatives can be provided for professional learning.
S-1439	All the above.
S-1440	Guidance/counseling services/services to encourage parental involvement/after school clubs
S-1444	Academic programming, certified teachers, assistants for students with special needs
S-1454	A wide spread of extracurriculars is essential for middle and high schools, along with accelerated coursework and CTE. Guidance counselors are also essential and staffing should be expanded if possible to allow more personalized guidance
S-1458	I’m not sure
S-1464	I think all those things are equally essential to benefit students on a personal level. I think MS and HS populations have gotten too big to offer a personal experience for students/families. Breaking down HS and MS’s into a K-8 and smaller HSs would offer families what they are moving towards when they choose private/charter/homeschool.
S-1479	Yes
S-1488	Na

Q15. What do you think are the essential components for a school to thrive and meet student needs? Provide specifics regarding academic programming, supports, staffing model, extra-curricular or athletic opportunities, etc.

S-1490	Teachers who want to be there, support staff who do their jobs and make referrals to community programs - not just DCF (hello - former CPI here, your social workers aren't social working), extra curricular activities that keep kids **visible**. There needs to be clear lines of communication between schools and parents. If the parent doesn't care, neither will the kid
S-1492	CGS, Orchestra and band, drama electives, School counselors
S-1493	I think schools need a leadership team (Principal/Assistant Principal). In the North County, it depends on the areas being serviced. Brooker Creek has very different needs from Sandy Lane, but are both considered North County Schools.
S-1498	In my opinion, they are all equally important as long as everyone is doing their part. If administrators are present and supporting, district staff visiting schools regularly and speaking to teachers and students.
S-1504	Actually put a stop to bullying
S-1517	A good principal who really loves the school and goes into the community to "sell it" and sing its praises. Staff that is departmentalized and can teach their strengths. An LMT who makes the library the heart of the school. Support staff who do whatever it takes to support the school goal.
S-1519	A thriving school requires a holistic ecosystem that bridges academic achievement with life-readiness. I believe the essential components are: Integrated Career Pathways: Moving beyond standard electives to offer industry-aligned vocational training (e.g., trades, STEM) that provides students with clear, workforce-ready skills. Holistic Student Supports: Implementing multi-disciplinary support teams that prioritize mental health, social-emotional learning, and restorative practices to keep students engaged and on track. Innovative Staffing & Collaboration: Fostering strong professional learning communities where leadership and teachers collaborate to personalize instruction and continuously improve outcomes. Community-Integrated Enrichment: Expanding athletic and co-curricular opportunities through partnerships with community organizations—like Y.C.A.M.P. INC.—to provide students with structured mentorship and career-exploration pipelines that extend learning beyond the school day.
S-1522	Class sizes that are conducive to learning, positive teacher support and staff supports through professional development opportunities and adequate resources provided for student learning as well as consistent expectations, parent support, opportunities for student engagement and experiences
S-1527	Supportive staff that care about them and want to see them succeed, alternative work schedules that allow for different students to thrive depending on their way of studying ect., and more budget towards ELP and clubs

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S-1538	I think the schools should focus on having quality teachers and small class sizes. I also feel that there is often one or two kids that take up most of the teacher's time. I think the teachers need extra support for those students or those students need to be placed in a special program to better meet their needs.
S-1539	Magnets and Atheletic programs
S-1542	Remove the students who disrupt everyone else's learning. Provide real consequences for behavior.
S-1543	Sufficient support staff, extended learning opportunities
S-1544	Equitable numbers at each site, strong principal, media specialist, guidance counselor, breakfast provider, lunch as well. Close to class size but understanding going over is necessary in these times. A cost savings would be technology does not go home in elementary.
S-1547	Rigorous academics, ESE and ELL Support, strong parent involvement
S-1580	Parent involvement
S-1583	Paths for kids interested in pursuing higher education or not , staff that can guide them on that path
S-1584	Parent involvement required. Children with behavior issues gone from classroom.
S-1587	Paying teachers and staff well to keep them at the schools. Continue the arts and other educational programs for public school students. Stop diverting funds to private schools
S-1588	Keeping staffing model the same we must find the proper resources to employ and keep our staffing consistent with worthy background checks and steady staffing . We must make staffing a priority for the students sake we do not need a revolving door of teachers and assistants who aren’t treated with the respect they deserve. Our teachers should be properly trained and their backgrounds checked consistently we should make pot staffing top priority because these are the people taking care of our children and making them what they are so our resources should go towards our teachers and staff
S-1590	A staffing model that prioritizes teachers that work directly with students
S-1593	Wide range of activities. Music, art, athletics
S-1597	Staff and faculty morale
S-1600	Highly trained teachers Administration that focus on students. Varsity Sports with modern athletic facilities
S-1606	Students that disrupt learning to the majority in the classroom need greater support and alternative options. The majority of students should not have their learning needs disrupted because of one student
S-1609	Mandated parent involvement.
S-1612	Strong and responsive admin, supported teachers who are seen and heard, strong and consistent discipline, diverse extra curriculars, and academic programming that is diverse to allow all cbikdren to thrive.
S-1614	It is parent involvement and school leadership. Anything else is a distraction from the strength of the foundation. The needs of schools and students vary, and when the parents and school work together those needs are communicated, known and met.

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S-1618	Administrators who are there for the improvement of the students is a priority. Not administrators who aren't involved and/or who are the to improve their status and bragging rights. The kids should come first, always. Some schools need more special academic supports. Reduce disruptions and behaviors in the classroom. Real consequences for repeat offenders. Trainings and supports for parents.
S-1620	Rigorous teaching in core curriculum plus, gifted, STEM, arts and music which have proven emotional, academic and intellectual development value-add.
S-1631	Students would thrive from a high-quality staffing model. Teachers on annual contract find it hard to remain vested in the success of a school if they are afraid of non-renewal.
S-1632	Field trips!! Also, healthy food! Please prioritize healthy food!
S-1634	Staff support from the bottom to the top. Knowing a student has a safe space, can learn, experience new things, is what is important. We don't need endless extra-curricular activities, we need inspired children and teachers with freedom to teach. Go back to earlier models before computers and let the teachers actually teach.
S-1638	Engaged principals and teachers who want to be with the kids. In the Dunedin schools we have been apart of it has really felt like a community and the teachers wanted to be there and support the kids. Garrison jones and Dunedin high
S-1645	Social emotional learning. We are graduating students who are going to get fired from a job not because they can't read or write but because they can't get along well with others. We need more classes geared towards resiliency and self regulation.
S-1650	Variety of academic options that serve different pass and a school that embraces community partnerships
S-1652	It's a combination of all of the above I. A supportive, community environment.
S-1659	Academic interventionists, not increasing case loads of ESE teachers,arts are vital to education
S-1661	Parent involvement. Accountability. All the programs available now and teacher raises
S-1663	More student-teacher time, teachers don't have time to go over lessons in depth
S-1664	Schools and teachers are asked to do so much - they occupy a unique place in our culture and I appreciate it. Visionary admin team that creates a good culture - listening, incorporating feedback, evidenced based pathways to success Caring flexible teachers that have GOOD PAY AND BENEFITS. That's how you attract and retain quality staff. Arts, music and athletics are also important - it's harder to squeeze this stuff in with all of the standards but this is how you reach kids that might otherwise tune out. I don't have all the answers but I appreciate our schools!!!
S-1665	Extra curricular activities and sports
S-1669	Strong arts programs at all schools
S-1670	Access to fine arts courses & additional arts enrichment opportunities
S-1672	A schedule that also prioritizes equitable access to performing and visual arts
S-1673	the students at all the schools should have access to a strong, sequential, and equitable K-12 arts education program during the school day

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S-1675	All schools, regardless of size, need to provide high quality, equitable arts (Visual and Performing) access DURING THE SCHOOL DAY. If it's not during the schools day, it is not equitable.
S-1677	Arts programs for community and students
S-1687	Quality educators, appropriate and varied course offerings that will help our planet and promote civic mindedness in students - if they are our future we need to help provide them with all the social emotional tools needed for success in life. Offering more vocational program opportunities at all high schools so those not planning on college can still feel engaged and looking towards their vocational goals.
S-1690	Extra curricular in a variety of subjects
S-1701	You have preached time and time again that students must have access to ALL areas in order to be successful. So I'm very very unsure why we are even asking this question.
S-1707	Having the right staff members to make the right relationships with students, being consistent with the learning and approaches to students and overall education, and giving students opportunities to grow and shine in places outside of the academic sphere
S-1709	Dietary, social services, culture awareness as crippling diversity meaning undertones that affect student choices based on biases
S-1714	Strong and consistent behavior standards and expectations … genuine zero tolerance for violence, etc. Loose standards in this arena is what spooks families away from committing to public schools. I also am a big advocate for mental health services like counseling, etc.
S-1718	The arts are crucial, as well as specialized programs for other subject areas. Extra curricular activities are crucial too.
S-1721	High student and parent expectations, high quality instruction and curriculum from qualified teachers. Consistent and enough support for students with an IEP or 504, as well as struggling studens. Additional programs offered after school for students who need it.
S-1726	While STEM is very important, the arts, history and civics should not be neglected so that we can educate future responsible citizens.
S-1744	Caring staff
S-1754	Academic, graded classes scheduled during the school day: Reading/English/writing (including cursive), math, science, history, physical education, music (including band, chorus, orchestra), art, drama, home economics, woodshop, typing/keyboarding, health Staffing: one teacher for up to 10 students at each elementary grade level. Up to 20 for middle/high school. Supports: admin offices in each school to assist teachers as needed or serve as substitute teachers. Classes can be combined if instruction warrants it (for example, field trips, working on a play in an English class, or rehearsing a concert for chorus or band). Extracurricular: marching band, musical theatre, other clubs and groups as student interest warrants. Athletic: football, basketball (boys and girls on separate teams), track, swimming, other spirts as student interest warrants.
S-1757	Music and the arts must stay

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S-1766	A principal that leads by example and has high expectations for students, staff and parents. The speed of the leader.,,.
S-1769	Early interventions, strong communication from top down and across the full impacted school community.
S-1777	Less emphasis on standardized testing (do it over fewer days!), robust arts programs for all students who want them and scheduling that allows for it, counseling and behavior support.
S-1782	Need more information
S-1783	athletics, hands on class opportunities, workforce certificates
S-1785	Programming must be one that offers support for the students. One that educates the students on what to expect in life such as financial literacy, taxation, legal system, business structuring, etc. Athletics also play a huge role in the students expectations. Students want to feel part of something bigger than themselves, which athletics brings to the table. Provides the students with an opportunity to bring their community together.
S-1787	Schools thrive when there is GREAT leadership. All staff are essential. It's a team. From HPO keeping campus clean, maintenance fixing the AC, teachers teaching, cafe feeding students, tutors, office answering phones and registering students, etc. So, making sure the right people are in the right jobs is important.
S-1788	Schools cannot be all things to all students. Those with special needs, additional learning resource requirements, or ongoing behavioral issues cannot continue to pull resources from a limited budget where the majority of students aren’t receiving what they need. Further, extracurricular can be offered on a participant pays basis with the majority of students receiving a strong core education (college track or vocations track) where teachers actually check homework and give the correct answers, give zeros for incomplete projects or work, and grade inflation goes away. Also, digital text books need to go away. Cancel the subscriptions and stop handing out electronics. Provide textbooks and minimize screen time during school other than for computer skills courses or where they are a dependency (e.g., engineering/drafting).
S-1789	Great teachers who care about their students; robust extra-curricular activities; a Principal that is present every day among the students; a Superintendent that doesn't waste time and valuable resources censoring books to violate student's first amendment rights.
S-1794	I can only speak from an elementary standpoint. Curriculum needs a serious revamp. Interventions need to updated. Smaller class sizes. UFLI has been a great addition and more research based curriculums need to added. Teachers need to have more flexibility in what they teach more creativity. Go back to the 90s way of teaching. The testing has gotten out of hand. The kids are being taught for a test. Technology needs to be reduced!!! Text books need to come back. Paper, highlighting and pencil! Cursive!
S-1796	Community and extra curricular
S-1799	The school curriculum looks boring and outdated for the students because most of them always ask themselves “why I have to take this class if they are not going to need it in real life”
S-1803	Behavioral support, counselors, allowing dismissals within magnets without a whole bunch of red tape
S-1806	Academics, discipline like Fundamental schools, parent involvement, teachers, who are trained to not talk about their political views or religious views in school no matter what grade

Q15. What do you think are the essential components for a school to thrive and meet student needs? Provide specifics regarding academic programming, supports, staffing model, extra-curricular or athletic opportunities, etc.

S-1809	Teachers having enough support and aides in the classroom is critical. School psychologists and counselors is also critical to deal with student problems. I think a balance of art, music and sports is essential as well as foreign languages.
S-1811	Engaging teachers
S-1818	A successful school starts with highly qualified teachers, manageable class sizes, and strong support staff, including counselors, psychologists, and special education professionals. It should offer rigorous academics, career and technical education, STEM programs, arts, and extracurricular activities that keep students engaged. Schools also need safe learning environments, up-to-date technology, family involvement, and partnerships with local businesses and colleges to prepare students for college, careers, and life.
S-1825	Extra curricular
S-1826	Again the basics of life academically they need to know how to balance an account sign their names educate them and give them ideas for the future
S-1827	I hate to save all of these things are very important. It is also very important not to crowd more students into each classroom such that the teacher cannot meet each of their individual needs.
S-1829	The healthiest food options
S-1830	A thriving school is one that supports the academic, social, emotional, and future success of every student. To truly meet student needs, schools should provide a balance of rigorous academics, meaningful relationships, and opportunities for students to explore their interests and strengths.
S-1840	A good mix of course offerings for all levels (general/honors/AP). A reasonable teacher to student ratio with the age group taken into consideration. A decent amount of extracurriculars that the students are actually interested in and actively participate in. Athletics are always going to be a good thing to have and encourage.
S-1845	Parent involvement
S-1846	The essential components are simply a school that not only provides academics but programs the students are interested in. When children have a passion for something and they can integrate it into their school day they are more successful.
S-1847	Low class size, library, arts, pe but not necessarily sports
S-1864	Student support services all areas. These staff members have multiple schools. So close some schools and fully staff the remaining schools. The savings from closing the schools could pay for a fully staffed school.
S-1872	I believe teachers need to be supported in using developmentally and culturally appropriate curriculum. We need school counselors to not just be test coordinators, they need to support student mental health. Administrators need to support teachers in discipline. We need smaller class sizes to support students.

Q15. What do you think are the essential components for a school to thrive and meet student needs? Provide specifics regarding academic programming, supports, staffing model, extra-curricular or athletic opportunities, etc.

S-1876	Data-Driven intervention, proactive wellness, credential stacking for technical programs, remediation Labs, and possibly implementing job share structures or split shift schedules to keep technical Labs open for evening or adult education programs. It's also important to have dedicated support staff and maintain a low ratio of students to school psychologists, counselors, and social workers to handle student mental health and crisis management. Competitive technical clubs like Skills, USA, HOSA, or First Robotics can be alternatives to those schools who do not have outdoor facilities for football or indoor basketball facilities. Some schools may be equipped to fund student-run campus businesses such as automotive repair clinics or digital design shops to build real business acumen. Non-Traditional Athletics could also be a focus to build lifelong physical health such as fitness, training, or cycling.
S-1883	Balance of academics and extra curricular/magnet programs
S-1889	Support with adapting to different ways of learning..not all children learn the same.. counselors actually counciling and helping students without immediate judgement. RECESS AND PE. Children need to be active, not sit in a desk all day.
S-1892	Schools are best with an amazing administration and a caring staff. Small campuses are good for students to feel the sense of community. A staff who is dedicated to excellence and improvement.
S-1894	Small class sizes, meaning 15-18 in a elementary classroom, at least two ese support staff members (1 for primary and 1 for secondary grade levels), a counselor and typical office support staff
S-1896	More discipline. My child in elementary school was touched in a sexually inappropriate way by another student. Nobody cared. Talking to that kid didn’t do anything. Get that kid out of my child’s classroom. Fights happen and it’s just the norm. Then nobody wants to send their kids there and everyone is on waitlists at private schools. Have a school or program you send students to that aren’t behaving. Help them with the behavior. The teachers are so miserable. The basic needs aren’t being met. Go fix the discipline and let the community know what you plan to do on that.
S-1897	School supplies for every teacher, ESE instructional staff, social skills instruction in MS/HS, clear expectations, behavioral support
S-1898	Supports
S-1899	I think high quality leadership and core classroom teachers are the key. I'm thankful that we have good leadership in place at the school my children attend, but have found some of the teachers quite frustrating to work with. Teachers who innovate to inspire students and involve parents will create a thriving school.
S-1900	Support from parents
S-1902	Supports
S-1907	Gifted programs, sports, and the arts
S-1908	creating sense of community with in-school activities and extra-curricular
S-1915	Everything is needed.
S-1916	Adequate supports for teachers (students services, instructional coaches, interventionists, paraprofessionals), funding for Promise Time/ELP, appropriate VE teacher unit allocations to meet the requirements of IEP services, a strong administrative team that is able to support teachers in meeting both behavioral and academic needs of scholars.
S-1920	Low TPR, ese needs met and prioritized, less admin.

Q15. What do you think are the essential components for a school to thrive and meet student needs? Provide specifics regarding academic programming, supports, staffing model, extra-curricular or athletic opportunities, etc.

S-1926	High quality staff
S-1927	Skilled, dedicated teachers who are paid well
S-1930	Athletic opportunity
S-1931	Athletic, support, counselors
S-1932	I believe every school should be staffed with a principal, counselor, library media specialist and curriculum specialist.
S-1934	Teachers. Support staff. Extra curricular activities. Athletics. These are fundamental. I don’t support any cuts to these.
S-1936	Staff support, district support, curriculum support
S-1938	Teacher salaries should go up, up to date technology in every classroom, teacher and parent support for scholars with behavioral needs, Aides in Gen. Ed classes to help support the multitude of ESE scholars.
S-1947	Classroom support
S-1949	Proper staff
S-1950	To lengthy to list here
S-1953	proper staff.
S-1954	Small class sizes, behavior support for classrooms, ESE support
S-1955	No technology in elementary schools, focus on core subjects, have a well-stocked library available, provide music and art exposure. Don’t lower the bar so the lowest performers can pass, challenge the students to reach their full potential.
S-1957	Pre K, tutoring before/after school, behavior specialist, technology
S-1958	Actually listen to the classes students want to take and not just shove them in as many AP classes as you can
S-1960	Academics, staff, athletic opportunities
S-1962	Nothing can be changed from the current model or students suffer more.
S-1965	Basic - math, English, science history
S-1968	Equal athletic opportunities
S-1971	High quality teachers
S-1980	Supports
S-1981	Athletics, extracurricular activities, clubs, student council, honors programs
S-1984	Good staff that have their own children in the school. That means that school is thriving. It's a good community
S-1985	I think it starts with strong leadership within a school. Instead of giving teachers multiple chances, if they aren't what is best for that school, they need to be reassigned or let go. I know that is easier said than done but some teachers aren't held accountable by some administrators and it can kill a school climate. I think the money for Promise Time in elementary is somewhat of a waste. I have never seen it done with intention and fidelity at my current school. There has to be strong oversight and time to plan with purpose. Kids get burned out too.
S-1987	Programs and staff model
S-1991	Unsure
S-1993	Have needed supports available. Have athletic and extra curriculum options available. Reduce district level supports to schools that don't need/ ask for them.
S-1995	Low TPR, full ESE staff/services, Arts

Q15. What do you think are the essential components for a school to thrive and meet student needs? Provide specifics regarding academic programming, supports, staffing model, extra-curricular or athletic opportunities, etc.

S-1997	Parents that care. Keep the potheads away from the school.
S-1999	Critical thinking and analysis, debate, sports
S-2002	For p.h.i. the essential ingredient is patient adults who care. Academically, the whole edmentum thing is ruining kids. Its like cliff notes for life and deprives students of acquiring knowledge.
S-2004	Library Media Specialist
S-2006	Academic's, teachers, support staff and food service
S-2011	Without a strong staffing model, most of the student extras would not exist.
S-2013	Academic programming and extracurricular activities are important so we can compete in the working world.
S-2023	Academic offerings that meet the needs of advanced students. In Elementary, this means a high quality gifted program and all teachers trained to work with these students. In Middle School, that means access to advanced/honors academic tracks and ability to begin taking high school courses. In High school, it means AP/College courses are widely available along with support for college and career planning. All schools should offer a variety of extra-curricular activities, that help students to get involved in their communities and forge friendships with their classmates. I think most schools already do this well, and I hope it does not become diminished, as most of these activities are every low cost to run. Athletics are very important at the high school level. It's obviously a wonderful social and physical outlet. But it's also a critical component for many students' college applications. Some wouldn't get the chance to play at all, if sports were not offered at school.
S-2028	A good community connection that supports academics and shouldn't growth and educate the whole child to be citizens of their community
S-2029	Support staff, athletics, extracurricular
S-2032	Academic instruction that maintains increased gains.
S-2033	Move the coaches into Title One support positions. They should be used to provide small group instruction.
S-2040	I think that schools need a wide variety of sports, arts and music choices. I also think that EVERY SINGLE SCHOOL should have a nurse on campus, 5 days a week. It is dangerous and, in my opinion, set the school system up for potential lawsuits.
S-2042	Less curriculum waste of money
S-2044	I think we need to focus on the kids more and make sure no more vaping is happening. We need to have open door policy where kids can come talk To someone if they need help.
S-2052	Good teachers and leaders
S-2053	Competent caring teachers and staff at the school level. School level administrators that support and up lift their staff. Administrators who are willing to rid the school of unruly disruptive students to help foster a learning environment for all other students. Extracurricular activities such as art and music. For 6-12th grade multiple after school sports opportunities to help build school spirit and invest the students in a well rounded school experience.
S-2054	All of these

Q15. What do you think are the essential components for a school to thrive and meet student needs? Provide specifics regarding academic programming, supports, staffing model, extra-curricular or athletic opportunities, etc.

S-2061	Strong focus on academics. Zero tolerance for disrespect & disruption in the school environment. Support for students (academic & otherwise)
S-2066	Leadership and consistent student discipline. Too many kids in public schools are allowed to disrupt the learning of other students over and over. Send those kids elsewhere. Give them consequences.
S-2067	This is a dumb question. Provide specifics, it's all needed you dolts
S-2069	Gifted programs, ESE services, art, music, teacher coaches !
S-2070	strong principal and teachers, challenging curriculum
S-2072	Students need a place where they feel welcomed and are challenged
S-2073	Students require a campus that can respond to students needs in a timely manner current systems are inadequate and cumbersome you can apply this to almost everything
S-2074	Smaller classes with paraprofessionals supporting each grade level, ESOL based on number of ESOl students, office clerk in addition to secretary
S-2078	A thriving school has rigorous academic standards, excellent (and well paid) teachers, varied student engagement opportunities (electives, clubs, sports), and a a lot more hands on learning and Socratic debate.
S-2081	A school needs to have everyone on the same page. Professional, calm, respectful staff and administrators with strong relationships with students and families.
S-2087	AP classes offered, more than on academy
S-2089	All are essential
S-2091	Remove the technology from the classrooms, have kids working from textbooks with pencils and paper, do not cater to the lowest performing students, and do not tolerate excessive disruptions in the classroom.
S-2094	Strong staff, resources to support teachers, parental involvement
S-2097	Every child is different, so this question is going to vary based on the student. My child loves music programs, advanced reading and writing, hands on activities, and prefers the arts more than STEM.
S-2099	Small class sizes, ESOL and ESE support services
S-2104	Students need teachers, specials like art and music, they should have a counselor and a variety of sports and extras to participate in.
S-2106	A school's culture is built over time, and strong leadership is a major part of that. When principals have earned the trust of teachers, families, and students, stability should be valued. While experienced leaders can certainly mentor or support struggling schools, districts should avoid routinely transferring successful principals simply because they have a proven track record. Constant leadership changes can disrupt school culture, lower staff morale, and weaken the relationships that make schools thrive. When possible, principal transfers should be driven by the leader's interest and career goals, not solely by district needs.
S-2107	Anything that gives students the chance to find "their people." Clubs, Athletics, Libraries, Actual real electives (many choices) available to all students (not just a select few as part of a magnet program).
S-2109	Variety of academics not only for advanced, guidance or mentor who checks in with children individually or in small interest groups
S-2110	Reading interventionist, paras, MBAs, behavior specialists/behavior assistants, mental health services

Q15. What do you think are the essential components for a school to thrive and meet student needs? Provide specifics regarding academic programming, supports, staffing model, extra-curricular or athletic opportunities, etc.

S-2113	Plenty of dual enrollment and AP courses available, a strong counseling support. High schools currently offer little to no counseling support. Most high schoolers are left to navigate schedule choices and planning for their after graduation plans on their own. Being able to meet with a counselor is once a year and they miss classroom time to do so as the counselors are not available after school for appointments. Schools should have opportunities for language development as well, for learning a second language.
S-2118	Increase the presence of guidance counselors, especially at the high school level. Don't just push kids through to graduate or focus solely on struggling students, even kids on the honor roll don't have enough support at home to make next level decisions
S-2119	School support staff (social worker, psychology, behavior management), all athletics, quality teachers (keep them by giving them more money- not trying to slam them with PD)
S-2123	Excellent communication between home and school. Multiple opportunities for families to engage with the people teaching and supporting our children.
S-2126	Staff support
S-2127	Structure and discipline has to be the foundation. We cannot continue to have device and dress code policies that aren't enforced, it erodes everything else. Students need to be held accountable equally. From there we need challenging academics that allow for teachers to focus on all, not a few. Then we need extra curricular activities that students actually want to engage and learn from with leaders that model what we want our young adults to become.
S-2130	n/a
S-2136	small class sizes, behavior specialist at schools with 500+ students; intervention specialists at B or below schools focusing on primary but especially K and 1st.
S-2137	Academic supports and extra curricular
S-2139	Support for all students
S-2152	having teachers that support the students and programs, extra-curricular, or athletic opportunities for the students
S-2153	There should be high rigor in all academic programming
S-2156	Less district oversight, the schools themselves are great. The downfall is the district ruining the learning environment.
S-2157	Safety of the students and teachers, that should be prioritized and supported by the school.
S-2159	Opportunities for tutoring and extra support. Extra curricular activities for subjects that may not be available as an elective (languages, arts, engineering) Opportunities for family engagement to build community in our neighborhoods. Misbehaving students are removed or dealt with students can focus on their work.
S-2161	The most important component is safety of staff and students. After is a positive, inspiring attitude that encourages inclusivity and love of learning. Then if you have happy, accepted, kids with a caring staff then you focus learning and getting kids realistic skills for the world.
S-2163	Enough admin to support staff and students, enough ESE support, enough support staff at the school level…office, plant ops, nurses, paras
S-2164	Make a high school in the azalea neighborhood

Q15. What do you think are the essential components for a school to thrive and meet student needs? Provide specifics regarding academic programming, supports, staffing model, extra-curricular or athletic opportunities, etc.

S-2169	Less emphasis on testing and more emphasis on learning. Eliminate course recovery and hold students accountable for their lack of motivation. Less pressure on teachers to meet the unattainable curriculum guide and let them teach students who have less self-reliance than any other generation. More emphasis on athletics in the administration. Too many administrators do not take sports seriously enough at the high school level. And at the middle school level there is no athletic development for high school sport participation.
S-2175	Clear and focused curriculum with an emphasis on early literacy, broad opportunities for younger kids to pair physical movement/energy release with traditional classroom focus. Staffing that ensures enough support for both those lagging and those who need a challenge, extra curricular that augment traditional learning
S-2179	Teachers need training and support, restorative practices, small class sizes and social emotional learning are very important.
S-2181	ESOL & ESE need some self-contained options in every level of k-12. After school tutoring should always be offered. Participation in sports must be better-tied to academic achievement.
S-2182	Homework help, athletic opportunities and extra curricular
S-2185	Need behavior specialists. Provide faster placement than taking a full year to place students,
S-2186	support for all different types of learners, appropriate levels of staffing so class sizes aren't huge, behavior specialists and classes for students who need extra support to not distract or put responsibility on regular teachers. athletic opportunities. bring soccer to middle schools
S-2190	Teachers
S-2198	I think the most essential components of a thriving school are quality administration and teachers. In addition to that I feel students need math and reading supports as well as extra-curricular activities to help keep them engaged and wanting to come to school.
S-2199	I teach elementary age students. The most important components of a school that thrives is strong leadership and strong teachers . Lower teacher student ratio (16:1).
S-2201	Empowered teachers, safe physical and emotional climate, and actively seeking community engagement/feedback
S-2206	Essential components include social workers and behavior specialists to support students' mental well-being, emotionally regulated behavior support academic achievement and learning progress. The arts programs including band, orchestra and theater are important for students' to achieve a balanced educational experience. Could coaches be shared among schools?
S-2208	Teacher pay, extended learning programs
S-2211	Teachers, counselors, administrators, security, core academics and popular extra curricular programs and athletics
S-2212	Parent/community engagement, staff support
S-2215	Community, academic programs, consistent staff
S-2219	Ask for student feedback, extracurricular and sports could help
S-2222	Parent involvement and consequences fir actions
S-2231	Small classrooms are mission critical so prioritize teachers overall other human resources bar none.
S-2233	Enough Admin, Coaches, and Teachers, along with smaller class sizes and strong academic curriculum written by STRONG county staff
S-2235	All of the above.
S-2237	Support

Q15. What do you think are the essential components for a school to thrive and meet student needs? Provide specifics regarding academic programming, supports, staffing model, extra-curricular or athletic opportunities, etc.

S-2238	Counselors, administrators, teachers, academic programming
S-2241	Well supported and appreciated teachers, a variety of course offerings, staffing to support holding students to behavioral expectations
S-2245	Academic classes that meet student needs and extracurricular classes that interest and motivate students to attend and participate in school
S-2247	The typical school model is outdated and fails students. I am the Principal of a private school that doesn't it have it 100% right, but is serving children much better than kids in the public school system. My 3rd child is about to go through the Public HS system and outside of sports she and I are dreading it. It is a Pavlov dog model with bells prompting movement.
S-2250	Communication and advertising for programs, varied offerings across multiple schools, small class sizes, more support at school sites.
S-2255	Keep it simple, have the teachers teach from textbooks, clear assignments, clear course objectives, and much less of computers for learning (like dream box, I-station, myon, IXL). With use of computers, limited to typing, assignments, research and basic computer literacy.
S-2257	A successful school begins with excellent teachers, reasonable class sizes, and strong student support staff, including counselors and intervention specialists. Students should receive a well-rounded education that values Science, Social Studies, English, Math, the arts, STEM, financial literacy, career education, and hands-on learning equally. Technology should enhance learning, not replace textbooks, paper assignments, and face-to-face instruction. Schools should also offer extracurricular activities, athletics, and before- and after-school programs that support both student development and working families. Finally, schools should provide pathways for students at all levels—from gifted and advanced learners to those who need additional academic support—so every child has the opportunity to succeed.
S-2259	Staff that directly support students academics and SROs.
S-2260	Low teacher student ratios Art and music curriculums Reading support
S-2261	academic programming
S-2263	You need reading support at all levels for one thing! Definitely athletic opportunities even at the elementary level
S-2264	Tutoring music and arts
S-2269	All the above. However, office personnel, ie some Principal's need to be re-evaluated for qualifications
S-2280	Strong Leadership, great teachers who care about the students and parents who support their kids and the school
S-2285	Staff is essential. Appropriate TPR, adequate number of administrators, guidance, and student services staff, and adequate support staff. I also think that the needs of different campuses should be considered versus a formula that is supposed to work for all sites.
S-2287	Stop trying to emulate private schools in terms of restrictions. There is no reason why public middle schools should have uniforms.
S-2289	Music
S-2291	academic programming, and supports

Q15. What do you think are the essential components for a school to thrive and meet student needs? Provide specifics regarding academic programming, supports, staffing model, extra-curricular or athletic opportunities, etc.

S-2297	Steve that care about the kids and who wanna come to work and don't feel threatened by the school system cutting their jobs and who feel supportive either administration
S-2298	Ultimately, the messaging and district practices indicate that Pinellas County is more concerned with passing state assessments than investing in instructional practices that actually improve outcomes. For example, research continues to advocate for frequent movement and unstructured time. At midtown, one of the most popular schools in South County, the day is longer because students have two electives every day and one of those is always PE. I would like to see more exploratory and experiential learning rather than the stale modules my kids bring home. I would LOVE it if leadership took a stand against the current administration and refused to engage with the ridiculous practice of banning books and removing all content that refers to the body of water in our backyard as The Gulf of America. It's ridiculous and untimely is NOT best for students. The new education mandates from FLDOE are, quite frankly, terrifying as a parent and educator.
S-2304	STEM after school programs provide enrichment to many of our PCS scholars. They learn problem solving skills, team work, and many other essential tools through this program.
S-2309	A strong principal, gifted programs, extra curricular
S-2310	Academic programming , supports for teachers
S-2312	Great academic program
S-2314	Funding, appropriate support staff, well trained and experienced teachers.
S-2315	full time ese and esol staff and support
S-2318	Well rounded course offerings and electives, support staff responsible for helping track children's progress and pushing them to their next step
S-2319	Prioritize retaining experienced teachers for all academics. Offer more real world, practical courses such as the hands-on trades and accounting, economics, financial literacy. More Civics courses based in reality and historical facts. Offer intramural sports for middle and high school students as electives. Spend less on testing and more on electives that expand student learning and experiences. More hand-on Science experiments and educational field trips.
S-2321	Modern modernization of curriculum, kids need financial literacy. See with math. Bring back times tables. Memorization of multiplication is lacking.
S-2322	Strong academics and extra curricular opportunities
S-2326	All are important, full staff, extra curricular, sports, music, art, media centers, clubs, ect.
S-2327	No banned books.
S-2329	A great sense of community. A strong principal and honestly PTA
S-2331	The programs we offer are really good for our students. We need to keep and fund them properly. Its how schools should be run. Either its important to the state or the exodus of families out of Florida is going to continue. If the state keeps moving public school money to private schools, then the end of publics schools is already being planned by the state.
S-2332	Sufficient staff in all positions to meet student/family needs and reduce teacher burn out

Q15. What do you think are the essential components for a school to thrive and meet student needs? Provide specifics regarding academic programming, supports, staffing model, extra-curricular or athletic opportunities, etc.

S-2336	The ones that assimilate diverse populations into a unified national identity, enforce civic and moral discipline, and prepare students for immediate entry into the industrial workforce, homemaking, or higher education. These need to be done thoroughly and well. "Restorative justice" "social justice" commie/teacher union ideology need to go. Get the curricula done well, then discuss the extra-curricular stuff. Y'all are not doing so hot there...anywhere.
S-2338	As I said above, #1 is diverse academic programming (culture, language, arts, music, business/finance, stem), and anything that can't be supported by curriculum as extracurriculars
S-2342	Extracurricular, electives, engaged staff, involved parents and community.
S-2343	Fully staffed. Teachers, coaches, hourly teachers, support staff, and counselors, psychologists etc. Why is a school Magnet school like Perkins have over 10 magnet specific (art/music/theater/dance/spanish) staff members dedicated to their magnet but others such as Jamerson are only given. One magnet staff member (science coach)? There should be equal support in schools.
S-2345	I believe a thriving school requires an integrated approach across four essential areas: Academic Programming: Standards-aligned, real-world instruction with flexible learning pathways (AP, CTE, college enrollment). Student Supports: Mental health teams and multi-tiered intervention systems to ensure early academic and emotional help. Staffing Model: Team-based teacher structures that blend specialized expertise, instruction coaches, and tutor support. Extracurriculars: Diverse arts, inclusive sports, and leadership clubs that foster community, teamwork, and school pride.
S-2351	Guidance counselors, extra curricular
S-2352	Social workers.
S-2361	Academic support for those starting to fall behind rather than waiting until it's impossible for the student to catch up with their peers. Extra curricular and athletic opportunities allow kids to be part of something fun they are interested in and can teach them life skills not learned inside the classroom. It can motivate the students to try harder in school if there are grade requirements in place for the extra curricular and athletic opportunities
S-2365	Pay the teachers more to retain quality educators!!
S-2368	To make sure teachers are not teaching to the lowest common denominator students abilities and dragging down the entire class. Group kids together who perform similarly.
S-2371	Support network of staff
S-2373	Highly communicative leadership team from the school admin guiding continuously on the academic program reporting changes, potential challenges or pitfalls we may face and how to overcome them if so. There needs to be more participation from the parental side especially in traditional schools, much like what is done well in the fundamental schools
S-2378	A successful school combines a rigorous academic education, comprehensive support for student well-being, and opportunities to develop academic, technical, social, and personal skills to prepare students for college, employment, and life.
S-2379	Staffing model

Q15. What do you think are the essential components for a school to thrive and meet student needs? Provide specifics regarding academic programming, supports, staffing model, extra-curricular or athletic opportunities, etc.

S-2385	No feedback at the moment
S-2389	Being an educator it is very important to have a supportive Administration and open communication with parents
S-2393	Supports staffing
S-2397	We need a middle school that local kids are zone for vs one they apply for and not get it instead of having 2 elementary schools within 2 miles of each other in east lake.
S-2400	Academic programming, extracurricular activities, and athletics are all core components and should be prioritized with any social programs being the first cut if funding is tight.
S-2402	More staff
S-2405	Back to basics - teachers and smaller classes sizes. ELIMINATE SCHOOL ISSUED LAPTOPS. Back to pencil and paper.
S-2406	Academic programming
S-2408	Principle that are not in touch with its surrounding communities. Stop with the school uniforms when most families dont know where meals are coming from having the added expenses of strict uniforms hurts kids.
S-2409	Caring teachers, up to date technology, no limits on books
S-2414	Good numbers of kids in each classroom grade level will give the equity for every kid ,support staff for kids in need or behaviors ,teachers assistants , parents communication, fun sports days at school for encouragement
S-2415	Small student to teacher ratios, parental involvement, academic programming that connects to the students
S-2416	I think that we should try to offer more extracurricular programs for families. I am from the northeast, where it’s common for scout troops, recreational teams, and other programs to rent space in schools after hours. I don’t know what is legal and what is not in Florida, but I feel the buildings are underutilized in the evenings.
S-2417	Stop the computer lessons. Get them back to paper - especially younger kids. My son struggles in school mostly bc of screen fatigue. Teach the class. Stop the 6 hrs of screens and 2 to 3 hours at home. The tech is also a huge source of $$
S-2424	Fully staffed school depends on having a strong foundation of: Small class sizes, support in all core classes, unlimited copies, school supplies provided, etc. Staff needs to feel supported and have resources readily available.
S-2425	Thriving schools combine strong academic instruction with caring educators, student support services, career and technical pathways, the arts, athletics, and extracurricular opportunities that foster engagement and belonging. Hands-on, project-based learning, strong family partnerships, and a safe, welcoming, inclusive school culture help prepare students for both college and careers. At the district level, collecting, analyzing, and transparently sharing data builds trust and supports better long-term decision-making.
S-2426	Since student population is dwindling, school can maintain their programs.
S-2427	free breakfast/lunch, before/after school childcare, library services to support learning, especially reading programs, counseling, ESE support, reading, writing, math, science, social studies, DAILY outside play, small student ratio to teacher per class, art, music, P.E. Keep healthy sports, like track.
S-2428	High level of accountability from admin regarding student behavior. Nothing is possible without this and staff Support to enforce it. Students must be able to be involved in e-c and atlética

Q15. What do you think are the essential components for a school to thrive and meet student needs? Provide specifics regarding academic programming, supports, staffing model, extra-curricular or athletic opportunities, etc.

S-2429	Smaller class sizes, greater ability to move thru education at their own speed. Revolutionize education. Personnel who should remain: school counselors, nurses and ESE supports.
S-2431	In 2026 flexibility. More in house options. Not all kids want to be bell to bell. The PHUHS tardy kiosk system makes kids more late and they can't get into locked hallways once they get their pass. You are pushing kids who want to be in the classroom to leave school. As for positives… more AVID type classes and basic classes on how to be an adult at the high school level.
S-2432	A successful school should provide excellent teachers, a safe and respectful learning environment, strong core academics, school counselors and mental health support, special education services, career and technical education opportunities, arts, music, athletics, and extracurricular activities. Students also benefit from small class sizes, modern technology, family engagement, and partnerships with local businesses and community organizations. Schools should prepare students not only for college, but also for careers, responsible citizenship, and lifelong learning.
S-2437	reliable school transportation,discipline and consequences, longer atheletic seasons, before and after school clubs. mentoring
S-2440	All of the above
S-2443	Strong curriculum, good teachers
S-2445	Offer options for different career paths, not so focused on test scores. Keep athletics.
S-2446	Must have the best staff, best speech teachers best gym teachers etc
S-2449	Academic programming, transportation, staffing. If high school then extracurricular and athletic as well
S-2451	Academic programming - core classes such as math, ELA, science, social studies, foreign language, physical education. Athletics for middle and high school students are very important
S-2452	Supporting the teachers, supports for students who are struggling, 1 on 1 support such as tutoring, reading specialists, OT/ST for kids who are falling behind.
S-2453	Emotional support services. So many kids struggle with emotional support. In the younger grades I think it's important to implement that. So many parents are leaving the public schools because their children are exposed to certain behaviors. If we can actually help those behaviors instead of just putting a bandaid on it (PBIS) we can actually do something
S-2455	Teach these kids to respect other people.
S-2457	Strong leadership who promote a positive climate and community
S-2460	Cafeteria
S-2462	I believe a thriving school starts with a strong, dedicated staff and a positive school culture where students feel known, supported, and valued. Adequate staffing is essential so that teachers, counselors, and support staff can provide students with the academic, social, and emotional support they need. Strong academic programming should include opportunities for students at all levels, with appropriate interventions, enrichment, and supports to help every student grow. Schools also need access to counselors, mental health supports, technology resources, and staff who can address the needs of the whole child.
S-2463	Well-compensated good teachers

Q15. What do you think are the essential components for a school to thrive and meet student needs? Provide specifics regarding academic programming, supports, staffing model, extra-curricular or athletic opportunities, etc.

S-2464	I feel parents need to feel their child is safe and learning . I feel here in North County, at least my area, Tarpon Springs, we offer a lot already in regards to extra-curricular activities. As previously stated, we could offer more technical career opportunities. So the learning aspect I feel we have a good handle on. I feel with the diverse demographics we do have some parents feel we are lacking in a strong admin presence for discipline in all the schools from elementary to high school. Just read Facebook, our schools get very mixed reviews from parents on how well a school takes care of discipline issues. While even the schools East of US19, still North County, get nothing but RAVE reviews and comments. Not sure how to address this or how to fix it. Our Fundamental school is doing great and they have very little discipline issues. So maybe a hybrid would be good.
S-2465	Full time counselor,
S-2467	Extra curricular activities and music opportunities, therapists.
S-2470	Tutoring, counseling, social skills groups
S-2474	All of these plus taking time to teach students to spend time helping others and learning conflict resolution daily, starting at a younger age. Also, less focus on digital tools and learning handwriting, especially in elementary schools. These will allow synapses to develop that will help them to problem solve and think for themselves without always going to their phones for the answer.
S-2475	good staff
S-2480	Need more school counselors.
S-2481	Class sizes of 20 or less. Parent involvement opportunities. Stricter consequences for behavior. A child should not be allowed to trash a classroom and disrupt instruction and not be held accountable. Bring back ISS rooms at all schools, especially elementary, with a certified teacher who can oversee that student is still receiving work to complete when they cannot function within their regular classroom. We need to address these extreme behaviors in elementary before these kids get to middle school still out of control. Principals are afraid of parents and do not give appropriate consequences to students who terrorize a campus. There needs to be a zero tolerance policy for disrupting the learning environment.
S-2482	Staff- keeping teacher/student ratios as low as possible
S-2484	Challenged the student beyond the technological revolution
S-2489	Teacher/Student relationships
S-2497	We must have the extra-curricular and athletics available as well, this is why some kids come to school. I think it is ok not to have every sport and club at every school, especially if they are DAP program only schools. We have a model for athletics that works if it isn't at your school you can go to your zone school.
S-2499	Academic supports in core content areas. A variety of Athletic opportunities for students who don't thrive in content areas and perhaps adding EA sports in middle and high school.
S-2504	Strong leadership in principals, strong teacher-student relationships, inclusive family partnerships, and cognitively engaging instruction.
S-2506	Strong relationships with staff, community engagement through arts
S-2509	Happy teachers and staff, who are paid well will elevate a school.
S-2510	Keeping enough support for all the students and not keep cutting positions.
S-2512	Students need to be skilled in reading, writing, and in communicating. Students need to be critical thinkers and know how to think and evaluate information. Students need to master basic math that they will need in their everyday lives.

Q15. What do you think are the essential components for a school to thrive and meet student needs? Provide specifics regarding academic programming, supports, staffing model, extra-curricular or athletic opportunities, etc.

S-2514	A good principal with strong AP's is essential for a school to thrive. When you have a good principal, good people want to work for them, and you get quality employees who want to help improve the school for all involved.
S-2518	Dedicated staff members. supportive families, safe and welcoming environment, and community partnership.
S-2519	Holistic and compassionate support for all kids - less punitive - more one on one, smaller classrooms, diverse offerings
S-2520	Diverse opportunities, unique experiences, and caring adults
S-2523	Low student/teacher ratio, academics programming and athletics.
S-2525	While providing Math, English, Reading and History - students of all ages should be provided with a foreign language and an array of extra-curricular activities. Preference should be given to teachers who possess more than one area of expertise. Technology should play a role in all academic classes.
S-2530	staff is important, taking staff away does not help anyone. perhaps district needs to be revamped with certain positions.
S-2533	If students are dwindling then class sizes are going to be smaller. Teachers should spend more one on one time explaining things that they don't understand and actually take the time to understand each students needs. There is a need for sports and afterschool activities to keep kids engaged in positive thinking and learning.
S-2534	More support for the arts such as concert and marching bands.
S-2538	Academic and behavioral supports are the most essential. This would include things like ESE staff, school counselors, school psychologists, school social workers, and behavior specialists.
S-2539	Magnet programs draw parents to the schools
S-2540	A caring committed staff
S-2541	Support to help students that are behind with their grade level requirements such as reading, writing, and math.
S-2545	Strong admin with firm discipline plans and execution. Without discipline the students do not have a proper learning environment. Back the teachers to have students come first. Then everything else falls into place.
S-2547	more support for ESE students or students who are struggling. Behavior specialists, therapists, etc
S-2548	Academic resources and coaches for elementary. Extra curriculars for middle school
S-2549	Strong leadership- caring teachers and options for the students. Not every student has the same goal or ability to learn.
S-2551	Teachers that care, supportive staff, challenging academics. We need to evolve how we teach. Free teachers to develop plans that fit their students rather than continue to follow status quo.

Q15. What do you think are the essential components for a school to thrive and meet student needs? Provide specifics regarding academic programming, supports, staffing model, extra-curricular or athletic opportunities, etc.

S-2555	It is important to provide opportunities for all families. Students should have long term opportunities form 6th - 12th grade to support growth in one path (academic, athletic, magnet focus). MARKET! MARKET! MARKET! the opportunities available through PCS so families are aware of the benefits. We are an A district - we need to prove to families that we are the best choice for their child's education! Offer more fundamental and magnet programs to draw families from the private/charter schools. Offer more hands on - real world pathways for students to stay interested in school and graduate with a skill they can use. Support athletics! Offer off season conditioning and training so the students in all sports (not just football) have the opportunity to compete on a Collegiate level.
S-2557	staffing is very important and should be main priority, the students need the staff to teach the kids.
S-2558	Funding. Robust academics, electives, sports, and staff support.
S-2560	Qualified teachers are a must. Guidance counselors, art, music and PE teachers are a must. I'm not really sure how we can eliminate any positions and expect students to thrive.
S-2563	Distraction policy: eliminate phone use
S-2567	Programs must be tailored to students' needs. Students are currently interested in cosmetology, public works, esthetician. They want these options on campus.
S-2570	Educated staff
S-2575	Staff to support behavior, ese, esol and tier 2/3 interventions
S-2578	Keeping the classes to a normal size, Keeping art, music, gym and cooking. The kids need to learn more than just the academics.
S-2579	Essential components are what meets the needs of the whole child. Therefore, appropriate staffing to include supports, academic programming, and extra-curricular activities are all essential components. Staffing should not be based solely on the number of students, but on the work that needs to be done to meet the expectations of the district as it relates to student success.
S-2581	In high school students need to be able to participate in something that makes them want to come to school. They need to feel as though they are learning and have strong teachers. My child's school has not done the best job in hiring math teaching specifically. The foundations a student gets in the early math sets them up for some many things.
S-2582	1. People who genuinely like students and their families. 2. Teachers who love and can afford to teach students. 3. Administrations who understand systems and how to structure environments for students that promote learning and celebrate success. Curriculum that promotes learning and the appropriate number and quality staff to teach, coach and organize it. 4. Students need outlets beyond the classroom. Athletics build resilience, persistence, soft social skills, leadership skills and interpersonal relationships that don't happen only in the classroom. 5. Look at quality over quantity and cost. Sometimes we participate in a program or partnership but don't see the impact they described or have the infrastructure to get the results we hoped for. Ask the people who are supposed to use or do the thing before making an investment.
S-2583	Proper staffing to support students and families
S-2586	Adequate staffing

Q15. What do you think are the essential components for a school to thrive and meet student needs? Provide specifics regarding academic programming, supports, staffing model, extra-curricular or athletic opportunities, etc.

S-2587	A thriving school begins with excellent teachers and staff who create a safe, supportive environment where every student feels they belong. In today's social media-driven world, fostering a sense of community is more important than ever. While I recognize this is challenging, schools should intentionally build connection and engagement. Academically, education should be rigorous, relevant to real life, and focused on critical thinking, problem-solving, communication, and a mindset of continuous learning to prepare students for a rapidly changing world. Strong STEM, career and technical education, financial literacy, arts, and hands-on learning are essential. Schools also need counselors, extracurricular activities, athletics, and community partnerships that help students build confidence, discover their strengths, and graduate ready for college, careers, and life.
S-2592	Intervention (tutoring), strong school community identity, athletics and arts.
S-2600	parent involvement, high staffing and shared resources. field trips
S-2604	Nutritious meals, health and mental health services (full time nurses and counselors), inclusive culture, community services and partnerships, diverse and relevant curriculum, educators trained in diverse teaching methods. For staffing model, a team-based framework: small teams of teachers who work together to set shared learning goals and remedial strategies, peer-coaching, allowing for consensus to steer school policy, schedules, and pathways for students.
S-2607	Support and staff
S-2609	quality teachers that care and want the students to succeed as well as providing what the need as far as programming to prepare them for the world/workforce extracurriculars help create a well rounded young adult
S-2610	Ideally there should be well-rounded mix of excellent academics, opportunity for physical education, arts, music, and long-term committed full-time teachers.
S-2614	You need all staff members (teachers, aps, counselors, support staff) for a school to meet students needs. All of these things work together to make a school successful. Students also need non academic options in their life. Athletics and other clubs are necessary for a well rounded education.
S-2616	Principal and Assistant Principal that are active with the kids. Gifted programming, tutoring.
S-2619	Teaching factual information, keeping lbgtq ideology teaching out of the schools
S-2620	student services, strong admin
S-2624	Enrichment activities, staff training, buy in, collaboration, community involvement and resources
S-2628	Strong academics should focus on literacy as the foundation for learning and understanding everything else. Fund libraries/resource centers, staff them well, and require or provide ample opportunities for kids to utilize them. Elective courses and extra-curricular programs in athletics and the arts provide community bonding, facilitate healthy friendships, and simply keep kids engaged and enthusiastic about school.
S-2629	counselors, campus monitors,
S-2631	Fully supported athletic department, services for ESE students
S-2632	The current model is working seeing that some schools just became A schools
S-2634	Funding and reading specialists that tutor students sent out of a particular subject often. This behavior frequently accompanies low reading scores.

Q15. What do you think are the essential components for a school to thrive and meet student needs? Provide specifics regarding academic programming, supports, staffing model, extra-curricular or athletic opportunities, etc.

S-2635	After school clubs/athletics are vital for students. They are already slammed with rigorous academics all day! Stop spending so much on standardized testing, unnecessary trainings (how much do you pay these people?!!!!) Leave the staff and programs alone and focus on cutting nonsense. How much do you pay for Marzanno?!
S-2637	strong academic programming, staffing retainage, working and learning conditions, support staff for academic needs
S-2640	Support early reading skills, limit technology to technology classes
S-2641	Put students into classrooms that are on their level. Address behaviors immediately and do not waver on rules.
S-2642	Support services - students cannot learn if basic needs are not met and these support services help bridge that gap, electives that the students love and find interesting. Students need a way to be connected to school. A fully staffed school with caring people.
S-2643	work hard play hard
S-2646	Small classroom sizes with appropriate ESE support. Student services, such as school counselors, school social workers, and psychologists to support students emotional health and career/college readiness. Clubs and athletics to support a well rounded student population. School level leadership to support student, family, and staff. Rigorous elective programming.
S-2648	The essential components of a school to thrive include high staff morale, qualified and supported teachers, and good leadership. Smaller class sizes in elementary school or Title I supports for academic interventions in both reading and math are essential. A behavioral specialist and a Title I person are both essential.
S-2650	College, career, technical preparation
S-2654	Education for all students on emotional intelligence, diversity education, community participation
S-2657	Low teacher to student ratio, special education/remediation rooms and teachers, counselor on site, teacher aids, PE everyday
S-2658	Academics
S-2663	Staff, support with rich curriculum that meets students' needs.
S-2664	Robust outlets for students with outstanding teachers. Administration that has ample to time to be present. Reduction of technology in the classroom, and all the expensive bloatware. Fine Arts, Athletics. Running a school that is smaller will help this. Reducing buildings will help this. But don't cut the model.
S-2665	Now you're just asking me the same questions over and over again you guys will do anything and everything except for a deal with the issue. You need to have a three strike out policy. That's what the taxpayers voted for. That's what the taxpayers want if your child can't thrive in public education, then they can't be here. You have to find other accommodations for them and then students will probably come back. You already know you don't need people to tell you what you need reading writing math, engineering, cursive, writing cursive, reading driver's ed computer skills literacy you already know all those things you guys are doing everything you guys are literally modeling your we're already telling you what you already need to do. You're going to have to work within your budget. We do it on a monthly basis. I know that a whole team of educated people can do the same.
S-2667	Class sizes, programs
S-2668	consistent school administration, consistent behavioral supports

Q15. What do you think are the essential components for a school to thrive and meet student needs? Provide specifics regarding academic programming, supports, staffing model, extra-curricular or athletic opportunities, etc.

S-2671	I think community is the most important. Both teachers and students benefit when the school has a strong sense of community.
S-2672	Smaller classes, range of electives
S-2673	Universal before and after care that have same pricing, extra curricular and athletic opportunities, and community events
S-2674	Principal, AP, behavior specialist, guidance, ELL and gen ed teachers
S-2679	Good leadership who aren't afraid of addressing issues with instructional staff that aren't doing a good job.
S-2683	Fully stuffed schools with extracurricular and athletic opportunities provided to all students
S-2689	We need to fix ESE in secondary. We need discipline in all grades and real consequences. We need ESE classes again. Stop labeling all classes advanced for the sake of a grade by the state. reduce tech in classrooms. stop with the 1:1 laptops and teaching to the test on pacing guides. Stop testing kids to death and jumping on band wagons of every new person who writes a book. All schools should have the basics. Please think of the domino effect one decision makes on other schools. Have advanced courses that have kids that need to be in there, but also regular classes, and make that okay. No matter what bells and whistles we create, we need to focus on reading, writing and math social studies and science at the core. All students should be reading full length novels. Make Libraries the heart of the school, not testing centers, and value the arts as much as you do football.
S-2690	Students need to feel that they have a stake in their school. Twice a year, principals need to have a one-on-one with each student, say a lunch or walk-about. Ask students how they feel, what do they like about their school, what would they wish the school could do for them, how are things at home. Start the process for students' career development with a casual follow-up every once in a while(give this task to counselor/teacher) about that career choice. More recesses, a happy staff, school dinners or lunches with parents/guardians. Extra-curricular and, not or, athletic opportunities. More participation in the maintenance of the school: monitoring supplies, classroom cleaning(prizes for best rooms), help in cafeteria with food menus, ordering, cooking, serving, cleaning up, manning the front desk, etc. Some of these "chores" are a bonus for some students, some would be a way to get the student out of the classroom for a bit to help him/her refocus.
S-2691	I think staffing is important. There needs to be a team coordinating the education- library, media, art, music. Variety is important. Having extra-curricular opportunities and athletic - kids need to move their bodies. And I’ve said in the beginning language learning - Spanish French Portuguese
S-2694	Having enough support staff. Keeping the things students want to be involved in like extra-curricular activities and fun electives.

Q15. What do you think are the essential components for a school to thrive and meet student needs? Provide specifics regarding academic programming, supports, staffing model, extra-curricular or athletic opportunities, etc.

S-2695	All of the “good” programs have an intensive homework load. But that doesn’t lead to better outcomes, and destroys many student’s drive to learn. A tidy, inviting school with welcoming staff where a child is seen and their interests are nurtured would be ideal. Not every student needs to be college-bound, but every student needs to know reading, writing, math, history, and science. If they struggle, they deserve supports and counseling. Many families come to public schools for the sports, the band/choir, the theater, science laboratories, and opportunities that a smaller school cannot provide. However, if the school gets a reputation for being unsafe, or so large that students are lost in the shuffle, they may go elsewhere. Guidance and career counseling are critical, especially in the upper grades. High standards as well as high supports when students are struggling.
S-2696	Staffing
S-2698	Keeping the environment positive. Making decisions based on what is best for students. Keeping class sizes low and providing options for students in electives. Extra-curricular activities are important, but not essential. Many students are over-scheduled. Guidance counselors are essential. Volunteers could be used more in lunch and in the clinic. Athletic opportunities are needed for high school, but aren't essential for middle and elementary. More partnerships with the YMCA could possibly help.
S-2699	Small classes, engaged school leadership, better parental engagement.
S-2701	Supportive and fresh teachers who aren't burnt out, and less emphasis on testing.
S-2704	I've worked in 6 PC schools, and I must say that the faculty and staff at 74th Street elementary is a very good model of effective use of all personnel. No time is wasted, Families and school staff are all supported. Many people are scheduled in a flexible way to allow for assistance to be given as needs arise. I've worked in schools where support staff are sitting around socializing or not being fully utilized. I would suggest seeing what 74th street is doing right and planning around their model.
S-2705	Strong community foundations
S-2709	Smaller class sizes, support staff, student services teams, community support and involvement (could support extra-curricular or athletics). On the building district capacity slides, the charts indicate about 45,000 seats available--so we have the space. We have the teachers and support staff to do it. Your numbers also indicate a misunderstanding of what is actually happening at the schools. North Shore Elementary for example--your chart indicates the permanent seats are close to 600. Have the people looking at these charts ever stepped foot on that campus? I don't understand where 200+ MORE students could possibly "sit".

Q15. What do you think are the essential components for a school to thrive and meet student needs? Provide specifics regarding academic programming, supports, staffing model, extra-curricular or athletic opportunities, etc.

S-2710	Schools thrive when they have strong teachers, adequate staffing, and the resources needed to meet the diverse needs of all students. Essential components include high-quality academic programming, specialized services for students with disabilities, counselors, school psychologists, academic intervention supports, and library/media services. Schools should also offer a variety of extracurricular activities, athletics, career and technical education opportunities, and advanced coursework to engage students and prepare them for future success. Most importantly, resources should be prioritized at the school level, where they have the greatest direct impact on students and families.
S-2711	Positive school culture is essential; this will drive teachers to give more for their community, motivate students to be more successful, and will reduce families interests in seeking alternative options.
S-2712	in earlier grades, academic programming and supports. In later grades, extra-curriculars and athletics that support student engagement with actual human beings.
S-2714	I feel having the different opportunities listed it allows each student to become better versions of themselves and allows them to grow into adults.
S-2715	Academic programming and supports are the priority. We are all essential!
S-2716	Provide specifics regarding academic programming, supports
S-2719	Staffing models
S-2720	Qualified and professional teachers, counseling, ESE, gifted (or other academic advancements - IB, AP, etc.), technology/media specialist, varied athletic teams for high school for boys and girls, plant operators to clean and repair school, healthy food options for students.
S-2723	not sure
S-2725	Again I want to see a quality education continued and increased. All programs are essential, extra curricular are essential, athletic opportunities are essential. We are developing young minds into well rounded adults.
S-2726	Staffing support, support for children with 504 and IEP plans, top academic programming
S-2727	Choice programs that meet the wants of the community and meet local economic needs. Advanced options (AP, DE), a learning and social commons area that supports an engaging student experience during and after the school day. Consolidated athletics programs by school to compete with non public school programs.
S-2733	special ed supports, mental health support through staff counselors, social workers, psychologists, etc.
S-2734	The ESE department needs to be student focus. I work with many families who left the school system because they did not feel that their student needs were being addressed. Systematic reading programs such as Orton Gillingham. Training on how to address behaviors and utilize accommodations. This takes a lot of teacher planning time to accomplish that the teachers are not given. Teachers need help to do these things.
S-2735	The essential components for success are discipline, high expectations, and grit.
S-2736	I believe the building itself shouldn't be an obstacle to learning. If the systems in the building are unreliable it will affect the morale of the staff which trickles down to the students.
S-2741	To meet all students needs especially those in self-contained ASD
S-2742	Extra curricular activities have made a difference in every students life! Art, Music and athletic department is extremely important! Counselors are necessary and support staff keeps children from falling behind in testing.
S-2743	Provide what the population wants. Cosmetology

Q15. What do you think are the essential components for a school to thrive and meet student needs? Provide specifics regarding academic programming, supports, staffing model, extra-curricular or athletic opportunities, etc.

S-2746	Diverse communities. Diverse subjects. Multiple languages. Arts. Science. Athletics. Music. Math. They all matter.
S-2747	Support from the district and community. Staff modeling. Support of existing Athletic programs and also new opportunities in athletics
S-2748	A successful school should provide excellent teachers, strong academic programs, career and technical education, competitive magnet programs, dual enrollment, industry certifications, and partnerships with local colleges, universities, hospitals, and businesses. Schools should have counselors, mental health support, and family engagement programs to help students succeed. Athletics, arts, music, clubs, and extracurricular activities should be preserved because they keep students engaged and connected. Modern technology, safe facilities, and opportunities for internships and workforce development are also essential. Schools like Lakewood High School will thrive by investing in programs that attract students and prepare them for college, careers, and life not by reducing educational opportunities or closing community schools.
S-2749	Two part, it starts with positive, strong leadership, that trickles down to well-supported staff. When they do well, students thrive, no matter how few resources are available. Secondarily, parental involvement is huge. When you have buy-in and engagement from parents schools strengthen. Having healthy PTAs and family involvement directly impacts a student's educational experience.
S-2751	People, people, and people. As well as the funding to support them.
S-2752	Supports that are aligned with a schools demographics and actual needs. Don’t take back resources because teachers and students have been successful with them and be surprised when they are not after they lose them.
S-2755	Staff supports such as MBAs, Paras, One on One student supports, therapies, and programs that are student focused to encourage success and mental health support
S-2758	High-Quality Academics, Safe and Supportive, mental health/social services, Family engagement, career readiness, Enrichment, technology, and community partnerships
S-2762	Students need access to core subjects like Language Arts, Reading, Math, Science, Art, Music, and Sports.
S-2765	Student tutoring options available for additional help.
S-2768	Programs should reflect today’s and future career opportunities. Staffing should support the students and really care about their wellbeing and future.
S-2771	Magnet programs, state of the art athletic programs and healthcare programs.
S-2772	Adequate staff
S-2775	Choices. I know smaller schools it's harder but not every kid needs Trig or chemistry. Some would rather have anatomy and physiology or open up the opportunity for dual enrollment more for high school where there is more opportunity for that.
S-2777	money
S-2778	Oportunidad de poder avanzar cursos de aprendizaje en las áreas que los estudiantes les gusten más lugares abiertos como la danza y el arte oportunidad para todas las edades tener responsabilidades y compromiso de ambas partes
S-2781	academic programs keep students engaged, extra-curricular and athletics help students have an extra outlet to express themselves positively.
S-2784	Well paid teachers and staff, less charter schools, a well designed academic program

Q15. What do you think are the essential components for a school to thrive and meet student needs? Provide specifics regarding academic programming, supports, staffing model, extra-curricular or athletic opportunities, etc.

S-2785	Family involvement. That is why fundamental schools are doing well, not because they have strict rules for the students but because they require parents to be involved in meetings/events. Schools with academic programs do better because it requires the parents to want their kid in the school. Un-involved parents (for any reason) are less likely to go out of their way to apply for a different school, not because of the students lack of interest. Get families out to the schools more often will help schools thrive. If there is going to be a free backpack give away already, partner with the group to have it at a school. Have fall festivals at the school. Have a winter event at the school.
S-2786	I think a school needs to have adequate personnel to support students whether they are gifted/talented or have special academic needs. They should offer lots of opportunities in programming with hands on experiences in all subject areas. I think extra-curricular and sports are important (but is there a way to let those be shared between school in some way if it had to be reduced at a school for funding). Example - students from school A and B could attend the stem club at school B.
S-2788	variety during the day.
S-2789	maintaining enough personnel to keep all students safe and making progress
S-2794	Community Liaison to work with Families and form a solid PTA. Family involvement is critical in successful schools. Communication between parents/families and school teachers and admin is critical and something I have found to be incredibly lacking in my experience at both elementary schools in the area my child has attended. As a parent who wants to be involved I have felt like have been pushed away and the less I know the better. I have had to beg for parent conferences every year and have only had a total of 4-6 in my childs entire elem school experience.
S-2795	Staff willing to support students and parents
S-2796	funds to operate effectively
S-2799	I think small-medium class sizes are really important. Good safety protocols & the appropriate amount of staff to ensure campus safety. School counselors who are not overloaded
S-2800	More extra curricular so they are busy after school. Resources are needed to help them find a career or activity
S-2801	Planning time is crucial and not needed to be taken up with meetings that could be an email, students are held accountable for their misbehavior with consequences, an aide per grade level for extra academic support, mental health classes for emotional regulation not taught by the teacher.
S-2803	Academic Programs that students are interested in, supports, everyone needs supports including teachers, Staffing models
S-2804	GREAT TEACHERS
S-2805	A thriving school combines strong academics with comprehensive student supports, effective staffing, enriching extracurricular opportunities, and meaningful family and community partnerships. Most importantly, it creates an environment where every student feels safe, valued, challenged, and supported. By balancing academic excellence with social-emotional development and opportunities for personal growth, schools can prepare students not only for graduation but also for success in college, careers, and civic life.
S-2807	Behavior support for new teachers. Access to necessary resources.
S-2809	quality teachers and give them the freedom to teach. Stop over managing them.

Q15. What do you think are the essential components for a school to thrive and meet student needs? Provide specifics regarding academic programming, supports, staffing model, extra-curricular or athletic opportunities, etc.

S-2810	The whole child should be considered for a student to thrive in a school. That being said, the leadership of the principal is key, followed by academic supports (reading intervention teachers) and the social-emotional growth of a child (school counselors) Students need support academically and emotionally to become and develop their best self.
S-2813	Academic programming, supports, and staffing model
S-2819	NA
S-2821	Small class size, teacher autonomy, administrative support, community and volunteer support
S-2828	Well-paid and qualified teachers, trained counselors and support staff, a variety of academic offerings, arts
S-2830	One on one
S-2836	Support staff and music, art classes
S-2839	Strong leadership, strong staffing models, and small class sizes.
S-2842	Teachers
S-2845	Strong academic instruction, dedicated staff, meaningful student supports, and opportunities for students to develop beyond the classroom. Academically, schools should provide a strong foundation in reading, writing, math, science, and social studies, while also offering enrichment opportunities, intervention services, gifted support, and career-focused programs. A successful school needs highly qualified teachers, instructional support staff, counselors, interventionists, exceptional student education staff, and administrators who work together to meet the needs of all learners. Maintaining a safe, positive school culture with strong family communication and community partnerships is also essential. Students should have access to extracurricular activities, clubs, athletics, arts, and leadership opportunities that help them build confidence, teamwork, and a sense of belonging. Ultimately, a thriving school is one where students feel supported, challenged, and connected while having
S-2847	Being fully staffed and having the appropriate resources to meet student needs. Staff across all roles are being stretched too thin, which contributes to burnout and affects the quality of support students receive. Positive adult-student relationships are one of the strongest predictors of student success, but those relationships require time and capacity to develop. Students need to feel safe, supported, and connected at school. Investing in staffing, mental health supports, academic interventions, and fun, memorable events create an environment where both students and staff can succeed.
S-2850	The Tarpon Springs Leadership Conservatory for the Arts is a great model for success. Students will drive 45 minutes who participate in this program. The discipline, the model for process driven success are enhancing the students achievement in their academic course work. This is a true collaborative effort between academics and the performing arts
S-2857	Kids need a balance of academics and athletics opportunities.
S-2860	Strong community ties. Families that trust the school and support each other
S-2861	For a school to thrive and meet student needs the most important factor is having quality, educators, support staff, and administration. The staff members should be able to provide a variety of high-level, academic programming, extracurricular opportunities, and sports to allow students to be at the highest level when applying for colleges.

Q15. What do you think are the essential components for a school to thrive and meet student needs? Provide specifics regarding academic programming, supports, staffing model, extra-curricular or athletic opportunities, etc.

S-2865	Teachers that have high expectations for students and trusting teachers to provide high-quality education without micromanagement. Please stop cutting ESE services and personnel for our students who need it. I feel this is why these families are choosing to go elsewhere than the public school system. I think adding sports at this time when the budget is so lean is ridiculous.
S-2867	Student engagement, a strong librarian for academics, great art and music and drama opportunities, a school well known for advanced academics, community service, and athletics that proves it in the community is the model.
S-2868	Supportive staff.
S-2873	Acceptable student to teacher ratio, counselors, programs overing credentials
S-2874	In Tarpon Springs, the following components are what thrive the most and should be expanded: -Fundamental programs to all grade levels -The Leadership Conservatory for the Arts Also, it is important that many of the extra curricular and co-curricular course offerings are what separate public schools from private or charter school options. In Tarpon Springs, it is vital that the Arts programs, Culinary program and other attractors are supported to keep our community public schools viable and attractive.
S-2875	Students. Staff. Admin. The three pillars for a functioning society within a school system. We need behavioral support staff as well
S-2877	Smaller class sizes, a range of academic classes (i.e., Cambridge/AP/IB, honors, standard level courses), varied electives (not just foreign language but art, physical education, etc.)
S-2878	It’s important to me that everyone no matter income is able to get the same learning.
S-2881	All of the above
S-2885	Excellent staff from leadership to teachers to support staff, variety of community connections and field trips for access to real-world experiences, high-quality after-school programs and extracurriculars, etc.
S-2893	Staff support such as AP, Media Specialist, Art, Music and PE teachers.
S-2894	Flexible scheduling to balance student absences and extracurricular interests (2 sessions of school). Support services for those with disabilities. Year round schooling with more breaks during the year to reflect reality and job market which does not revolve around long holiday breaks.
S-2895	Ultimately a place for kids to be themselves and to learn what interests them
S-2896	The job of a survey is not to assist in the ignorant creation of an ideal school system according to one person. This question is absurd.
S-2900	Smaller class sizes, behavioral students in a special class
S-2903	All of the above. Students need less time practicing for tests. Allow teachers to teach curriculum. Students thrive when there passions and interests are available, such as extra curricular activities and sports.
S-2904	Calidad educativa, trabajo basado en el respeto, sin distinción en gusto, raza o creencias y con espacios adecuados y cuidados
S-2917	all the above
S-2920	Extra curricular

Q15. What do you think are the essential components for a school to thrive and meet student needs? Provide specifics regarding academic programming, supports, staffing model, extra-curricular or athletic opportunities, etc.

S-2921	I don’t know for sure but I think if class sizes get too big, that makes it hard for teachers to keep everyone on track. So keep class sizes below 32 student per teacher. Do they all need laptops? How much would it save to go back to paper?
S-2924	School counselor and library media specialist collaborating with teachers and seeing all students
S-2931	Choice for higher academic classes (AP, honors, etc.) and college credit; support staff for IND and ASD units; instructional staff to support ESE students-OT, PT, SLP, vision, hearing
S-2932	A committed passionate principal that installs the passion into their teachers to provide the best care and support for the children. Teaching to the child and not to a state standardized test.
S-2938	Provide specifics regarding academic and opportunities
S-2941	I think schools thrive when they have great teachers, strong support staff, and opportunities for every student to succeed. Schools should offer a balance of academics, career and technical education, athletics, clubs, and extracurricular activities. Learning shouldn't just come from textbooks. Students learn best when they're engaged, having fun, and getting hands-on experiences that build confidence and prepare them for the future.
S-2945	Strong core classes, good technology and media specialist, ESE (504 and IEP supports, OT, PT, Speech), ESOL supports (ESOL chair and bilinguals), APs, MTSS, Data Management, Front Office, Nurse
S-2947	ALL of these options. That is why we may need to consider consolidation to ensure that we are able to keep some of these things in place.
S-2948	This is a false choice. Leadership needs to make the tough decisions to supply all these things in an efficient manner. Do not off load your responsibility to others.
S-2949	Staffing model to better help special needs children
S-2951	Students need to have access to a variety of choices to engage their full capacity to learn. Having an office staff and support personnel (counselors, psychologists, nurses, etc) allows them to feel safe and supported.
S-2961	Fully supported ESE students
S-2962	The essential components for a school to thrive are strong academic programs, dedicated staff, meaningful student supports, and opportunities that engage students beyond the classroom. In Tarpon Springs, the programs that have demonstrated the greatest success and should be expanded include the fundamental program at all grade levels and the Leadership Conservatory for the Arts. It is also critical to preserve and support extracurricular and co-curricular opportunities that distinguish public schools from private and charter alternatives. Programs such as the arts, culinary education, and other specialized offerings provide unique experiences for students, strengthen community connections, and help ensure that public schools remain attractive and competitive options for families.
S-2964	Acadmeic counseling support - especially for high schoolers to determine all of their options - often times outside of going to college. i.e. a tech school... and providing support emotionally - mental health attention should always be a focus.
S-2971	I think that students need a connection to the school, which means a person, whether that's a teacher, administrator, or plant operator. Once they feel the connection they will engage with the school.

Q15. What do you think are the essential components for a school to thrive and meet student needs? Provide specifics regarding academic programming, supports, staffing model, extra-curricular or athletic opportunities, etc.

S-2976	PBIS/MTSS, positive school climate and promotion of wellness
S-2977	Not sure
S-2979	We have done so well raising school grades from the state, so keeping programming as is (electives, extra-curricular activities like clubs, sports) are all essential.
S-2980	Qualified administrators and teachers. Teachers who do what's right for students not what's right for them.
S-2982	Consistent behavior supports
S-2983	A principal (leader) who has experience or a mentor if new; Transparent communication between administrators and staff and between school and parents; continued support for ESE students in gen ed classrooms; elementary doesn't need extra curricular or athletic opportunities as much as secondary, families can lean into their communities for sports and activities
S-2985	For supports & staffing -- Principal, Secretary, at least 2 APs, Sr. DMT, at least 2-3 counselors & office staff, SROs, at least 1-2 assistants in MMI classrooms, need at least 2 teachers for inclusions, Bookkeeper at the HS level, Media specialist (if possible), Tech support & a nurse on campus if possible (rotation is fine). For Academics--options are needed (ex. Magnets specializing in certain areas like Tech or Culinary), some electives are needed outside of specialization for those that don't want to follow a track, but they don't need to be excessive. Athletic opportunities would be nice but could maybe be achieved with a cross of outside league play if cuts are necessary.
S-2986	Low class-size, library and technology specialist, counselor, PE and the arts, educated instructional personnel in classroom and nonclassroom positions (library/technology specialist and counselors should have a mandatory number of years spent in the classroom), working computers. The DMT is needed and one office staff member (so merge the community liaison and the secretary to one position).
S-2987	In Tarpon Springs, the programs that have demonstrated the greatest success and should be considered for expansion are the Fundamental Program across all grade levels and the Leadership Conservatory for the Arts. These offerings provide unique educational opportunities that attract and retain families within the district. Additionally, extracurricular and co-curricular programs play a critical role in distinguishing public schools from private and charter school alternatives. Continued support for the arts, culinary programs, and other specialized offerings is essential to maintaining strong, vibrant public schools in Tarpon Springs and ensuring they remain attractive options for students and families.
S-2990	Required academics, strong student services team (school counselors, social workers, school psychologists, behavior specialists, college & career specialist) all athletics, and clubs & activities the staff want to sponsor/lead...not forced clubs & activities.
S-2991	Figuring out a new way to reach kids. We cannot keep Teaching like its the 1990s. Times are different and we need to evolve
S-2992	you need to have a good student teacher ratio. Teachers shape the minds of our young people, not connecting with one student is a failure as a whole.
S-2993	all of the above. May be different academic programming

Q15. What do you think are the essential components for a school to thrive and meet student needs? Provide specifics regarding academic programming, supports, staffing model, extra-curricular or athletic opportunities, etc.

S-2997	There is a reason for Pinellas County Public Schools being recognized cross the state and even nationwide for our arts programs! The thoughtfulness and care which have gone into developing our students' abilities in the arts that spill over into their academic success in other subjects must continue.
S-2999	Community, physical education and nutrition should become more of a focus
S-3000	More guidance counselors are needed at PHUHS. Student's needs are not being met there at all. That is essential.
S-3001	Staff, structure,
S-3002	Supports for students
S-3004	Tutors after school programs
S-3015	competitive teacher pay
S-3017	I think arts are very important to student generally enjoying school. The arts help with development and enhance the student growth academically in other areas. Having smaller classes is both beneficial to teachers and students. It does not benefit the majority if classes are over full or not meeting the level of students in the class.
S-3020	Staffing models and supports for behavior
S-3021	In Tarpon Springs, the following components are what thrive the most and should be expanded: - Fundamental program to all grade levels. - The Leadership Conservatory for the Arts Also, it is important that many of the extracurricular and co-curricular course offerings are what separate public schools from private or charter school options. In Tarpon Springs, it is vital that the Arts programs, Culinary program and other attractors are supported to keep our community public schools viable and attractive.
S-3022	: - Fundamental programs to all grade levels - The Leadership Conservatory for the Arts Also, it is important that many of the extracurricular and co-curricular course offerings are what separate public schools from private or charter school options. In Tarpon Springs, it is vital that the Arts programs, Culinary program and other attractors are supported to keep our community public schools viable and attractive
S-3024	Strong teachers and extra curricula that appeals to all students

Q15. What do you think are the essential components for a school to thrive and meet student needs? Provide specifics regarding academic programming, supports, staffing model, extra-curricular or athletic opportunities, etc.

S-3025	The arts . Find the marching band program and winter guard programs. FFCC Ask largo principal STATEN how to properly secure a school. There is money out there. It's unfortunate that the surveys do not indicate the truth.! Pinellas County school board stop playing broke stop cosplaying as broke. You have funds. Dr. Joseph CARWISE would be very upset at how the current administration in Pinellas County board has existed .
S-3026	* Strong music and fine arts programs (band, choir, orchestra, theater, visual arts) that foster creativity, discipline, teamwork, and student engagement. * High academic standards with strong reading, writing, math, science, and career/technical education opportunities. * Early intervention and academic supports for struggling students, including tutoring and individualized instruction. * Qualified, well-supported teachers with competitive pay, professional development, and classroom resources. * School counselors, mental health services, and ESE support to meet students' social, emotional, and academic needs. * A wide range of extracurricular activities and athletics so every student has opportunities to belong and develop leadership skills. * Safe, well-maintained campuses with modern technology and secure learning environments. A culture of respect, accountability, and high expectations where every student has the opportunity to succeed.
S-3028	All of the above. Perhaps partnership with different community members or organizations can help to provide more resources.
S-3029	Strong and supportive staff that ensures each child reaches their full potential. This includes having a well rounded education consisting of academics, arts, and extra curricular activities.
S-3035	Bring back teacher assistants to work one on one with children in regular schools. The teachers are not able to cater to a few while teaching the others. As well it is not fair to the student needing the one on one.
S-3036	Kind teachers who are paid a living wage.
S-3037	Less testing, more teacher instruction
S-3038	Staff support for students with behavioral challenges. Not enough is done to identify and address students who act out in classrooms. They are consistently allowed to return without consequence and it disrupts the students who are there genuinely trying to learn.

Q15. What do you think are the essential components for a school to thrive and meet student needs? Provide specifics regarding academic programming, supports, staffing model, extra-curricular or athletic opportunities, etc.

S-3039	I think a school needs to have a wide selection of core classes, trade, technical, & electives such as arts /drama, and have enough staff to support students. Also I think after school clubs are very important. My child has met many students that are not in their grade by attending after school clubs. School is more than just learning, and after school clubs can make school more enjoyable. If a school is low on funding, maybe providing some volunteering opportunities for those high school students to work at their high school. High schools could offer work experience for their resume, and volunteer hours for bright futures. While our schools may not have the funding to pay the students to work in their library, or at an after school athletic event, they may be able to provide them volunteer hours. The school gets the help they need, and the student gets the work experience, and volunteer hours for bright futures or their resume.
S-3041	Strong teachers who are creative at finding ways to inspire students and administrators who inspire both staff and students. Offering programs and activities that both attract and retain students.
S-3044	A strong school is built on strong staff. That means hiring and retaining quality instructors and support personnel, providing professional development, and trusting employees to do their jobs. For positions that do not require a constant on-campus presence, I believe flexibility is important. Allowing instructors and staff to work remotely when appropriate, or have flexibility in their schedules, can improve morale, increase productivity, and support retention—as long as responsibilities are being met and students continue to receive excellent service and support. For a school to thrive and truly meet student needs, it has to be about strong relationships.
S-3049	In order to thrive there must be a strong academic program with supports for advanced course work, a low student to teacher ration and opportunities to create a sense of pride and community through extracurricular and athletic activities within the school
S-3053	Fundamental programs--structure, teamwork thru athletics, role models
S-3054	Academic
S-3056	Quality teachers and curriculum that enforce the truth and the laws, history, and envoronmental challenges. Special needs education specialists, nurses, pshychologists, and counselors should be readily available to staff, parents, and teachers.
S-3058	Yes
S-3059	A successful school starts with a caring and effective principal, dedicated teachers, and supportive staff who are committed to helping every student reach their highest academic and personal potential. Strong core academic instruction, a safe and positive school culture, student support services, and opportunities for extracurricular activities are all important. High expectations, engaged families, and educators who genuinely invest in students' success are the foundation of a thriving school.
S-3061	School staff should be adequately paid and given enough time and space to care about the needs of individual students. Opportunities that align with the interests and abilities should be provided from a much earlier age
S-3063	Individual learning for varied abilities
S-3067	education

Q15. What do you think are the essential components for a school to thrive and meet student needs? Provide specifics regarding academic programming, supports, staffing model, extra-curricular or athletic opportunities, etc.

S-3070	TSLCA - it starts with the strong dedication and role leadership of the teaching/ support staff. With continued support from the administration and other teachers from the campus- student members of the leadership program know they are not alone. Parent involvement and participation in this program also helps set up student success. The student success in the leadership program is found and seen in the fine arts performances but is also reflected throughout the academic course work during their high school career and years beyond.
S-3072	A thriving school should prioritize excellent teachers, safe learning environments, reading and math proficiency, school counselors, special education and intervention services, libraries, career and technical education, arts, music, athletics, and strong partnerships with families. Students should graduate academically prepared and equipped with practical life and career skills. Teach kids how to be successful adults, not just successful students. That includes: * Financial literacy (budgeting, taxes, credit, investing) * Digital citizenship and online safety * Career exploration * Communication and problem-solving * Emotional regulation and conflict resolution
S-3074	A sense of community and school pride are key. That is why just paying attention to the three Rs is not enough. Engaging clubs w teacher involvement,
S-3076	Excellent staff, rigorous academic program and opportunities for students to join extra curricular or athletic activities
S-3078	Uniforms, dress code for students and teachers, less emphasis on athletics
S-3079	Less technology, after school clubs and activities and sports in elementary. Again ese top priority. Promote reading for pleasure not for testing purposes. More electives for students. Involve students with special needs more
S-3081	The students need pe and gym to turn off energy. They need caring support staff like cafteia stuff to make sure they get fed.
S-3085	diverse programming, field trips to broaden their horizons, less emphasis on testing and test scores
S-3087	SAFETY. Safety again. This has to be the foundation. Low tolerance for threats, physical altercations, and bullying. Strong leadership within the school. Less than 18:1 class size. Strong PTA and community involvement.
S-3091	More robust program offerings. Additional training for faculty and staff. Middle and high school programs that connect students to local business leaders and senior communities for educational and social benefits.
S-3092	Academics supported by Arts education and staffing that keeps students to teacher ratios at 18 or under
S-3094	A range of academic levels for students who might need help or might need more of a challenge, music and arts opportunities, technology foundations, athletics, after school programs, caring staff.
S-3095	Not so much turn-over with teachers. Parent involvement.
S-3096	Classroom teachers can not do it on their own. Guidance counselors and media specialists are essential!

Q15. What do you think are the essential components for a school to thrive and meet student needs? Provide specifics regarding academic programming, supports, staffing model, extra-curricular or athletic opportunities, etc.

S-3097	Focus on the basics. Math, Science, Social Studies and LA. The arts are important. Focus on keeping teachers and less Admin. Half time social workers, counselors, behavior specialists, etc..
S-3098	Free breakfast and lunch, before and after school care, child care for children not of school age, simple medical care provided by a nurse practitioner, middle school academic, athletic, and special interest clubs.
S-3099	Great teachers, and students that are interested in learning.
S-3101	Schools with a single-minded, laser focus on academics alone (such as grades and test scores and specific/ "career-focused" subjects etc.) will never fully thrive if they do not equally account for students' emotional and social-behavioral needs at each developmental stage. Children need to learn how to learn, how to behave in different contexts, and how to self-regulate before they can be expected to learn any subject "well." To this end, "extra-curricular" programs and staff (mental health/counselors, media specialists/librarians, music & art, etc.) play a crucial role in supporting students' academic achievement in their "regular" classroom.
S-3106	Academic programming and staff
S-3109	academic programming
S-3110	Better teachers, things that NEED to be learned
S-3111	A principal (don’t necessarily need an AP or curriculum specialist) that trust his or her staff to do their job. They can put committees in place to create calendars, help with tech needs and other areas. A school needs to feel like a family so that families feel supported. We need to have people working in the front office that help both the staff and families. We need staff to support the teachers who have students who need extra resources. School psychologists, social workers, ESE resource teachers, speech/language, extra resource teachers for pull out interventions and teacher aids. These positions are the ones that directly impact the students each day.
S-3114	A designated middle school for the Eastlake corridor so students can spend the hour they would on transportation to and from school on academic programming, school work, extra-curriculars, and/or athletic opportunities
S-3120	Have a strong foundation of structure, behavior & opportunity so every student has a clear path to succeed. This includes offering multiple pathways through academics, career, technical & special programs like fundamental schools also Activities like sports, arts, music, and clubs, while ensuring students have easy access to support from teachers, counselors, and staff, along with time for studying and independent learning. Schools need strong leadership, clear communication, fair policies, updated technology, and environments where students feel connected and motivated. At the same time, schools should invest in what works, improve what needs fixing, and phase out what doesn’t, while maintaining programs when funding and enrollment are stable. With updated facilities, strong community involvement, and a system where academics, support services, and activities all work together, schools can create a consistent environment where students, staff, and community can thrive & succeed.

Q15. What do you think are the essential components for a school to thrive and meet student needs? Provide specifics regarding academic programming, supports, staffing model, extra-curricular or athletic opportunities, etc.

S-3121	Each student should be supported while they learn, held accountable for their behavior in appropriate ways, and encouraged to engage with other students and staff respectfully. Teachers and staff should be fairly compensated and have a healthy, supportive working environment. Administrators should be empowered to enforce appropriate behavior and academic standards, while exercising reasonable judgement. Parents should be held accountable for supporting their children and given support in understanding what that means, as well as support in implementing those behaviors. Community members should be encouraged to volunteer and support their local schools.
S-3124	Athletic opportunities
S-3125	What is in place is the baseline expectation. Take a little from every position and every program at every school. Take a little more from every position at the administration building in Largo. Keep schools not administration.
S-3126	The fundamental school model places accountability on the students and the parents. This is essential in cutting down discipline issues for teachers and administrators as well as motivating students to make a commitment to their studies. Enforcing dress code or even transitioning to uniforms is another way that the learning environment can benefit for all so that teachers and students can focus on teaching and learning instead of referrals and dress code violations. Arts and athletics are essential in creating well-rounded responsible students. It is scientifically proven that students benefit a brain break throughout the school day and students that get one perform better. Recess or a similar activity should be added to the curriculum at all grade levels.
S-3127	parent involvement
S-3128	Skilled staff, competent admin, counselors, arts, and sports.
S-3132	Free nutritious meals, nurse, IEPs, special ed & reading specialists, mod class size with teacher & assistant in K-5, broad based academics
S-3134	Social services/ counselors
S-3135	Better disapline
S-3137	Effective, free or very low cost tutoring on school ground. A good teacher/student ratio. A wide variety of extra-curricular options.
S-3139	Arts for all students, drama, band
S-3141	Student led organizations and committees, hands on life navigation and support from staff, skillsets and development in career decisions.
S-3142	Small class size, family involvement, diverse staff and student population, Clear expectations and 100% accountability for staff/students/families.
S-3144	Administration. You can tell alot about a school from going to it's football and other sports games. The principal is at pretty much every football game at countryside hs and other sports games as well. When you go to eastlake they can't be bothered to have anyone collect money at wrestling events they just put a code and hope you pay showing their entitlement. Palm Harbor kids are rude and don't listen to staff or anyone at football games, they stand on seats entire games and block everyones view. I'm sure if the fire marshall showed up there would be issues with blocking walk ways of exits. Dunedin parents get into fights in stands at their games. Countryside has some holloring but they are way more layed back. A much better culture they put students first. Dunedin alienates smart kids making rules on the fly limiting them from taking duel enrollment in 10th grade. Admin doing the best for each student is what it's all about and I've only seen that at Countryside

Q15. What do you think are the essential components for a school to thrive and meet student needs? Provide specifics regarding academic programming, supports, staffing model, extra-curricular or athletic opportunities, etc.

S-3145	A positive environment that encourages students to watch out and help each other. Students should have a solid academic plan so that they are able to pass exams and certifications for their future careers. Schools should also allow opportunities to explore options, fields, and opportunities in a safe environment.
S-3146	Not sure
S-3152	Definitely need the staff to support the learning, like teachers, but just as important is the support staff, like counselors for mental health and nurses for physical health. This isn't even a question.
S-3153	Small class sizes, plenty of staff/not less, extra curricular
S-3157	A mix of academics, arts, sports, and extracurriculars
S-3159	There needs to be enough staff to support all needs of students and parents.

Q16. What are the most important factors for you in choosing a school?

P-01	Program choices, academic success, culture
P-02	Extracurriculars, strong learning environment
P-07	Academic success Location to home & work Elective classes or programs childcare Reassurance school will stay open :)
P-13	Program (STEM, STEAM) Location Staffing (counselors)
P-14	Location
P-15	School grade Leadership at school
P-16	Muy importante la lacacion de escuela y los programas. (Translation. The location and the programs at the school are very important.)
P-21	Diversity, advanced academics, bus service, support for staff
P-22	Proximity & Magnet Programs
P-23	Bus Service
P-24	Enrichment for student success. Staff Community
P-25	Academic strengh and behavior of students
P-26	Enrichments, Parent & Staff Communication, Transparency
P-27	Fundamental Excellence Enrichment Advanced Academics
P-36	School Grade A! Transportation, Special Education Support and Resources
P-37	Community Program staff
P-38	Teachers-long time/skilled/happy Staff-care for students & each other adaptability-seeing students as they are.
P-39	Programs & Transportation
P-40	The programs-is my child engaged. The staff are they caring at all times.
P-41	Academics & Quality there of
P-42	School Culture & Quality of Academics
P-43	High quality of course offerings to teachers
P-44	High quality ESE programming
P-45	Community, variety of electives, teachers, welcoming Admin.
P-46	School culture, community engagement, alumni presence, great teachers/coaching, magnet & athletic programs.
P-51	Education, teacher/parent communication
P-52	community/parent involvement
P-53	more available staff to assist student's with EIP's
P-54	school that have resources to assist student with EIP's
S-0003	Programming that fits my child like STEM. Supportive staff that listens to my child and myself.
S-0005	Class size, involvement of parents, care of staff
S-0006	The program and staff.
S-0009	Performance and Staff
S-0010	Quality of the programs, positive culture, high quality staff, options for student experience
S-0011	Safety, sense of community, support when needed.
S-0022	Special needs classes and great teachers. Small community feel. Great academic programs
S-0023	Location. Students shouldn't have to travel far to attend their local school.

Q16. What are the most important factors for you in choosing a school?

S-0024	Sense of community at the school, high quality education, student behavior.
S-0026	Safety and communication.
S-0030	Environment
S-0034	Safety, staff support.
S-0035	School culture and good leasership
S-0037	Location, school grade
S-0039	Demographic, distance, reputation, and school grade
S-0040	Location
S-0045	Reputation in the community, teacher retention, academic programming, extra curricular offerings, STEM focus
S-0047	Exposure to bad behavior, distance from home and not too many of one race in one School
S-0048	What will my child take with them when they are gone (certifications and such), SAFETY, competent staff, communicative staff, athletic opportunities.
S-0049	Safety, preparation for Career and college, 21st century learning
S-0051	Teaching philosophy, location, curriculum
S-0052	Academic programs (such as magnet and fundamental), school grade
S-0056	Behaviors, teachers, students makeup, programs
S-0057	Safety was number one. I really wanted our kids in the neighborhood school to meet friends in the area, a strong school community we could feel like we are apart of something special.
S-0067	No answer.
S-0069	Safety, growth opportunities, family friendly, interest level
S-0072	Staff, diversity of school, variety of courses
S-0075	All around school
S-0076	Environment and nearness to homes
S-0077	School culture and climate
S-0078	Strong education, safety and positive leadership.
S-0079	Invested and happy teachers.
S-0080	Where are the kids coming from.
S-0083	Less behavioral problems so that students can actually learn!
S-0085	Staff
S-0088	Reputation, location, and credibility.
S-0091	Classroom size, proximity, safety and grades
S-0092	Location and services
S-0102	A caring and committed faculty
S-0104	One that's able to support the needs of the kids. Program and courses that's going to help them strive, a stepping stone to the next level of education.
S-0107	My daughter graduated from PCS- I considered safety, academics that would prepare her for college and programs that would support her personal interests.
S-0121	As a parent-behaviors, programs As a teacher-admin
S-0123	Academic programs, school grades, and demographics.
S-0126	Safety & smaller classrooms
S-0128	Community and relationships
S-0133	Teacher student ratio, parent involvement, proximity to home, education offerings (A+ school) and athletic/extracurricular activities.
S-0134	Student Behavior

Q16. What are the most important factors for you in choosing a school?

S-0135	The quality of students at the school. We specifically wanted to be in the Sunset Hills school zone and NOT Tarpon Elementary.
S-0136	'-The vibe/feel when you walk into the school and classrooms -Safety -Small class sizes -High quality teachers, staff, and substitutes -Family input and involvement -Quality education while minimizing the use of technology and incorporating hands on learning
S-0138	Family atmosphere with high expectations in educational growth.
S-0142	Community and staff
S-0146	History of High performing academic results
S-0152	Location and grade
S-0157	We chose the fundamental schools for elementary schools for both of our children. We appreciated the values taught to the students and the parent participation that was allowed. One child chose the leadership conservatory for the arts due to his passion for music. The other child chose Palm Harbor medical program based on the fact that he wanted to participate in Palm harbor's theater program. Being a North county family is going to Gibbs was completely out of the question. Both experiences were great for the boys, however, the leadership conservatory provided so much more than the medical magnet.
S-0163	Special program offerings, safety in high school, academic performance of the school in past 2-3 years, elective options.
S-0168	Academics, community feel, community support,
S-0169	Music program and cambridge
S-0174	Well rounded student population and excellent teachers
S-0179	Variety in programs
S-0181	Proximity to home and quality of teachers. Smaller class sizes for more individualized classes
S-0187	Class size, academic programs, extra-curricular activities, staff turnover.
S-0189	Good teachers, athletics, magnets
S-0191	Proximity and magnet programs
S-0196	Teachers and academic programs available.
S-0199	Student and Family experience plus school community
S-0201	Staff, administration. Magnets or fundamental choices.
S-0202	Electives, arts and music programs as well as rigorous core academic courses. Proximity to home.
S-0205	Good academics
S-0208	Neighborhood
S-0209	Location, ease of access, and large capacity, historical connections, friendly staff, supportive Admin staff
S-0210	Safe, high rigor and academic scores, great administration and reputation of school!
S-0214	Good quality teachers
S-0226	Academic programming, electives and location. Being the right “fit” for the kid which also includes peers.
S-0233	School grade, school population, are there fights? Quality of programs, variety electives and extra curricular. Community involvement.
S-0234	Kind, caring, respectful parent and child community.

Q16. What are the most important factors for you in choosing a school?

S-0238	Achievement
S-0240	Staff, communication with teachers, and school community.
S-0242	Athletics, academics
S-0247	Low tech, highly certified teachers, course options, disciplined students with an admin that implements strict behavior standards.
S-0250	Safety, academics, and music education
S-0251	School safety
S-0253	Education
S-0258	Grade and behaviors
S-0265	Teachers
S-0270	Quality teachers
S-0271	The teachers and educational opportunities
S-0273	A positive learning environment with competent caring staff.
S-0275	High behavior and academic expectations, clear consequences
S-0277	Faculty and staff
S-0280	History of the school, Variety of programs offered, unique electives, teacher retention, student behavior, accountability
S-0282	Close proximity to home and work, friendly staff, excellent teachers
S-0290	Teachers, culture and community feel
S-0301	The most important factors for me are a safe and supportive learning environment, high-quality teachers, strong academic programs, and equitable access to student supports.
S-0303	Academics and low behavioral issues
S-0306	Location because I'm a working parent, rating of the school and things like sports arts and music.
S-0312	Quality education with teachers who care.
S-0313	The most important factors for me are a safe and welcoming school culture, highly effective teachers, strong instructional leadership, and a commitment to student achievement. I also value schools that provide academic support for all learners, offer arts, music, physical education, extracurricular activities, and foster meaningful partnerships with families. Ultimately, I would choose a school where every student is known, supported, challenged, and given the opportunity to succeed.
S-0315	Small class size, good feedback from past/existing families, welcoming/warm environment
S-0317	Good academics, extra curricular activities, student behavior
S-0323	Positive School culture for students and staff, and Effective Administration/Principals. Long term viability, I. E. It is not at risk of being closed next.
S-0324	Friendly with great teachers
S-0329	Honesty and accountability.
S-0331	Location, consistency in staffing
S-0333	The culture of the school community (among the staff and among the student population) and the ability of the teachers
S-0335	The feel of the campus and the need for your child specifically and some thrive in smaller schools rather than huge campuses.
S-0336	Culture and climate, cleanliness, reliability of staff members,
S-0338	Rating, academic offering and security-- drug and bullying enforcement
S-0340	Location. Teacher turnover. What type of inner community have they built?
S-0347	Children that are not being threats or taking time away from my child's education. Also I want fun brought back! Children hate going to school after kindergarten.

Q16. What are the most important factors for you in choosing a school?

S-0357	All that was mentioned in the previous question
S-0361	Distance (walkable less than a mile without crossing a major street), challenging curriculum that is fun for kids and teachers, excellent teachers.
S-0367	School reputation, specialized programs. Example we chose Countryside High because of the ISTEM program's success.
S-0369	Choose older, run down schools that have HVAC issues or mold problems first. Some teachers claim their building makes them sick. I strongly believe this is true . I have personally heard running rainwater pour down on the inside of interior walls at a certain school.
S-0374	Safety, academic progress
S-0378	Location to my home, student success rate, student behavior
S-0380	Since I have two autistic grandsons in the school system them having access to a safe environment, therapies and qualified teachers and paraprofessionals is of upmost importance.
S-0381	Demographics. Reputation, test scores
S-0383	School community feeling, student safety, and good parent-teacher communication
S-0392	1)That the school is public. 2) That I can walk or bike to my neighborhood zoned school. 3) Not necessarily academic rigor, but safety and support for whole-child wellbeing and socialization 4) that my children gain skills in critically thinking about new ideas and is open to learning about different viewpoints, not whether they do well academically.
S-0393	Consistent school-wide behavior system with clear expectations and consistent consequences. If you have the same system in the elementary, in middle school the expectations should already be mastered; K-8 or Fundamental schools.
S-0395	The happiness of my children.
S-0396	When my kids were in school, it was proximity to our house, before and after care arrangements and the teachers.
S-0401	safety, accountability, choice
S-0404	Academics and safety
S-0405	Proximity, safety, curriculum, staff, support services
S-0409	Location, before & after school care
S-0411	the school makes us feel wanted
S-0413	Private because you require to many tests
S-0416	The school's academic record, how I see the staff supporting and treating the students, does the school offer extracurriculars that my child would be interested in
S-0446	Staff that stays at a school. Schools that care for the student development and not just a score. Neighborhood school where the kids in the area are also going to the same school. Schools that have shown success over time. Less discipline issues. Parents involvement
S-0448	Location, school grade, programs offered
S-0457	Safety, close to home, kids who want to learn, parents who are involved, and experienced teachers and staff
S-0458	Location, rank, clubs and academic groups
S-0459	Na
S-0469	Geography and academic standards
S-0480	Overall performance on test scores and parent/student satisfaction rating
S-0483	Leadership, community, athletics
S-0488	Differentiating levels of courses based on student abilities
S-0489	Quality instructors

Q16. What are the most important factors for you in choosing a school?

S-0495	Has learning options for all abilities and ranges of behavior, while ensuring consistent consequences for bad behavior.
S-0505	Environment, inclusivity and staff.
S-0509	Teachers that I can trust with my children's well being and safety, first and foremost. The school having events that remind me of childhood and all my wonderful memories growing up in public schools in Pinellas county. Knowing that if there are behavioral issues, they will be promptly resolved and not put up with. Having different clubs and activities. NOT BEING ON COMPUTERS. We have got to get our 10 years old and younger OFF of screens. You'd get hundreds to apply to the school if they knew the kids wouldn't be on computers. There is so much research about how it negatively affects children. If I wanted a screen or computer program to teach my child, I'd homeschool. Please get them off screens. Stop buying into these RIDICULOUS programs like Amira where my child was screaming for an AI robot to understand him speaking in Kindergarten.
S-0512	Great teachers and staff
S-0519	Staff members and school policy
S-0523	Quality of teachers
S-0526	Reputation, staff, location, rigor
S-0528	What courses are available or if it's a magnet program
S-0529	the quality of the instruction, percentage of students who go on to college, average SAT scores
S-0533	Academic opportunities and success of the school, safety.
S-0534	A kind, knowledgeable, and supportive principal who supports staff and families. Teachers and support staff who work hard to help our kids grow. And a school facility that is safe, up to date, and welcoming overall.
S-0538	How well administration functions in keeping a school safe and keeping kids off of phones and out of trouble
S-0545	Location, ESE resources
S-0552	Academic and advanced classes offered and small teacher - student ratio
S-0559	Location, staff
S-0565	Safe neighborhood, good program, good teachers
S-0567	Location. teachers and admin and friendly of front office
S-0569	Feeling welcomed, teacher interaction, and school environment
S-0570	Demographics, location, parental involvement
S-0571	Quality teachers, warm and welcoming admin, less focus on standardized testing and more on academic excellence. Wide variety of programs at all levels, elementary to high school. Love the SEM program at some elementary schools. Need more of that (Genius Hour, school gardens, high level art/music programs, etc)
S-0573	School grade and class sizes
S-0578	Campus culture, supportive teachers and administration, appropriate behavior or consequences when poor behavior occurs, course selection.
S-0580	location
S-0581	Location and staff effectiveness
S-0586	Programs that interest my child and make her want to go to school
S-0589	Excellent teachers, support staff and safety
S-0590	Programs offered.
S-0593	Safety, academic strength, student and teacher support
S-0598	Safety, education quality, proximity
S-0599	A positive environment for a child to thrive.

Q16. What are the most important factors for you in choosing a school?

S-0600	full time gifted services.
S-0603	The school community
S-0609	Adaptability and value for the complete local community, in all ways.
S-0611	Admin/staff/student rapport; communication
S-0613	Staff/faculty. A great teaching environment. Brooker creek environment has decreased
S-0614	School culture, strong leadership, proximity to my home
S-0627	The most important factors for me when choosing a school are a safe and inclusive environment, caring and qualified teachers, strong academic support, and services that meet the needs of every child. As a parent of a child with autism, it is important that the school provides special education support, accommodations, therapy services, and staff who understand and support students with different learning needs. I also value communication with families, community involvement, and opportunities for children to grow academically, socially, and emotionally.
S-0634	Academics first, activities/athletics next
S-0636	The grade of the school, safety, and their presence within the community (do they work with local businesses or charities, have I heard good things about them from the Community?)
S-0637	Academic rigor; caring school culture; diverse student population; school grade
S-0651	Staff, student make up and extra experiences
S-0653	Curriculum, safe learning environment and teacher support; allowing parent involvement /PTA
S-0656	Rigor and safety.
S-0660	Students have a safe environment with support, bully intervention, and qualified educators...without these, everything else isn't education.
S-0665	Academics, local kids access, discipline
S-0667	My child graduated from Largo IB. It was her choice. She thought she'd find her tribe of academically minded students. I wanted her to feel safe and to have teachers that cared and for the most part she did.
S-0674	The most important factors when choosing a school are safety, academic excellence, and the overall experience a child will have. I want my children to be in an environment where they are supported by strong teachers, a caring administration, and a school community that values every student. It is also important that schools provide opportunities beyond academics, including electives, extracurricular activities, arts, athletics, and programs that allow students to explore their interests and strengths. I value a diverse school environment where students learn from one another’s different backgrounds, cultures, and experiences. A successful school is one where students feel safe, challenged, supported, and excited to learn, and where teachers and staff have the resources and support they need to thrive as well.
S-0678	location; school rating; and courses offered
S-0679	I am a teacher at a pcs elementary school. I live one mile from my school and my daughter goes with me. When she reaches middle school, our primary options will be Carwise, Oldsmar, and East Lake. I have no doubt that when the time comes we will select Carwise. They can meet her academic needs but more importantly they offer all the extra curricular options that she may want to explore that the others do not.
S-0681	Parental involvement, kind and consistent leadership, collaborative environment
S-0682	Good teachers, administrators and fully staffed to meet my child’s needs.

Q16. What are the most important factors for you in choosing a school?

S-0683	I have 2 teens. One started at PHU, started to decline so switched to a charter school. Smaller, more freedom in curriculum and more accountability with success. For him-athletics was important so finding a school that was smaller and more focused on building their athletes was important when considering co-enrollment for sports. PHU was not the choice. My other child is more academic driven and is determined to be in the medical field. PHU was a fit for her and she will be starting in August. It stinks that I will have kids at different high schools but I need to make sure their needs are being met.
S-0684	Location, staff, support systems in place, athletics, and extra-curriculars in higher grades.
S-0693	The school overall. Public schools are known for bullying. Because no consequences. Principals are lazy and dont wanna do their job.
S-0704	Academic programming, including rigorous core instruction in reading, writing, mathematics, science, and social studies; Intervention and enrichment programs that support students at all achievement levels; Highly qualified and experienced teachers who receive ongoing professional development; Appropriate class sizes that allow for individualized attention.
S-0705	Rating
S-0707	safety and a good education. Teachers who are ready to engage, challenge and teach our students so they are prepared and can excel.
S-0712	How much support the school has - from the county. Does it have enough admins to handle the behaviors and provide a safe/structured learning environment? Does it have enough secretaries to answer teacher calls/questions, triage kids sent to the office, and answer parents so that admins arent chained to their desks and can actually be out supporting classrooms? Does it have enough counselors to support the student body? Does it have a variety of electives so that my child can pick one he's interested in/suits him?
S-0715	Proximity to our home and academic excellence
S-0718	Quality education and safety. Then opportunities to engage my children in other clubs/extracurricular that spark interest.
S-0719	Discipline, material taught, educated and professional teachers.
S-0721	Size. Geographic location. Diversity of student population. Tenure of teachers.
S-0724	School reputation and grade placement.
S-0730	A safe environment and a principal that cares about her staff and students (mine is exceptional).
S-0731	Safety and a positive environment
S-0734	proximity to home, staff support, community support, safety
S-0737	Academic programs that suit student needs. What actually benefit the students long term. What suits them best invidually. Also proven success. Caring staff. Ability to help all student population at the school.
S-0743	Parent involvement/required involvement, ratings/test scores/graduation rate, campus feel/care, leadership, and for high school, sports and course offerings will be huge
S-0745	Ratings, engaging prinicpal, excellent teachers
S-0747	Close to home, quality education, a community school that my child wants to go to, quality staff, safe, smaller class sizes, personalized education to make the most of our students' minds.
S-0748	Staff, safety, academics being taught, location, no bullying
S-0755	School culture, size, proximity to home

Q16. What are the most important factors for you in choosing a school?

S-0756	Location, the teachers, the principal, ASD programs. I want a school with both ASD and general education programs
S-0758	Teaching history from Vietnam to World War II World War I slavery, the history of the pilgrims colonist for Columbus
S-0763	Quality, location, safety, opportunity
S-0767	Fundamental - and the rules are being upheld
S-0769	Do they really assist slow kids
S-0770	I want a high school with extracurricular options like sports, drama, band, chorus ,arts and academics! I don't mind the school being larger but fully staffed. Elementary schools should be 500-600 but fully staffed with library media, counselors etc.
S-0771	Distance, student to teacher ratio, behavioral plans with bullies, competent teachers and supportive administration
S-0777	EDUCATION. If staff actually cares about the students and not just collecting a paycheck. More hands on work and less being shoved on a computer for every little thing. Less standardized tests. Less tests period. Schools care more about THEIR grade than their students. Wayyyyy better communication with parents. Again, not shoving everybody, including parents, to rely on an atrociously failing computer system (Focus.)
S-0780	Caring teachers, support staff such as counselors nurses police. Safety and parent engagement academics and sports
S-0781	Safety, peer behavior, education scores
S-0782	Safety for students, good teachers, strong academic programs and support for students and family involvement.
S-0783	Good behavior and attention to attendance policies. Missing 50 days plus (and that's a low number for some) and still being able to pass a class is ridiculous.
S-0788	Caring and supportive culture, teachers that feel supported and support students, behavior support, emotional support
S-0791	The school’s community aspect along with family and faculty.
S-0794	Honesty, integrity & course offerings
S-0805	The academic ranking and campus culture are factors which are most conducive to growth in academic and social areas.
S-0807	Dedicated teachers safe learning environments rigor college preparation, teachers who give students the joy to learn
S-0812	Quality of instruction and caliber of staff are essential. An environment that provides consistency (uniforms, discipline, etc.) is essential for student success.
S-0814	My children’s educational interests in not just academic but also extracurricular activities while simultaneously being aware of the location to our home.
S-0816	The school rating compared to others in the area; cleanliness, security; attentive teachers and staff.
S-0818	Community involvement and positive environment
S-0821	Good teachers who are happy and paid fairly
S-0827	Safety for students and staff. Travel distance and commute time considering mid-county traffic flow during peak tourist season combined with staff hours.
S-0828	Close to home, is in a safe neighborhood, high retention rates for staff and admin, and community involvement, strong PTAs.
S-0840	Safety and academic excellence

Q16. What are the most important factors for you in choosing a school?

S-0847	The most important factors are affordability, the opportunity to tour the school and meet the instructors, and a positive reputation. Reviews and community feedback about the school's administration also help when making a decision.
S-0852	Que este cerca pero a la vez cimfiable cuando halla bullyng, porque muchas veces necesitamos ir, vez trase vez y el niño mal portado sigue haciendo lo mismo, a esos niños deberian separarlos de grupo cuando y es mas de 2 llamafas de atención porque desanima mucho a los demas estudiantes
S-0856	Behavior!
S-0858	Safety, class size, teacher credentials
S-0866	Excellent staff, gifted opportunities, and the arts programs
S-0871	N/A
S-0878	The school grade and the accountability for the education. My children attend a great high school where academics come first.
S-0879	Student achievement/community involvement/school grades
S-0883	If they support the whole child. Including mental health resources and have a full time school counselor on site
S-0884	How close it is to home, highly-qualified professionals, community
S-0885	School rating, class sizes, curriculum, protection of kids
S-0888	Location and offerings
S-0895	The most important factors when choosing a school are strong academic expectations, true accountability for students and families, and a positive learning environment where all students have the opportunity to succeed. Consistent expectations and follow-through are essential because meaningful learning cannot occur when classroom disruptions regularly interfere with instruction. Strong support from school administration is also a critical factor. Teachers need leaders who provide guidance, resources, and consistent support in maintaining a safe, respectful, and productive learning environment. A school where students, families, teachers, and administrators share responsibility creates the strongest foundation for student success.
S-0897	Class size, how behavior issues are addressed. Teacher/parent relationships
S-0899	The school community and administrators
S-0900	location.
S-0901	Local to neighborhood and college pathway.
S-0902	School grade, setting, fundamental, teacher communication, and teacher neutrality when it comes to ideologies. I want a school that teaches the basics and critical thinking without indoctrinating.
S-0907	academic performance
S-0911	safety, teachers without personal agendas, solid academic and athletic options.
S-0913	A rating
S-0914	Which schools have good intervention put into place, are fighting for their teachers to not have ungodly large class sizes, and have resources.
S-0918	In order: proximity to home, academics, student population and staff.
S-0920	That I can homeschool AND take my kid to one class I choose
S-0930	Safe positive environment that prioritizes the needs of the students on an individual level
S-0931	Great teachers, great in school and after school offerings
S-0935	Academic excellence, neighborhood school, consistent staff

Q16. What are the most important factors for you in choosing a school?

S-0941	The most important factor is the other students my student will be around. Learning can't happen without a disciplined environment. Well-behaved students are a prerequisite to success.
S-0944	public general population diverse schools. with academics to support gifted kids and diversity of sports.
S-0945	Principal reviews, staff
S-0946	Safety
S-0950	Environment, school culture, reputation regarding bullying, use of programs, such as conscious discipline, and overall reputation
S-0955	Student to teacher ratio
S-0959	Safety, teacher buy in, class sizes, the “community” that the school presents, teacher and administration presence and positivity.
S-0964	It has the programs and support my students want and need
S-0974	Safety and diverse campus.
S-0976	The area, the school rating, and staff
S-0978	Safety and tailored learning
S-0980	Student interest in programs the school offers
S-0981	Quality staff and type of student population
S-0983	If the students have fun and have non academic opportunities
S-0984	Student behaviors having consequences and parental involvement opportunities
S-0989	Family involvement, structured behavior plans, academic achievement
S-0992	Teachers , school leadership, programs/advanced class offerings.
S-0993	Love and fit for my kids
S-0999	What matters most to me is a holistic view of child development, not just strong academics. I want a school that supports the whole child, socially, emotionally, physically, and intellectually,and reflects the diversity of the community rather than becoming a narrow microcommunity.That means a place where students build confidence, belonging, healthy relationships, and life skills, not just test scores. I also want staff who understand different backgrounds and needs, and a school culture that helps every child grow as a person.
S-1003	Academic course offerings, magnet programs, advanced or accelerated options
S-1004	Warm and inviting, strong administer, PBIS system, few referrals, strong teachers, parent involvement, good culture and climate (low teacher turnover)
S-1005	Location and quality of education experience.
S-1006	Opportunity for student, access to resources, diversity, how it fits into family unit's life, social skills, safety, and connections on the inside (i.e. if I know 2 teachers and 1 front office employee at X school and I love them, I'm going to go out of my way to try for that school).
S-1009	I provide classroom grandma volunteers predominantly in South St. Pete
S-1011	Academic and emotional support, a sense of community and belonging.
S-1014	Performance, school size, special programs, active PTA
S-1022	A school committed to academic excellence.
S-1029	I don't know
S-1030	Track record of good outcomes
S-1031	passion of my educator
S-1032	NA
S-1037	Essentials are meet so students get the highest education
S-1038	Experienced teachers, curriculum, organization and staffing

Q16. What are the most important factors for you in choosing a school?

S-1040	Student behavior management. What would my child experience on campus? Safe, nurturing or unsafe and unwelcoming? Goal is safe and nurturing. And enriching experience. .
S-1041	Teachers & support staff
S-1042	The units specifically the ASD units
S-1043	Culture of acceptance, achievement, and support.
S-1044	Behaviors, opportunities, location
S-1045	programs they provide in a school with the most children
S-1048	Community engagement, resources for students, strong family involvement, personalized attention, accessible leadership and welcoming atmosphere
S-1049	Great teachers and staff, class size/enrollment, academic performance, nurturing and safe culture promoting and supporting curiosity, inquiry, critical thinking and continuous learning. Proven track record in mentoring, guiding and in preparing students for their individual paths: college, career, trade - life.
S-1050	Curriculum and student to teacher ratio. Opportunities for advanced instruction in areas of interest for the student, community service and civic engagement, interpersonal skill development, mental health services and curriculum.
S-1051	Balance between academics, electives and extra-curricular activities.
S-1062	Programs
S-1063	Rich programs with a lot of resources and activities for children, families, and the community.
S-1064	The programs and small class sizes. Low behavior issues
S-1065	Na
S-1068	Strong community, friendly, welcoming, makes the students excited to attend.
S-1069	ESE programs, support for learning difficulties, behavioral support, honors programs
S-1070	Opportunities it provides like various course offerings
S-1071	Class size, school grade, programs offered, athletics
S-1073	Safe environment where students can sit in a classroom and learn and not have the teacher struggle to teach because of 5 to 10 students who are constant disruptors.
S-1074	School culture
S-1077	Staff
S-1082	Schools that offer extra and unique experiences.
S-1089	School grade, physical plant, quality of programs(sports, arts, clubs,etc.)
S-1094	My kid’s interests, academic needs, and transportation/distance.
S-1099	High behavioral expectations
S-1100	Neighborhood school
S-1102	The vibe. Does the staff seem caring? Are the students accepting of all other students?
S-1108	Safety, learning focus, preparation for the real world.
S-1112	Small school size
S-1113	Grade and reviews
S-1115	Safety and education level
S-1117	Academics with location that is safe
S-1122	Safety, Ratings in the county/district, excellent teachers and resulting experiences of current/former students and their families
S-1123	I like all the extracurricular programs that the schools offer and then I toured the schools that I felt were a good fit for my child's development. But, ultimately it was that staff that is a make or break in deciding on which school.
S-1127	The principal

Q16. What are the most important factors for you in choosing a school?

S-1129	Will this school be a good fit for my child? We knew our kids would NOT do well in a rigid fundamental, but appreciate the gifted and AP courses that still allow them to be challenged in other programs that align more with their interests and personalities .
S-1130	class size
S-1134	Many factors
S-1137	Community and a small town feel - where you know everyone and teachers start their career there, but love it so much that they stay and retire from the same school. That says a LOT about the community surrounding the school
S-1143	Community,
S-1144	School grade and longevity (not at risk for unit cuts/closures)
S-1149	Athletics, course offerings
S-1153	Programs!
S-1154	Communication
S-1155	Programs, student behavior, and safety.
S-1158	Behavior concerns.
S-1159	Good community
S-1171	Geography
S-1174	CTE programs & course offerings
S-1178	Academics and variety of programs
S-1179	I sent my girls to the neighborhood schools because I wanted them to learn within the community they were growing up in. Regardless of past student experiences, you make your own experiences and can choose whether they are good, bad or indifferent.
S-1181	A supportive environment where staff want to be there and students are able to focus and engage in learning
S-1191	Size, magnet, staff
S-1192	Class size / academic quality - focus on STEM, etc Staff tenure Community feedback from friends/family Location to home Extracurriculars and athletics offered
S-1194	School grades, location, quality of staff, and maintenance of building.
S-1197	Well rounded population, a chance to take advanced courses or tech courses to help future goals. Caring staff/teachers. Interesting electives.
S-1201	As a staff member, I do not "choose" a school; I am assigned and I am able to provide input/preference. As a parent, I would choose a school that I believe supports my values would hope that every other parent is as invested in their children's education and upbringing as I am. This is difficult to do in this current culture.
S-1202	Academic freedom, safety, quality of classes

Q16. What are the most important factors for you in choosing a school?

S-1204	Safety, Environment, Behavior of other students who attend, the way administration and teachers handle disruptive rule breaking students. How classroom is run/ are student engaged. Are students working to receive a good grade or are they goofing off, not participating, and still getting good grade. Is there good classroom management, do ALL teachers keep portals up to date , do they respond in timely manner, are guidance counselors available or do i have to hear message when I call about how busy they are?? Are expectations and rules the same for EVERYONE?? Are the teachers able to put a name to a face in middle and high school?? How the teacher speaks to students Does staff have professional boundaries and do they treat the students with respect too?
S-1206	Culture of staff, administrator support
S-1208	School environment & classes offered
S-1209	Electives that will teach skills that can be used in adult life
S-1211	diversity, safety, quality of staff
S-1216	I grew up in Pinellas County Schools where all of these school choice options weren't a thing. I went to my zoned schools, received a fantastic education and I'm proud of that. I think some of them are good, but many are impacting the natural zoning of students as schools. Good community involvement and good programs are essential for me to choose where my kids go to school.
S-1217	When choosing a school, the most important factor for me is that students feel positive about going each day. When my children attended Pinellas County schools, what mattered most was that they were willing to get up in the morning and go. I never expected their teachers to entertain them, but I did value that they were surrounded by caring adults and experienced the excitement of learning something new each day. A school thrives when it provides a safe, well managed environment where students receive a strong academic foundation and the support they need to succeed. The highest priority should always be excellent classroom teachers, supported by effective administrators, school counselors, ESE services, intervention programs, and adequate support staff. Schools should maintain a strong focus on core academics while offering electives, clubs, arts, and athletics that keep students engaged and connected to their school community.
S-1218	Program curriculum offerings Ratings and word of mouth
S-1221	School rating, magnet programs, and course offerings
S-1229	Distance and testimony from other parents
S-1231	The one that excites my child on options it has.
S-1232	The leaders that run it. They have the power and tools to make a school welcoming and successful. If they are using their "power and tools" correctly this will lead to having talented teachers which will trickle down to having thriving students.
S-1233	Location, academic standing, programs offered.
S-1234	The most important factor to me is that the students feels comfortable in the environment and that the staff is able to provide for the student.
S-1235	How warm the staff is, how much they actually care about the children, how well they're being treated, compensated, and overall school climate in teaching children to be kind and brave.
S-1236	Outdoor time and activities and hands on learning
S-1240	N/A
S-1245	there are allot- I have seen a substantial decrease in education over the years. I would NOT recommend PCS to anyone
S-1246	quality of teaching, minimal behavior issues from students

Q16. What are the most important factors for you in choosing a school?

S-1249	The Quality of the teachers.
S-1250	Must be Safe, have good teachers and an excellent principal.
S-1251	Admin
S-1252	Diversity, community atmosphere, strong academics and group work, lanes to challenge overperformers, strong ability for community and parent involvement.
S-1255	Good kids, good neighborhood, staff that care
S-1260	Reputation, location, reviews, mission statements
S-1261	When my students were in PCS, I looked for magnet programs. As a teacher, I look for good administration.
S-1262	When I looked for a school for my children,on elementary, middle, and high school levels, I looked for a school with engaging classes and a warm and inviting atmosphere. That led me first to Perkins and then, surprisingly, all the way through Gibbs. One son is now a VP of an international hedge fund and one is a NY playwright.
S-1263	N/A, my students have graduated.
S-1266	Academic performance as a whole. Parent participation and volunteer rate. Accountability for behavior violations. Strong leadership who are committed to upholding higher standards of performance and behavior.
S-1269	academic resources with teachers that want to help the kids be successful and elective / sports opportunities.
S-1283	Teachers and academic success
S-1284	Academic and athletic offerings
S-1285	Academics
S-1292	Academic performance of students and administration
S-1293	Very strong academic program, offerings of AP courses, high school rankings
S-1295	Reputation for academic success
S-1297	Small class sizes, teachers dressing in a professional manner. Not suits but look like adults not like the students. Students should also dress properly and not crocks and pajama pants. Not doing most of the work on laptops. Get back to pencil and paper. Extra curricular activities. Recess for Elementary school. The elementary students need computer class. Middle and High School have meaningful electives. Unlike my grandson who was given 3 gym classes one semester his senior year.
S-1301	Quality staff and high academic and behavior standard are tops l. A school's reputation for effectively dealing with disruptive behavior and having a calm, supportive atmosphere is most important. I believe the attitude that students MAY NOT disrupt learning, that they can lose the opportunity to be in the classroom must start at the top with county administrators and be evident in schools. The reason people leave public schools is because disruptive behavior is allowed to continue. Higher learning occurs when high behavior expectations lead.
S-1316	Competent staff....stable leadership...career counseling...parent involvement.
S-1325	Academic opportunities: gifted, tracking, advanced academics, fundamental education.
S-1329	High academic standards and high behavior standards.
S-1334	Academic rigger and behavior
S-1347	Actually teaching like real hands on teaching and learning. Not AI programming
S-1350	Leadership
S-1352	Experienced staff and supportive administration. The classroom environment should be free from extreme behavior issues.
S-1356	Gifted program
S-1357	reputation of the school's teachers, academic performance, and school leadership

Q16. What are the most important factors for you in choosing a school?

S-1360	What the school offers in academics, supports, and helpful administration.
S-1363	Strong teacher family relationship. A strong sense of community. Students and parents should feel supported and safe.
S-1380	'+ school performance, patriotic conservative curriculum, focused on academics and focused on honoring and supporting the teachers
S-1382	Teachers and demographics
S-1384	The staff, admin, community outreach, the positive vibe
S-1387	Academics, safety, administrators and teachers as wells as staff, knowing our students, A status, Leadership Conservatory and Color guard
S-1388	Family environment, happy friendly staff
S-1391	Proximity, great staff
S-1392	Quality facilities, excellent educational opportunities, excellent teachers, high standards and track record of student success.
S-1396	Teachers and staff that will build a relationship and understand the learning needs of my children
S-1398	When I have children it would be classes offered, extracurricular activities, behavior management, and school atmosphere.
S-1399	strength of program. excellent teachers. an administration that is for the school not politically led. one that supports the kid i have (so magnet and fundamental come in to play here). SAFETY. opportunities that self pinellas apart. just getting by feels like the vibe right now & it’s not inspiring.
S-1402	Whole-child focus, campus culture, family involvement, great teachers
S-1405	Safety (both physical and emotional) and academics
S-1414	School performance (grades), energy and attitude of staff
S-1415	Rating and reviews od the school… teacher and staff… close to my home… staff of art, music, counselors , PE and nurses
S-1416	Good academics and discipline
S-1417	What the rating is. If it's a Title 1 school, since i have had terrible history with my own child at a Title 1 school. What programs are offered. Student teacher ratio.
S-1420	Quality teachers and course offerings, and also some quality extracurriculars.
S-1424	Reputation/grade, proximity to home, class size
S-1427	Programs and accountability
S-1428	A child's PARENTS must be involved with both the child AND supportive in the child's school & education.
S-1431	school climate and competent staff with positive attitudes towards students
S-1434	SAFETY!! Teachers and students need to feel and be safe.
S-1435	Strong community, culture, and leadership.
S-1437	is it a warm, loving atmosphere? is a diverse? is everyone treated as if they belong?
S-1439	How the school is rated, quality of the teachers and programs.
S-1440	The peer group of students/academic record of achievement

Q16. What are the most important factors for you in choosing a school?

S-1441	Ratio of students to teachers, great culture, strong leadership and a good community supporting the school and its students
S-1444	Academics
S-1454	Academics, extracurriculars, and culture
S-1458	The environment and the teachers
S-1464	Strong and caring teachers that are well paid.
S-1479	Staff
S-1481	Location and rating. We moved to Palm harbor to be at good schools and don’t want them to close and be forced to attend even worse schools
S-1482	Diversity, staff who cares,
S-1488	Nothing
S-1490	Fundamental program
S-1492	Academics and A strong music program as I have a student in orchestra
S-1493	Caring, qualified staff teaching my children, a sense of community
S-1498	School grade and administration
S-1502	Teacher performance, staff engagement, communication
S-1504	Teachers that teach my kids and a school that cares
S-1517	Quality teachers who love the school and feel valued there. Administration that makes the school feel welcoming and fun.
S-1519	When evaluating a school, I prioritize factors that create a stable, future-ready environment for students.
S-1522	Positive culture and climate that leads to teachers and students who want to be there to teach and learn leading to less behavior issues that interrupt learning and more successful data
S-1527	Making sure that it has something specialized in what i'm interested in, has a safe and positive student body, and overall would seem like an environment that I could personally thrive in
S-1530	Safety and competent staff.
S-1538	Quality of the academic program and the teachers, class size, and safety.
S-1539	Magnet option, admin and teachers
S-1542	Academic reputation, safety, and proximity to home.
S-1543	Strong leadership & a sense of community
S-1544	A welcoming school, approachable staff, up to date library, involved PTA.
S-1547	Rigorous academics and a strong administrative team
S-1558	How much the parents are involved. The statistics of how the behavior is at the school. What school they feed into like middle and high school.
S-1574	proficient, kind teachers and counselors who help our students navigate difficult choices and help them be kind and helpful citizens
S-1580	Staff
S-1583	Teacher quality, engagement, strong/positive administration, course offerings, student expectations/accountability
S-1584	Being god back into schools as long as pledge of allegiance.
S-1587	Quality teachers and programs for students
S-1588	Proper staffing and teachers who been with the school for long durations
S-1590	Fundamental
S-1593	Neighborhood schools should all be at same levels.
S-1597	Having great leadership that supports the staff having colleagues the support one another encouragement and a great morale on campus.
S-1598	Test scores, electives and athletics

Q16. What are the most important factors for you in choosing a school?

S-1600	Academics, Culture, Safety, Size.
S-1606	Family involvement is welcome, limited screen time, kind student population
S-1609	One where my child will not be bullied and can learn. I went to visit Seminole middle and the 5th graders were against the wall waiting for the 6th graders to walk by to go on a school field trip to an art museum. Multiple 6th graders made comments such as: look at how SMALL these 5th graders are. They look so scared.. etc. The teachers walking with the students said NOTHING to stop it. If this type of bullying is acceptable then how can children understand that other types of bullying is not acceptable? The teachers should have stopped this and did not. My child is heading to Madeira beach where this is not tolerated.
S-1612	Knowing my children are safe, responsive adults that are available to children who can nurture their growth and development, strong and dedicated teachers.
S-1614	Safety, school performance and the environment.
S-1618	Genuine, positive, supportive administration who is committed to helping students learn and improve. Administrators who are involved with there school and its community. Available support for students and parents. Real - Effective support for teachers with difficult students.
S-1620	Teachers and staff, parent participation, location
S-1631	Instructional quality and safety.
S-1632	Small class sizes, healthy food, and field trips!
S-1634	Small environment, staff that takes time to know all the students, open communication, inclusivity, ESE support for students and parents
S-1638	Location and transportation.
S-1645	Teachers who care and understand all students learn differently. A boy who can't sit still doesn't need a referral. They need a teacher who gives them a wobbly seat. Teachers need more training not just on how to teach kids to read but on how to reach all learners especially those with OHI
S-1647	location and teachers outlook and perspective
S-1650	String ESE and Arts programs
S-1652	Diversity and that teachers feel supported by their administration. If they are, that tells me teachers are comfortable and they can really teach there
S-1659	Behavior supports including behavior specialists, arts and PE, academic success,
S-1661	Advanced academic opportunities
S-1663	Neighborhood, grade of the school, classroom size, after school program l.
S-1664	Culture - caring, warm, welcoming, safe, engaged volunteers Academics - proven success Diversity - supporting ALL learners in their drive to succeed
S-1665	Being a family, not a number
S-1669	Strong arts programs
S-1670	N/A
S-1672	A principal that is responsive to parent concerns, a school with behavior concerns addressed, a school with high quality teachers.
S-1673	safety and strong leadership
S-1674	Excellence for all students including high quality performing and visual arts classes.
S-1675	High quality, equitable visual and performing arts during the school day. (Outside the school day is NOT equitable.)
S-1677	Accessible arts programs; community partners for the school.
S-1680	Location and student choices of classes and extra curriculars

Q16. What are the most important factors for you in choosing a school?

S-1687	Strength of administration. I've set foot on over 30 campuses and worked for almost 20 different principals- a good leader makes ALL the difference - I don't care how many offering or how fancy the cruise ship is if the captain has no idea how to steer the ship it will be a dangerous storm for all!
S-1690	Homey and caring atmosphere
S-1702	Fundamental is our familes choice. Having 3 kids go through Madeira Beach. Family involvement is very important.
S-1707	School culture, if the school is facing closure, if the staff support each other.
S-1709	All things primary SAFETY
S-1714	Safety and accountability are paramount. I think this is the sole reason why some parents choose private/charter schools. Also need to see meaningful community connectedness. Finally, while schools aren't meant to be playgrounds like some charter schools are, school should be fun! Make it compelling for kids to want to be there everyday… think extracurriculars, clubs, etc.
S-1721	Quality of the performance of the students at the school. If they are struggling, offer parents a choice of more fundamental schools and provide transportation for students from this area. Many families is this area can't afford to miss work or even pay for gas to get their kids to fundamental schools. This should not be a reason for these students to be excluded.
S-1726	Academic reputation
S-1729	Success, administration, options
S-1733	Are the students being held accountable? Is admin communicative and forthcoming? A no bully policy is important and a focus on arts and academics.
S-1744	The staff interaction with students
S-1754	Sense of community, student and teacher safety, small class sizes
S-1757	Music specialists being valued for their expertise and ability to grow attention spans and delayed gratification.
S-1766	Location and reputation. Not necessarily the bogus school grade. Parent recommendations.
S-1769	Strong foundations, effective communication and change managers, caring staff that is nurturing but firm with our children.
S-1777	Robust arts program, school culture/behavior, approachable and effective admin.
S-1782	Performance and motivated teachers
S-1783	Student behavior, staff, class offerings
S-1785	Education level, Safety, Equality & Equity by all, Professional Development, Athletics
S-1787	I moved to my city BASED on the school district. Location. Reputation.
S-1788	Teacher quality
S-1789	Caring teachers who love what they do.
S-1794	Academics, behaviors, accountability
S-1796	Community and leadership
S-1799	How is the neighborhood around the school and the school grade like A
S-1803	Student choice, transdisciplinary approach, not worrying so much about the minutes and modules but th students and the standard
S-1806	Discipline, college, credit, opportunities, good teachers,
S-1809	Location, teachers, student opportunity
S-1811	Course offerings, staff makeup, and what extra electives are offered
S-1815	Supported staff who are able to address students needs and are well resourced
S-1816	Rating and achievement success

Q16. What are the most important factors for you in choosing a school?

S-1818	The most important factors are student safety, high-quality teachers, strong academic performance, manageable class sizes, access to counselors and special education services, career and technical education opportunities, extracurricular activities, and a positive school culture. I also value clear communication with families and preparing students for both college and successful careers.
S-1825	Not going over on classroom numbers. Have more than capacity of students is hard on the staff and on the students.
S-1826	Academic a school that challenges these kids and teaches them to think for themselves and no more phones allowed in these classroom
S-1827	It has always been the grade that the school has achieved in the past as well as specific athletics. Should it be high school
S-1829	Best reputation
S-1830	The most important factors for me in choosing a school are a safe, welcoming environment, strong academic programs, and a positive school culture. I value schools that provide rigorous instruction, individualized student support, and opportunities for growth through athletics, fine arts, clubs, and leadership activities. I also believe strong partnerships between educators, families, and the community are essential to student success. Ultimately, I want a school where every student feels supported, challenged, and prepared for future success.
S-1840	What it offers that will keep my kids engaged and interested in learning. Courses that will challenge them to be their best self.
S-1845	Quality and safety.
S-1846	Specialized programs that will help my children thrive.
S-1847	Location, reputation, programs offered
S-1864	Administrators that are caring and approachable. Schools that have great teachers and who meet all of the needs of children everyday and not just some of the time.
S-1872	Student support, quality teachers, supportive admin.
S-1876	I think that depends on whether a family is picking a traditional academic institution or a specialized technical/vocational school. Main things would probably be academic performance, school culture, class size, and support services available.
S-1883	Sucessful programs that support whole student development
S-1889	Class size, staff actual caring about each student as an individual. Safety. BOOKS, PAPER AND PENCIL LEARNING. Not computers, tablets and showing videos.
S-1890	Quality of education.
S-1892	Administration, teachers, size of school. Adhering to class size is important.
S-1894	Class sizes, behavior support, staff turn over, does the school have that safe home like feeling, do the staff enjoy their jobs or are the runned down.
S-1896	Being zoned, good reputation, word of mouth that it’s a good school.
S-1897	ESE programs and staffing available
S-1898	Grade and behavior
S-1899	Location of the facility and quality of administrative and instructional staff.
S-1900	Good teachers, teacher retention, good grade
S-1902	Rating
S-1907	Student teacher ratio, school grade, gifted programs, community involvement, family atmosphere
S-1908	the schools ability to address behavior issues so that they do not impact other students
S-1915	Great teachers, strong academic programs, and behavioral issues being dealt with and not excused.

Q16. What are the most important factors for you in choosing a school?

S-1916	Proficiency, learning gains, opportunity for family engagement, consistent and clear communication, remediation support and enrichment opportunities
S-1920	Location
S-1921	Good teachers and good kids
S-1923	Safety and academic results
S-1925	Teachers and the overall school culture
S-1926	Staff
S-1927	Academic rigor, safety
S-1930	Good environment clean
S-1931	Family involvement, student support and grades
S-1934	Rigor. Word of mouth. How often the school reaches out with events and other things. How far it is. If I think my kids will be happy.
S-1936	Location, staff, ratings
S-1938	School Climate and Culture, Safety, Effective Teaching.
S-1945	Good success rate with testing, supportive staff.
S-1947	Staff retention; incident reports involving violent acts ; academic selections; esl support; IEP supports driven by parent input
S-1948	That my child attend a safe neighborhood school within our immediate community, not a school 30 minutes away from my home. This destroys the fundamental offering in a community.
S-1949	School reputation
S-1950	School performance and standards, location, demographics
S-1953	proximity
S-1954	Expectations for school/life balance (homework requirements), communication from teachers and admin, how admin handles student behavior that doesn't fall under bullying but is distracting to learning
S-1956	The staff in the building
S-1957	Friendly and outgoing principal and staff, location
S-1958	The community and application programs offered. Also discipline that is followed through on a consistent basis
S-1960	Academics, school grades
S-1962	Effective leadership and commute.
S-1963	Community and student experiences
S-1965	High grades
S-1968	Sports
S-1971	I love all the options we currently have to meet my kids' unique needs and interests.
S-1974	School with help with child with learning disabilities sports kids being able to learn a trade
S-1975	Good ratings, good teachers paid correctly
S-1976	Rating; safety; staffing
S-1980	I love kids
S-1981	Quality of education and class size
S-1984	Good teachers, good community
S-1985	Trust among staff and leadership, academics, safety and athletics
S-1987	Rigor, structure, safety, community
S-1991	Convenience and quality
S-1993	Communication, safety, course/ extracurricular options

Q16. What are the most important factors for you in choosing a school?

S-1995	Age of the building and its components (HVAC etc), enrollment
S-1997	Academic achievement and well rounded programming. The IB program is the only reason we didn't go private.
S-1999	Academic excellence
S-2002	Positive productive, coworkers who care earnestly for the kids.
S-2006	Academic learning
S-2008	That it is good and the distance to home.
S-2011	Strong academics provided by educated and knowledgeable teachers who are passionate about their students.
S-2013	Staffing supports, socioeconomic status, resources for students.
S-2014	Bad neighborhood and low scores . Break it up and disperse to other higher performing schools
S-2015	First thing I would check is what are the school grades for reading and math - a lot are in the low 30% which in my opinion is low. The school may have a 99% graduation rate but can they read and understand what they are reading. Are they able to do math, count change, multiply and divide etc.
S-2023	'- Academic Performance (school grades, test scores, average SATs, % of students in AP courses, etc.) - % of students moving into higher education post-graduation. - Safety. - Low incidence of behavioral issues. - Specialized offerings, such as the engineering coursework at ELMS or the medical magnet at PHU.
S-2028	Academic programs what things might student is interested in learning about advanced and accelerated options
S-2029	Distance, offerings, school rating
S-2032	Positive academic and school-wide behavior data.
S-2033	Provide safe schools. Use coaches as behavior support in schools.
S-2040	Academics, sports, music
S-2042	The school grade, the staff, extra curricular activities, school moral
S-2043	Small class size good testing score safety
S-2044	Right now it's a zoning
S-2046	Location, teachers, environment
S-2052	Academics
S-2053	Teachers, community, academics, ability for parent involvement/support. Extracurricular activities/ opportunities.
S-2054	Variety of programs, dedicated staff
S-2058	Family oriented, teachers that care
S-2061	Safe learning environment. Strong academics. Discipline/no disruption to learning environment. Excellent staff.
S-2064	Attendees & staff to help * support my child with special needs
S-2066	See previous answer
S-2067	I didn't choose, I took what I was assigned
S-2069	Performance, location, teacher strengths, safety, differentiation, staff morale, opportunities for students
S-2070	teachers and curriculum
S-2072	A school where families are welcomed and treated fairly

Q16. What are the most important factors for you in choosing a school?

S-2073	Educators
S-2074	Does not apply
S-2076	Location, services offered, safety, ese support
S-2078	Safety, academic programming, and strong leadership
S-2081	High achievement and zero tolerance for bullying of every kind. Follow up to bullying reports.
S-2085	School grade. Education elective options
S-2087	is the school has qualified teachers to prep students for the future; how well are students behaving, what is their passing rate for core curriculum
S-2089	Academics
S-2090	Rating, proximity
S-2091	Location. All schools should be providing an equal education and there should therefore be no other factors to consider outside of the school's proximity to your home.
S-2094	Testing scores, location, low staff turnover
S-2095	School grade, staff , the principal, family involvement
S-2097	Proximity to my home, small class sizes, the family atmosphere
S-2099	Safety
S-2104	The curriculum offered. The teacher interaction. The student ratio and number of classrooms per grade
S-2106	I look for a school that is educating my children, not simply supervising them. I value happy teachers, supportive administrators, engaged families, and a strong sense of community built through traditions, school pride, and belonging. I want meaningful learning, not busy work. Students should have time to think deeply, collaborate, create, and apply what they learn. Especially in middle and high school, I believe block scheduling is more effective than eight short periods. Fewer transitions, longer instructional blocks, and more time for hands-on learning, labs, discussions, and projects help students build stronger relationships with teachers and retain learning. A great school develops knowledgeable, capable, and connected young people—not just students who move from bell to bell.
S-2107	Welcoming and caring staff, clean and functional facilities, diverse course offerings, opportunities to explore and engage.
S-2109	Classroom offerings for advanced (personally) and a great music program
S-2113	Good teachers, available advising, variety in the course catalog, plenty of options for AP classes, dual enrollment and language.
S-2118	Reputation, traditional values, school grades, limiting today's political environment on the kids (I'm 34 years old and was born and raised in St. Pete)
S-2119	Quality administration, being able to make a difference
S-2123	Safety, high standards for student behavior and academics, and engaged and communicative instructors
S-2126	Family involvement, safety and student behavior
S-2127	Academics, discipline, extracurricular options
S-2130	pay
S-2131	I picked the school we were zoned for because it's close to home and tucked in our little neighborhood, the kids know/grow up with one another…community is important.
S-2136	When I visit, what's the vibe, how does it feel? Will the principal allow me to tour when teachers are present or will it be after hours when things may not be as apparent?
S-2137	Close to home
S-2139	Staff and location and of course having advanced programs for the smart kids, like mine.
S-2152	what courses does the school offer (e.g.; Information technology, automotive, finance)

Q16. What are the most important factors for you in choosing a school?

S-2153	My most important factor is a small school and one that shows success in overall academics
S-2155	Great teachers and schools that support good student behavior
S-2156	Academics and that's the only thing keeping me from removing my child. It's honestly almost not worth sending my child to public school.
S-2157	Accessibility, Safety and Learning Capacity
S-2158	School grade and magnet programs available
S-2159	location, school grade, safety, programming options
S-2161	Safety. Caring staff. Location.
S-2163	Staffed well, low behavior incidents, high academic scores
S-2164	Closeness
S-2169	Administration's support of teachers
S-2175	High levels of positive parent reviews and engagement/feedback. School ratings are based on specific criteria and may not fully reflect the type of learning environment. High school ratings are a good starting point but may not paint the full oicture
S-2179	The culture and climate are very important - an inquiry approach to learning and overall joy in learning.
S-2181	Test scores, qualified teachers, campus cleanliness/modernity. Low-screen usage, especially for younger students.
S-2182	No crime, good school grade
S-2184	Leadership and reputation of school.
S-2185	Staff support. Need help with removing discipline issues
S-2186	school grade, proximity to neighborhood
S-2189	Academic excellence, community involvement, extra curricular activities to engage the neighborhood
S-2190	Safety, location, teachers
S-2191	Courses offered and extra curricular.
S-2198	Safety and quality educators as well as engaging programs
S-2199	Leadership and classroom teachers' knowledge of his/her craft. School safety and parental involvement.
S-2201	Proximity to home, quality of teaching staff/admin (low turnover)
S-2203	High regard for safety of students and staff, including conduct, specified programs for my children's interests, challenging, as well as care for students who have learning disabilities.
S-2205	That they will teach my child critical thinking and new experiences
S-2206	variety of programs offered, class sizes, experienced instructional staff
S-2208	Location, elective courses, school grade
S-2211	Great academics and a well run school
S-2212	Administration visibility, parent engagement, staff support
S-2213	Quality of the academic program
S-2215	We love Sanderlin IB school- it's a great school and having a fantastic middle school that we knew our daughter could go to was a big deciding factor to choose that school. I hear many other parents concerned about their options for their middle schoolers.
S-2219	Location, school hours
S-2222	Safety and academics
S-2231	Competent teachers and administrators whose sole concern is student learning and therefore actively supporting teachers.
S-2233	Behavior Management
S-2235	School & Community support. But we chose our zoned school and did not consider others

Q16. What are the most important factors for you in choosing a school?

S-2238	School climate/culture, school staff, families that attend, programs offered, school reputation
S-2241	Community and accountability
S-2245	Academic rigor, student population, electives and course offerings
S-2247	Proximity to home so my kid can walk or take a bus and I can work. Maybe sports, if she makes the team. If she doesn't make the team, we may look at virtual.
S-2250	Course offerings, school performance
S-2255	More structured teaching, less reliance on computers for instruction, strong discipline and safety. Also, if there is going to be a platform for teachers to enter their assignments and students to track their progress, (like canvas) it should be used by all of the teachers and staff. Not just some.
S-2257	I look for schools that provide academic excellence through outstanding teachers, strong leadership, reasonable class sizes, and a well-rounded curriculum that values Science, Social Studies, English, Math, STEM, the arts, financial literacy, and career education equally. I also value student support services, extracurricular activities, athletics, and opportunities for both advanced learners and students who need additional support. Technology should enhance learning—not replace books, paper assignments, hands-on instruction, and meaningful teacher interaction. Finally, schools should be accessible to families through convenient locations, reliable transportation, and schedules that support working parents.
S-2259	Academics and safety
S-2260	Close to home Safe and with low behavioral issues Approachable staff Wrap around supports for a variety of needs
S-2261	Location closed to home
S-2263	That they take care of their students and do everything they can to make sure they are successful. We are obviously having the opposite happening at our current school
S-2264	Ratings
S-2269	Academics and the well being of my child's needs and best interest as well as communication from staff. None which was met during our 6 years at a Pinellas County School. We decided to switch to Private
S-2280	Reputation, location, rating
S-2285	Safety, academic achievement record, and if the staff acts in a way that makes me/my child feel valued.
S-2287	Good academics, supportive staff, and accommodations for students. All things the system has delivered less and less lately.
S-2289	Crime. Religious believes. Teaching subjects
S-2291	community
S-2295	Relationships with staff and families. Parent involvement and support
S-2297	That my kid can go to school there and the school will still be there
S-2298	Happy staff, solid leadership that allows for creativity in instructional practices, and parity in test scores for ESE, low SES students, and students of color. We pulled our son from our neighborhood school because the disparity in test scores between the non-white, gen ed students was too high.
S-2309	School atmosphere, strong principal, gifted studies, extra curricular activities.
S-2312	Location, their review and staff that works there
S-2314	Teacher experience and satisfaction, academic excellence, sustained track record for top academic performance, low behavioral issues.

Q16. What are the most important factors for you in choosing a school?

S-2315	staff
S-2316	Size, location, community, rating
S-2318	Academic programming and electives that set my kids up for college
S-2319	Smaller, neighborhood schools with a wide variety of courses, experiences and cultural diversity.
S-2321	Quality of education and the students that attend there.
S-2322	School climate
S-2326	Programs offered, staff, sense of community
S-2327	Teachers.
S-2329	Smaller numbers, a good principal and AP, good teachers. I specifically bought a house to be zoned for Brooker because of the sense of community.
S-2332	Community feeling. Educated and dedicated teachers who are well supported by their administrators.
S-2336	I like the ones that actually teach subjects, foster and engage critical thinking, and are an effective and value added commodity to the community. You guys have not been that for the better part of 3 decades.
S-2338	Academic focus, well-rounded curriculum, teacher retention, diversity
S-2342	Meets each of my Children's individual needs.
S-2343	Leadership reputation and transparency, and teacher reputation and transparency.
S-2345	The most important factors when choosing a school fall into three key areas: Academic Quality: Strong graduation rates, advanced course options, and skilled, collaborative teachers. Student Care: Active mental health support, targeted academic help, and a safe, inclusive school culture. Environment: Up-to-date facilities, a variety of sports and clubs, and strong family-community partnerships.
S-2351	Support, positive climate
S-2352	Administration and community reliability.
S-2358	Demographic fulfillment
S-2361	Safety. Location. Reputation/school grades.
S-2362	atmosphere/ behavior
S-2365	Recommendations from students that went there and successful futures for graduates
S-2368	Distance, reputation and only teaching within the appropriate subjects. Where I used to live the public schools taught inappropriate gender theory and racist victimhood/oppression in elementary school. Its one of the reasons we left and moved to Florida.
S-2370	Safety location, and school history and the fact that the school wants me to come on campus and see what they're doing Teachers or teachers a lot of them are very good. Very bad ones are union people and you just can't get rid of them. You can smell the perfume in the hallway and it just makes me disgusted.
S-2371	Staff and school record
S-2372	Dedicated & high-performing teachers, leadership with a clear vision for their school, safety
S-2373	School grade, academic offering, administrative team, and location if I can have my pick
S-2378	a good education and insecurity for every student
S-2379	Size and capacity
S-2385	Zoning and district

Q16. What are the most important factors for you in choosing a school?

S-2389	Support
S-2393	Close to home
S-2396	Grades, programs, athletics, proximity
S-2397	Need a middle school instead east lake
S-2400	A school that supports teachers and their control of the classroom and ability to teach students. An environment that is safe for students to learn and not have to worry about fights, drugs, alcohol, and kids who are allowed to create chaos on campus. School administrators who are not afraid to take charge of their school and not let rogue parents or social pressure influence their decisions to do what is right.
S-2402	Grade level and how they deal with kids with adhd
S-2403	Safe surroundings neighborhood
S-2405	Teachers. Class size. Curriculum. Prefer pencil and paper.
S-2406	Good teachers, caring leaders. Not those their for a paycheck.
S-2408	The STAFF
S-2409	Size, smaller is better for elementary. No discipline problems
S-2414	Ratings of schools (A school)
S-2415	Student achievement and parental involvement
S-2416	I don’t have children personally, but I think a lot of parents are most concerned about safety and discipline. I think we lose some students to private school and to charter schools because violent students aren’t dealt with swiftly enough. Parents will stop looking for alternatives to public school when they know their children are safe on campus.
S-2417	Good student population- well rounded, not troubled, good leaders and supporting staff and not overcrowded.
S-2424	Location and quality of experience.
S-2425	Strong teachers and school leadership, a safe and welcoming culture, and caring staff who genuinely want every child to thrive. Students learn best when they feel engaged, supported, and connected through academics, career education, the arts, athletics, and extracurricular opportunities. Equally important is a culture that collects, analyzes, and acts on data to continuously improve student outcomes while building trust with families through transparency.
S-2426	Distance from home.
S-2427	proximity to home, neighborhood school, supportive administration and teachers, ability to support the basics of learning.
S-2428	Fundamental policy
S-2429	Personal best fit for my child's individual needs. Be it private charter public magnet or home school, I will decide as my child ages where is best for them at that time. I'd love to see pcsb take notes from local private and charter schools especially as relates to ESE, Gifted, Montessori for younger grades, far less tech and testing reqs too would be great in ES. I'd love to see pcsb further leverage its connections with spc and usf. My current ability to choose pcsb over many other options comes down to appropriate placement for current needs. If as my child ages those academic and social emotional needs change and pcsb can't or won't keep up, then I'll move on as best fits my child. I'm speaking from a 2E perspective which PCSB has a lot of work to do related to. I am hopeful that the closures could lead to a whole revamping and revolutionizing of the whole system. Pcsb has amazing people doing amazing things. Let's find out who and what and triplicate that throughout the county.

Q16. What are the most important factors for you in choosing a school?

S-2431	Safety, and actual learning. I don't want my kid sitting in a school for 7 hours when much of that time is wasted. Switch to block schedule so teachers can teach and kids can learn. There is a lot of wasted time with the traditional model.
S-2432	The most important factors for me are academic excellence, student safety, excellent teachers, strong leadership, school counselors and student support services, a positive school culture, reasonable class sizes, career and technical education opportunities, extracurricular activities, and strong communication between the school and families. I also value a school that prepares students for both college and future careers.
S-2437	choice of electives, school grades, supportive staff. visually nice campus.
S-2438	Safety
S-2440	Ratings and location
S-2443	Good Teachers, clean facility
S-2445	Student's success, athletics
S-2446	That $$%#% kids are not there. There should be real consequences for $$%#% kids to go somewhere that is more like Juvie so they don't affect the general good population. The parents should then be charged extra to send their $$%#% there
S-2449	Academic, location, programs offered,
S-2451	Great education close to home
S-2452	A close knit happy supportive community, good academic performance, hearing from other families that their kids enjoy being at their school
S-2453	Programs and behavioral
S-2454	Close to home and A-B rated
S-2455	My child is gifted so schools with the most comprehensive gifted programs.
S-2457	School leadership and positive climate
S-2460	Accountability and limited technology.
S-2462	The most important factors for me when choosing a school are the culture, the people, and the overall commitment to supporting students. I value a school environment where staff members work collaboratively, feel respected and supported, and share a common goal of helping students succeed. Strong leadership, a positive school climate, and having the resources and personnel needed to meet students' academic, social, and emotional needs are essential. A school's investment in its students, staff, and community is what makes it a place where people want to work and where students can thrive.
S-2463	Teachers and course offerings
S-2464	When my kids went through PCS, I moved to the area of the school I wanted my student to go to for high school. They offered a great medical magnet, had a great soccer team and the principal, at the time, was amazing. That is how I chose the school for my first kid. Of course both my kids were at my school for elementary. My youngest daughter went to Pasco County schools for middle and high school. She went to her zoned school. I was not happy with the admin at the high school but the teachers she had cared and really loved teaching. So, I overlooked the admin. As an employee I see things differently than the average parent.
S-2465	Small class sizes, no more than 18 kids in primary grades.
S-2467	Support for kids needs, class size, teacher stability, structure, music offerings
S-2470	Academic offerings, well rounded curriculum
S-2471	The curriculum
S-2475	better use of money saved
S-2479	Is there bullying, what rank is the school, teachers and staff that care about my kids well being and work

Q16. What are the most important factors for you in choosing a school?

S-2480	What extra-curricular activities are available.
S-2481	Community feel, teachers who stay for a long time because they are happy at their school.
S-2482	School culture, friendly/communicative staff, close to home
S-2484	Curriculum
S-2489	Caring teachers, opportunities for my child to thrive, technology in the classroom.
S-2491	Quality of instructional teaching models
S-2493	Student success rate, are the kids that come from said school leaving it with a solid foundation for the next tier of education, math and literacy rates, and implementation of a structure that reinforces HOW to learn and keep organized, and HOW to problem solve.
S-2495	What opportunities it provides to my child's future. AP, IB, Good Athletic team.
S-2496	Location and available career path programs.
S-2497	Does it meet my student's needs and are there good teachers, are there elective options, are there extra curricular activities they can become involved in.
S-2499	The school grade, behavior concerns and variety of electives.
S-2504	Academic fit, teaching quality, campus safety, and positive school climate.
S-2506	Class size and student behaviors
S-2509	Location and curriculum
S-2512	The love a school community has for its students is the most important factor in choosing a school. A school who puts the needs of its students, staff, and families first will demonstrate its love and meet its students' academic and personal needs and foster student success.
S-2513	Location and convenience, student/teacher ratio, courses offered or available
S-2514	Administration, class offerings, distance from my home
S-2518	Great students and supportive staff members that is welling to team play.
S-2519	Academic excellence and school safety
S-2520	Quality of instructional staff, curriculum options, and extra-curricular opportunities.
S-2523	Small teach/student ratio and quality of academics.
S-2525	Self-sustainability.
S-2530	quality of education, test scores per each teacher.
S-2531	distance, rating
S-2532	The quality of the individuals that work there and the opportunities available for students to find their place and have space to try new things. My children's engagement in extra curricular activities and sports made a drastic difference in their success at school. Two of my children were not academically motivated, but their desire to participate in those pieces made them into good students because they had to be. They're adults now but still talk about the impact this had for them. Additionally, the staff and especially administration can make all the difference in the quality of the experience for a child and their family. The level of care v complacency changes how both the adults and the children feel on a campus.
S-2533	Location, transportation can be difficult to get to a specialized school.
S-2534	Reputation, convenience
S-2537	Location, course offerings, school evaluation/accreditation
S-2538	Size of the classes, management of school issues by competent administration
S-2539	magnet choices, school grade, environment on tours
S-2540	School staff, school grade
S-2541	Location and staff awareness
S-2545	Advanced class offerings and elective offerings
S-2547	no input

Q16. What are the most important factors for you in choosing a school?

S-2548	Teachers, scores, community
S-2549	Leadership and staff. Location is also a factor to limit transportation time for the students.
S-2551	School grade and location
S-2555	Safe, caring, supportive environment for K-6th. Opportunities to learn skills 9-12.
S-2557	location and size
S-2558	Academics! Smart people, good teachers, and safety. An environment that keeps the kids feeling safe and doesn't tolerate bullying.
S-2560	I look for a well organized and friendly atmosphere. Teachers and staff that care about children. Children that are happy to be at school. Parents that want to help children and the school succeed. A building that is clean and everything works.
S-2563	Income demographics
S-2564	Neighborhood schools that are high performing
S-2567	the academic performance and culture (behavior)
S-2570	Student behavior and how staff responds to it
S-2575	Quality of teachers, little to no behavior problems with students
S-2578	Size of classes, quality of the school.
S-2579	School climate and culture
S-2581	For Elementary and Middle school, I am looking for safety and strong education, for high school - I allow my children to pick (they all picked the one closest to home) because I want my kids to want to go to school and allowing them to pick allows them own the decision.
S-2582	Does the staff like students and do students who look like my child do well there? Does my child enjoy going to and being at that school or should we move? Is there a better opportunity for my child at another school?
S-2583	Student behaviors at the school for safety, school academics are strong, the school has interesting programs.
S-2585	Our children have always attended their zoned schools. We purchased our house with school zones in mind. Safety, environment, community, and course offerings are most important. Reputation helps as well. The opinions of former parents and students are also a factor. School grades are a good reference, but it also feels as though that is more important than anything. I know of a fundamental school where the students were told not to worry/try at all on their first progress monitoring tests so it would be easier for them to show improvement throughout the year. This lessons our reliance on school grades.
S-2586	Safety, rigorous and engaging academic programming, connection to community
S-2587	The most important factors for me are strong academics, passionate and engaged teachers who inspire a love of learning, and a principal who provides strong leadership, maintains a safe and well-organized school, and fosters a positive culture for students, teachers, and families. I also value a school that emphasizes critical thinking, character development, and opportunities for students to grow through extracurricular activities, athletics, and real-world learning experiences.
S-2591	Teacher quality
S-2592	Consistent staffing. Teachers who stay indicate a school that is working.
S-2598	Academic progress and low behavior issues
S-2600	performance

Q16. What are the most important factors for you in choosing a school?

S-2604	How supported the students are, and how healthy the food options are. If the kids have no privileges or opportunities for play and imagination, that is a poor environment to develop in. Students should have access to help if they have any issues, and school should be a place where a kid could get help if they have none coming from other places like home or daycare. Healthy food is a second necessity. With one child entering highschool, I witnessed all through elementary and middle that the food options at school are much too high in sugar, carbs, and little to no protein or fiber options. Food is always easy to access that I have seen, even when I pack a lunch. Access is good, but children are developing problems with sugar and carbs and are obese because school is an easy way to over eat on bad food. Do not continue this mistake. We need to remove sugary breakfast and excessive carbs and add in some of these new options for whole foods.
S-2607	What do they offer, what is some of concerns or complaints prior parents or students have and the atmosphere. Big thing for me for sure is sports and how are they handled or a concern or major issue which still has not been addressed for me.
S-2609	that schools outcomes
S-2610	Excellent academics and top scores, proactive support to help students succeed
S-2614	Academics and behavior.
S-2616	School grade, distance, and staff
S-2619	Is the school/teachers interested in teaching factual information or brainwashing students with their own ideas
S-2620	location
S-2623	location, school grade, staffing, demographic, programs offered to the students
S-2624	academia, enrichment programs, teacher certification
S-2628	A safe and well-maintained campus with strong community ties.
S-2629	Programs my kids are interested in .
S-2631	Parental involvement, academic vigor , minimum behavior issues
S-2632	Closing. A school isn't an important factor on any level
S-2634	Staff that reflects the demographic and clear leadership.
S-2635	Strong and reasonable administration! I have been blessed with this!
S-2637	location, staff, programs offered.
S-2638	Safety, school grade
S-2640	Academic integrity
S-2641	Dangerous, violent, malicious, or VERY disrespectful students should be IMMEDIATELY removed to a different school class. Pinellas County is WAY to lenient on student behavior. Safe classrooms where children are working together at the same or similar levels and are held accountable for their behavior to ensure education can occur to its greatest extent. Experienced teachers who enforce behaviors and hold students to the standard of educational excellence.
S-2642	Safety, sense of community, caring staff and good electives
S-2643	Small groups teachers who cares and one on ones
S-2646	A safe and supportive learning environment with strong leadership, which lends itself to creating an invested school community. When students, their families, school staff, and the local community all work together, the result is a thriving school environment. This all starts with school level leadership.

Q16. What are the most important factors for you in choosing a school?

S-2648	For elementary: 1. Safety 2. Positive environment 3. ESE services 4. Middle School track. For middle school: 1. Safety 2. Advanced programs offered and electives 3. Reputation and staff morale 4. Smaller size. High school: 1. Safety 2. AP and dual-enrollment opportunities, College readiness, including academic counseling 3. Extracurricular opportunities.
S-2650	Rating, safety, education programs
S-2652	Academics and choice
S-2654	Staff, program
S-2655	Safety, high academic standards
S-2657	Quality teachers, good principal (supports teachers needs), good program (project based STEM curriculum for example), clubs
S-2658	Grade of the school, test scores, proximity to the northeast area
S-2663	School grade, word of mouth, staff, student support and extra-curricular activities.
S-2664	A school where everyone feels challenged and equipped to improve!
S-2665	The most important factor when choosing a school while they're all terrible but number one is my son's not gonna be beat up by trashy ghetto ass kids
S-2667	School climate
S-2671	Location, academic offerings.
S-2672	Staff, grade, location
S-2673	Safety (both physical and emotional), communication, small class sizes, and support.
S-2674	Academics, staff
S-2678	Location and how it compares academically to charter and private school options.
S-2679	The school environment as a whole - its safe and friendly
S-2680	for it to have certain programs for our children that live in that area of the school
S-2689	I had two in the arts for high school and one in fundamental. two went to local middle and all three went to local elementary. I did not send my youngest to middle school due to lack of discipline and bullying and lack of arts focus at the zoned school and the changes that occurred over the years in the middle schools with so many discipline issues that seemed to be swept under the rug. We support public school but we made a choice away from our zoned mid county school due to the issues that we did not want our child to have to endure.
S-2690	Equally - how close to home and an interview with the teacher on a walk-through of the school facilities. I want my child to be able to walk to school, to be close enough for a PTA visit or meeting. I want to feel comfortable with the child's teacher - goals, routines, background, attitudes.
S-2691	What and how my child will learn and how it can be maximized. He is only 6 but I want him to experience more so he can learn that there is so many opportunities in this life .
S-2694	Supportive staff, location and community involvement
S-2695	Safe, small in size (or a cohort that is small in size), nurturing and welcoming, and has solidly good teachers and counselors. Walkability is a big factor. Strong in classical lab sciences and math. Activities and clubs are also a large factor.
S-2696	Academics
S-2698	A positive and supportive environment with high behavior and academic expectations to reach full potential.
S-2699	Safe learning environment
S-2701	Teachers, location, demographics, reputation, sports offerings, arts,
S-2704	Staff and faculty that support each other, the students and families, and have a culture of growth and empowerment.

Q16. What are the most important factors for you in choosing a school?

S-2705	Inclusive welcoming environment with strong academic standards
S-2709	Consistent systems and processes, clear communication, available resources
S-2710	The most important factors for me when choosing a school are the quality of academic programs, availability of specialized services and student supports, strong teachers and staff, school safety, and opportunities for students to participate in extracurricular activities, athletics, and career-focused programs. I also value a school's ability to meet the needs of diverse learners and provide a supportive, inclusive environment where all students can be successful.
S-2711	Reputation
S-2712	for my children, academics
S-2714	location, what is offered
S-2715	Staffing, curricula and after school opportunities
S-2716	Grade and Discipline.
S-2719	Small size, school grade, location
S-2720	Academics and qualified teachers
S-2723	Not sure
S-2725	Safety and security above all. Especially in today's society with school shootings. Location is important. We want a neighborhood school. We value a positive school culture, excellent teachers, opportunities beyond academics, counselors and mental health and family support. We want small classroom sizes, extra curricular and support for all learners.
S-2726	top academic school performance, enough staff, support for IEP and 504 plan students.
S-2727	The feeling that I get when we visit and the programs offered.
S-2733	safety, curriculum offerings, size
S-2734	Safety, less to no technology, especially in the elementary school. Smaller group support.
S-2735	One is the school grade. Does the administration set clear expectations among students and staff. Enviornment
S-2736	That the campus is well maintained and the staff cares about the student's succeeding.
S-2741	ASD, size, staff
S-2742	Location, safety, overall grade, reputation/culture, IB, staff/friendliness
S-2743	Safety, Academics
S-2744	Community Involvement Parent Involvement
S-2746	The staff, the diversity of personnel and community, engaging and welcoming environment to all. ZERO religious influence.
S-2747	Teachers support, student support and history. Getting the alumni involved in supporting a school in all ways possible is a boost to the school, community but more important the students.
S-2748	The most important factors are excellent teachers, a safe and welcoming environment, strong academics, career and technical education, high-quality magnet programs, dual enrollment, industry certifications, and opportunities that prepare students for college and careers. Families also value school counselors, mental health support, arts, athletics, extracurricular activities, modern technology, and partnerships with local businesses, colleges, and hospitals. A school that offers these opportunities while maintaining high expectations and strong community involvement will attract and retain students.
S-2749	The happiness levels of the staff and families. Burned out, stressed, resentful, or gossipy teacher or parent groups is a red flag. To date, I only have elementary aged children. For middle and high schools I would look for well supported staff, clean facilities, and safe campuses.
S-2751	Location, quality, choices.

Q16. What are the most important factors for you in choosing a school?

S-2752	I would not go to a school or stay in a school with a toxic environment – principal.
S-2755	The Administration and positive environments
S-2758	Safe, supportive environment that prepares students for success and building intentional thinking adults.
S-2760	Safe environment great learning abilities support for my student
S-2762	Proximity, academic record, behavioral policy
S-2765	Courses being offered and most importantly no woke or DEI content.
S-2768	If it meets the student interest. If the school is thriving and if there is transportation for the student via school bus or city bus or private transportation company.
S-2771	The most important factors I consider when selecting an academic school are the quality of education, student safety, and whether the school meets the needs of its students. I also value experienced teachers, a positive learning environment, and programs that prepare students for their future, such as vocational and technical education. In addition, I believe schools should provide age-appropriate support, recognizing that elementary, middle, and high school students each have different educational and developmental needs.
S-2772	School climate and effective leadership.
S-2775	Programs/options for learning, location, school stats (grade, staffing, safety, etc)
S-2777	none
S-2778	Que sea una escuela que brinde oportunidades
S-2781	how the school does academically, what programs does it offer, how the athletics programs are
S-2784	Proximity to home, transportation, staff capacity, academic program thoroughness
S-2785	How likely my child will succeed at the school. -I look at how the school is preforming academic wise -I look at who is attending the school and what is said about the school by other parents. Mangrove middle is clique-ish with shore acres students, although the program sounds interesting. Students from Lakewood Elem in south st pete are not getting along with the shore acre group. Morgan fitzgerald is gifted which i would want my kid to go to but its known for constant bullying and fights and kids vaping and drinking. -I look at what programs the school has and if my child is interested. Meadowlawn and Osecola middle dont even have a magnate program.
S-2786	As a parent who just needed to do this, I looked at how the school represents itself when I visited. All staff were greatly important in this, but I learned that the front office staff was critical in that first impression. Does the school have the services to meet the needs of my son? Does he have opportunities such as using the library, music, art, and PE? What type of community do they have? Is it one that shows cohesive effort for student success? I also looked at school ratings and how they did, but this was more like an additional look rather than the first thing. As he gets older, I will be more in tune with curriculum aspects, but he is only in PK-3.
S-2789	the overall feel or vibe of the school balanced with performance
S-2794	Small size, school grade/success rates, facilities, options for accommodations like flexible seating - There is too much emphasis on choice overall though...we should not want to have to choose...we should be excited to send our children to their zoned schools.
S-2795	Location, staff
S-2796	well funded, staffed

Q16. What are the most important factors for you in choosing a school?

S-2799	As staff, for me the most important part of choosing my current position, was the supportiveness and attentiveness of my administration to families, students and colleagues. I know this is anonymous but I work for PHU IB and my direct supervisor and principal embody the kind of compassionate and dedicated leadership that were integral in my decision to come to PHU. I know that I can trust them to make decisions in my best interest and the best interest of the school and I come to work not concerned with anything other than being my best for my students, which is not the case in all school environments.
S-2800	Course offerings
S-2801	Student behaviors, school climate, and pride in a school campus.
S-2803	“A” school, programs to interest student's learning, outstanding teachers and administrators, right fit for my child’s learning needs, small class sizes, convenience school hours that are not too early or gets out too late.
S-2804	GREAT TEACHER and after school kids yoga!
S-2805	Location, staff, environment, student success, safety
S-2809	teachers
S-2810	School culture, principal, social-emotional focus, academic supports
S-2811	educational programs available
S-2813	Location and quality of education
S-2819	Safety. Education.
S-2821	class size and safety
S-2828	Qualified teachers, transparent administrative communication
S-2830	The grade the school gets
S-2836	Education provided, teaching and support staff
S-2838	Good teachers and principals, good choices of electives, neighborhood school where my kids make friends who live nearby
S-2839	Community involvement, quality of classes, and safety.
S-2842	Location
S-2845	The most important factors when choosing a school are the quality of instruction, a safe and supportive learning environment, strong leadership, and the ability to meet the individual needs of students. I value schools that provide dedicated teachers, effective academic support, strong communication with families, and opportunities for students to participate in enrichment activities. A positive school culture where students feel known, valued, and encouraged to succeed is also extremely important.
S-2847	I want my child to attend a school where she feels safe, supported, and excited to learn. The most important factor is having teachers and staff who genuinely care about her. I also want her to feel connected to her school through engaging activities and events. When I think back on my own school experience, the memories that stand out most are not specific to academics at all. I remember my teachers who cared about me and fun school events (e.g., Halloween parades, making apple butter during our Thanksgiving holiday party, celebrating birthdays, field trips, the spelling bee, having guest readers, and having my mom volunteer.) I genuinely loved school because of these experiences because they helped create a sense of belonging. I want my child to have those same opportunities to build positive memories, feel connected to her school, and look forward to going each day. As an employee, I can say these things are currently lacking due to the overwhelming emphasis on academic proficiency.
S-2850	Academic Excellence. Performing arts opportunities, and Character development.
S-2857	High academic standards and true zero tolerance on misbehavior

Q16. What are the most important factors for you in choosing a school?

S-2860	Trust in school leaders, their staff and close relationships with families that attend the school
S-2861	Honestly, I believe the staff is one of the most important factors. That coupled with the academic opportunities. That so how we made the decision for my child for middle school. Having engaged, enthusiastic and highly competent staff that will educate my children while keeping them safe is the most important quality of a school.
S-2862	Community and parent commitment/engagement
S-2865	High-quality educators, a variety of both academic and elective courses, safety for students, and involvement of the community in the school.
S-2867	How is the experience for guiding and educating the children organized and with what content? Is the staff interactive and approachable? Is it welcoming? How does the community show its support for its schools?
S-2868	Safety, parental involvement
S-2873	culture/community support, academics, special programs
S-2874	1.Academics – this is why expanding the fundamental program in Tarpon Springs would be a welcome, viable option 2.Discipline/Accountability – expanding the fundamental program would bring another level of discipline and accountability for all stake holders 3.Arts Education – this is why supporting and expanding the Leadership Conservatory for the Arts in all grade levels is important
S-2875	Music program
S-2877	Academics, teacher to student ratio, support services for gifted as well as students with IEPs/504s, varied courses
S-2878	Empathy
S-2881	Safe environment and learning opportunities
S-2885	Academic rigor and student support through qualified staff
S-2890	Safety and inclusion
S-2891	student outcomes
S-2893	Staff communication
S-2894	#1) Security. Followed by small class sizes - ideally less than 10 students per class. Later start times for younger children.
S-2895	The willingness of the staff to allow the kids to be themselves and to foster whatever that may be
S-2896	Location, administrative and behavioral support, extracurriculars, opportunities for advanced classes.
S-2899	School rating , staff and location
S-2900	Behaviors, school grade, recommended by current or previous parents. Choice of teacher.
S-2903	Supported teachers, activities provided, community involvement, and how behavioral issues are handled
S-2904	La calidad educativa como prioridad
S-2916	School rating, teacher retention, academic achievements
S-2917	Trees on the playground
S-2919	Rating, academic offerings
S-2920	Academics that are strong with many electives
S-2921	Academic success. School rating. Class sizes. Transportation.
S-2924	School culture, love of reading
S-2931	High academic standards and achievement; few behavior problems-i.e. students disrupting other's learning and feeling of safety; professional, invested teachers

Q16. What are the most important factors for you in choosing a school?

S-2932	Location, staffing, support.
S-2938	Area, good academic
S-2939	Safety for children
S-2941	The most important factors for me are the school's reputation, strong parent and PTA involvement, positive word of mouth from other families, and the extracurricular activities and athletic programs that are available. I want a school where students are supported, families are involved, and there are plenty of opportunities both inside and outside the classroom.
S-2945	Safety and Strong Academics
S-2947	Diversity in student population, staffing, teachers, career, technical programs, academic programming, after school options, transportation/child care options, Curriculum options,
S-2948	Unique for each kid. Friend group.
S-2949	ESE
S-2951	Varied selection of courses and sense of community.
S-2954	environment, leadership, distance from home, test scores, and extracurriculars. I like models where whole schools are the magnet or program like Mildred Helms who is an IB schoolwide.
S-2961	Safety, competent and brilliant staff
S-2962	The most important factors in choosing a school are: Academics – A strong academic foundation is essential, which is why expanding the fundamental program in Tarpon Springs to all grade levels would provide families with a valuable and viable choice option. Discipline and Accountability – Schools should have clear expectations and shared accountability among students, families, and staff. Expanding the fundamental program would provide an additional level of structure and commitment for all stakeholders. Arts Education – A strong arts education is a key factor in student development and school choice. Supporting and expanding the Leadership Conservatory for the Arts across all grade levels would provide students with meaningful opportunities and strengthen the overall educational experience.
S-2964	Quality overall - quality of teachers, quality of resources - building campus, tech.. location is also a factor - being close to home.
S-2966	Art and Music programs, Teaching reading and language skills not to a test but for life skills
S-2971	Academic performance.
S-2974	academics, safety, engagement with the kids interests
S-2976	school climate and culture
S-2977	Knowing that my kids are going to be safe, the most important; also that their interests matter and that they will be encouraged and challenged in a positive, healthy and supportive way.
S-2979	parent involvement, school grade, robust elective offerings, school culture, low student discipline problems.
S-2980	N/A
S-2982	Safety
S-2983	Transparent communication, postive culture
S-2985	Great academic track record and friendly, helpful staff.
S-2986	Low behavior issues, an A school, a librarian and technology specialist, extra-curricular activities (clubs/sports),

Q16. What are the most important factors for you in choosing a school?

S-2987	Academics – Expanding the Fundamental Program in Tarpon Springs would provide families with a proven educational model and create additional academic opportunities for students throughout the community. Discipline and Accountability – Expanding the Fundamental Program would foster a stronger culture of discipline, personal responsibility, and accountability among students, families, and staff. Arts Education – Continued support and expansion of the Leadership Conservatory for the Arts across all grade levels is essential to providing students with meaningful artistic opportunities and building on one of Tarpon Springs' most successful educational offerings.
S-2990	Besides classes needed for graduation, ...a close to home school, strong discipline follow-through, dress code, no cell phone policy (can't come out of their bag or it will be taken and parent must pick it up).
S-2991	Staff, proximity, reputation
S-2992	location, grade, student teacher ratio, bullying/student environment
S-2993	Teachers and supporting staff and sports options. Let's make kids busy....
S-2996	Community feel, activities, specific focus in higher grades.
S-2999	Community , enforced no bully tolerance, no use of cellphones at school or at school activities to promote real life socialization
S-3000	School success rates - how many students enroll in college or trade schools upon graduation; safety; open and thorough communication between administration/parents/students; variety of course options.
S-3001	School culture- kindness, no bullying, kids who are able to act appropriate in class and the expectation that they will
S-3002	Staff to be top quality
S-3004	Location
S-3015	Academic performance, student conduct, availability of physical outlets (daily recess or PE)
S-3017	Location, teachers, arts activities. My kids are in chorus and colorguard- so the schools having good programs is important.
S-3020	Behavior and Culture
S-3021	1. Academics—this is why expanding the fundamental program in Tarpon Springs would be a welcome, visible option 2. Discipline/Accountability—expanding the fundamental program would bring another level of discipline and accountability for all stake holders 3. Arts Education—this is why supporting and expanding the Leadership Conservatory for the Arts in all grade levels is important
S-3022	STEM academics, music/arts programs, discipline and accountability
S-3024	Academics and extra curricula
S-3025	The arts . PCSB needs to evolve the schools to change the fall football and athletic trajectory to emphasize participation with the arts. Arts and music education linked to better math. What does running a ball do!?

Q16. What are the most important factors for you in choosing a school?

S-3026	* Safe and secure learning environment. * Strong academic performance and high expectations. * Excellent music and fine arts programs. * Dedicated, high-quality teachers and staff. * Small class sizes and individualized student support. * Strong communication between the school and families. * Opportunities for athletics, clubs, and extracurricular activities. * Fiscal responsibility with funding focused on students and classrooms. * A positive school culture that promotes respect, character, and accountability. * Preparation for college, careers, and life after graduation.
S-3027	How are the programs
S-3028	Honestly, I want a school where my student will not be physically assaulted. Personally experienced this in both private and public schools. A safe school with transparent leadership and information. Active partnership with parents and guardians.
S-3029	Location, school grade, staff turnover, academic and arts programs, and extra curricular activities.
S-3030	Culture, student interest/involvement and academics
S-3035	I am a staff member and my children went to the fundamental schools. They both had a solid education there to go on to other specialized programs. Seeing the success for every student is the top priority
S-3036	A kind culture, safety in teacher-student relationships, and small class sizes.
S-3037	School climate, teacher/student ratio, academic performance
S-3038	Performing arts offerings, neighborhood/location, school staff communication
S-3039	A wide variety of both core classes and technical classes to choose from. That's the very first thing I look for. If a school doesn't offer the classes my student is interested in, then nothing else matters. If you have a student that loves engineering or art, but a school doesn't offer those courses, then it doesn't matter that a school is an A grade school, with plenty of staff, & lots of after school athletics. You can have the top rated school, but if you don't offer the right courses, then it doesn't matter. That parent will look for the school that offers the courses that their student is interested in. So class options is the single most important factor when choosing a school.
S-3041	Strength of academic excellence
S-3042	culture fit, parent and staff involvement, communication, academic curriculum
S-3044	morale of staff
S-3049	Academic programming, teacher/parent partnership and school culture promoting safety and community
S-3053	Reputation, academic programs, discipline
S-3054	Courses, programs, reputation
S-3056	Quality of program and teachers, safety
S-3058	Social
S-3059	The most important factors for me are a strong academic school (rated A or B), caring and effective leadership, and teachers and staff who are committed to helping students reach their full potential academically and socially. I also value a safe, supportive learning environment, strong communication with families, and programs that encourage students to grow both inside and outside the classroom.

Q16. What are the most important factors for you in choosing a school?

S-3061	That my son feels he matters as an individual and is also an appreciated member of a team of peers
S-3063	Close to home and quality school
S-3064	Small class size, highly qualified teachers, appropriate classroom supporr(assistance, behavior specialists, etc)
S-3066	Staff, safety, education
S-3067	close location
S-3070	Courses, “tracks” and programs being offered (at the middle and high school levels)
S-3072	Safety, excellent teachers, strong academics, family involvement, support for diverse learning needs, and opportunities that help students grow academically, socially, and emotionally.
S-3074	Does it feel like the teachers care, does the campus seem well kempt, is there music, art, regular recess, is the front office staff personable.
S-3076	teachers' credentials
S-3078	Safety, excellence in basic skills like reading, speaking correct English, good citizenship, and social behavior training.
S-3079	The culture and vibe of the school. If the students feel valued and safe. No tolerance for bullying. Happens all the time and some times it is the adults bullying the students. Schools must keep all students safe. Consequences must be given.
S-3081	Good teachers and needed support staff. Also that these people are supported as they help kids thrive.
S-3085	clubs, diverse programming and career prep
S-3087	Leadership, safety, academics (A school).
S-3091	School atmosphere.
S-3092	School climate and community involvement
S-3094	Feeling safe, feeling as if my kids are getting attention in the classroom, knowing that my kids education is being tailored to where they are intellectually to some degree (like gifted programs), smaller class sizes, wide range of extra curricular activities like music arts technology sports theater, staff who care and have relationships with the parents and community, community outreach programs in the school.
S-3095	Proximity, programs, gifted, school grade.
S-3096	A well staffed school that allows teachers to focus on teaching!
S-3097	location
S-3098	Grade, academic and social offerings, child care
S-3099	Close to home, and where my students would be most happy.
S-3100	The staff and all the extras: clubs, electives, programs
S-3101	That it demonstrates a holistic approach to student learning from top to bottom - not just lip service but from administration through teachers to all the staff, that the school knows that it's missing is not just for academics but to develop well-rounded, fully-functioning future adults.
S-3105	Staff/Admin moral
S-3106	Academic preparation of student, safety, appearance of facility - clean, well maintained.
S-3109	reputation/grade, locaction
S-3110	Arts programs and locations to my home
S-3111	High expectations from qualified staff, a family feel and positive strong parent involvement.
S-3114	Distance, success rate- a designated middle school is needed for the Eastlake corridor- much research and money decisions goes into location of buying a house. A designated middle school for the Eastlake corridor is far overdue.

Q16. What are the most important factors for you in choosing a school?

S-3117	A strong academic program in a safe environment with minimal behavioral interruptions and high academic expectations from all the students.
S-3120	A strong foundation of structure, balance, behavior, and opportunity gives students a clear path to succeed. The Fundamental pathway has helped me grow by keeping me involved in activities, connected to my school and community, and accountable for my responsibilities. It offers different pathways through academics, career programs, and extracurriculars like sports, arts, and clubs, which help students build skills, explore interests, and prepare for the future. Having easy access to support from teachers, staff, parents, and the community also plays a big role, because when students feel supported and involved, they are more confident, focused, and motivated to succeed.
S-3121	I do not choose schools, as I have no children.
S-3124	School enviroment, grades,athletic options,AVID
S-3125	Climate and culture
S-3126	productive learning environment; passionate educators; resources for all students and teachers; compassionate school administrators; approachable district personnel; fostering an environment of support; recognition for students and teachers. A fundamental/leadership conservatory model would make this kind of difference.
S-3127	parent involvement
S-3128	Culture.
S-3131	I moved to my preferred zoned schools, no need for magnet programs (Cypress Woods / Carwise / East Lake)
S-3134	Magnet
S-3135	Coursework and disapline
S-3137	Teacher support, duel enrollment
S-3139	Diversity, arts, support for teachers
S-3141	Consistency, care, high quality inn education, student-parent support, community resources.
S-3142	no input (staff not parent)
S-3144	How administration treats the kids and students. For highschool i looked at the number of dual enrollment classes and countryside has the most. My kids want to stay at their highschool and not do early college and the only way to do that is if there are several dual enrollment classes. AP classes are a waste if you are staying in state for sure. Even students have told us not to take them as the colleges they applied to wouldn't accept them. If you get enough dual enrollment you can get your AA and that is a guaranteed transfer. The highschools push AP so much and essentially are loosing kids to early college. If you had dual enrollment classes on campuses you would retain more students. Perhaps turn countryside to a school where you can get your AA without having to go to SPC, by adding more teachers doing dual enrollment classes.
S-3145	Supportive staff and academic results
S-3146	Staff
S-3152	Teachers, admin, support staff, academic programming, extra curricular activities, IB learnings, etc.
S-3153	Proven track record of dedicated staff and programs within the school.
S-3157	Location, school grade, academics
S-3159	Friendly staff, not overworked, athletics, extracurricular activities, close to home, not overpopulated, smaller class sizes

Q17. What other ideas or considerations do you have that the district should consider for this geographic area?

P-01	K-8 is a nice option but on a MS campus
P-02	Combine elementary schools and 6-12 possibly
P-07	More magnet and fundamental elementary-high
P-08	Midcounty needs a technical HS. We have too many students not interested in college.
P-13	Magnet options w/ VPK!!
P-21	More specialty schools: Arts, Electronics, Plumbing, Car Repair, etc.
P-22	Rec Centers? Senior housing, child care, early childhood learning.
P-23	Rent space at very low cost to arts organizations/artists.
P-24	Please add "Little Oliver" and "Little Olivia" videos as resources to the PCS health (reproductive health) curriculum.
P-25	Is there a system in place to cut utility costs @ PCS/schools?
P-26	Title I schools, their populations should be considered before closures.
P-27	More fundamental schools
P-28	More K-8 opportunities
P-29	Does fewer schools = more buses?
P-30	More specialty schools and/or K-8 school opportunities
P-31	How to support teachers with larger class sizes to eet the needs of all.
P-32	Close the shools. This is not the beginning of the problem. Keep playgrounds and more playground time. Middle school tech school. Another tech school N or S.
P-36	ESE center for middle school students to address reading disabilities.
P-37	Any remodel or facility needs ADA accessibility design.
P-38	More ESE support/more options in school for specialization.
P-39	Ensure full commitment (funding, teacher recruitment/retention, programming, etc.) for Gifted programs for all eligible across county.
P-40	Do not allo the DAS to build.
P-41	Middle and high school option for spanish imersion.
P-42	A technical school.
P-43	Need another ESE Center too many high needs n traditional school lack of support.
P-51	Putting shop & Gibbs 6-12
P-52	add more tech highs
S-0003	Leasing parts of locations for elder care, studies show that children and elders gain something from bring together in shared spaces.
S-0009	Consider combining elementary schools that are within 2 miles of each other.
S-0010	Enhanced athletic facilities/recreation could help with staff experience, wellness, revenue generating options
S-0011	No more schools being built! Discovery academy on belcher and alderman must go!!!
S-0022	None
S-0024	Better options for before/after care than R'club or YMCA. More partnerships with community organizations and transportation for those programs.
S-0026	Leave it alone. Many people move to North Pinellas for the schools.
S-0030	Focusing more on developing kids ability to critically think versus just learning how to pass state test
S-0035	Reevaluating who is running the schools in this area. So many of them are not running successful schools culturally and it turns parents off from wanting to go there
S-0039	Nothing

Q17. What other ideas or considerations do you have that the district should consider for this geographic area?

S-0045	If you're going to close a school. Consider selling the land and making a profit. And reinvesting that into schools that will stay open.
S-0047	Need one Elementary one high school and one middle school in each area and funnel from one to the other closing Woodlawn and having students go to Campbell Park. Have Melrose be a magnet with a few different specialties only but all neighborhoods kids go to Campbell.
S-0048	A tech program involved with renewable energy
S-0049	None
S-0057	Need to somehow make middle schools more attractive here. I think the mangrove being smaller and opening is great we need some support in west st Pete ppl are afraid of azalea and Tyrone. Maybe make those schools smaller to have more attention to the students by adding a smaller middle school on another campus to spread that out. But it seems ppl leave for middle school if they don't get Madeira or thurgood because of this. And people leave azalea ES because they want to have a plan in place for middle school that isn't Azalea middle school
S-0067	No answer.
S-0069	Southern Early Childhood option
S-0072	More programs for students with disabilities
S-0075	Do not know!
S-0076	Soccer programs
S-0078	Corporate Partnership for student development.
S-0079	What opportunities does the district have to sell vacant properties? How can the district keep charter schools from sharing properties?
S-0083	None
S-0088	Consider moving offsite admin and programs onto school campuses to limit locations that are being utilized.
S-0092	Create more opportunities for community services and businesses to participate in serving our schools.
S-0102	Idk
S-0104	More school that offers preK 3 & 4. Early childhood education should be the focus. It lays the foundation for the future
S-0107	Consider the population of students in area-not sure how many would thrive in magnet or combination schools.
S-0121	More behavior support
S-0123	Better budgeting
S-0128	Perhaps reaching out to the community for retirees to serve as volunteers for office support or admin tasks so that paid staff can be shared amongst several schools if needed
S-0133	That the Eastlake corridor get a dedicated middle school
S-0134	More fundamental and magnet school programs; Tutoring centers/facilities
S-0135	I wouldn't like it, but combining elementary schools and possibly eliminating the fundamental schools
S-0136	Providing Eastlake corridor with a designated middle school

Q17. What other ideas or considerations do you have that the district should consider for this geographic area?

S-0138	For this area or truly any area in Pinellas County I hope you consider your employees and support them in the transitions. Our school is our family outside of our own family. Unfortunately, for some staff their school family is the only family they have. Support not only in helping find the new fit but also in the transition to the new school. Many of us have spent several thousands of dollars building our learning environments with manips and books etc. Especially elementary teachers. Breaking apart a school family, moving locations and possibly grades is a lot but also moving all the added "things" that make classrooms inviting and learning fun is an additional stress. There are also worries of starting over buying and building up those manips and libraries if grades shift, added stress. Support the entire transition. Feeling that support is huge through the shifts. Lets leave behind happy memories and empowered staff so they can pour that into their new learning roles.
S-0142	Repurposing small sites or parts of sites into employee wellness clinic with extended hours
S-0146	Partnerships w major universities; pathways into in state universities programs
S-0152	Young family with multiple children
S-0163	Not ideas at this time.
S-0164	Look at the strongest performing schools, and not do things for the sake of “saving some money” and disrupt their success.
S-0169	Need to make schools more accessible out of the flood zones for after the storms we get in Tarpon.
S-0179	Consolidation of sunset hills and tarpon elementary
S-0181	My only experience so far has been with cypress woods elementary. But we are already stressed about middle school options. We live less than 2 miles from Eastlake middle but are zoned for tarpon middle. Give parents a larger timeframe to drop kids off or stagger the times to avoid long car lines
S-0187	Adding more magnet programs to attract more students.
S-0191	More k-8 options
S-0196	None, I just want my kids to be happy in their school and graduate successfully so they can go on to future endeavors.
S-0199	Combining elementary and middle for K-8 model and also look to launch a 6-12 school northern County
S-0201	None
S-0202	Do not allow any more charters and advocate for the end of the vouchers! Protect our public schools! Retain our motivated and effective teachers! Make our schools more aesthetically attractive!
S-0205	We need to close a south county hs. They are very small.
S-0209	Enough space to expand if need be

Q17. What other ideas or considerations do you have that the district should consider for this geographic area?

S-0210	Look at how you are using your staff. Think of areas as little zones (not just north, mid, and south: use the staff within the little zone to help support the other schools. When students know staff at other schools, when transitioning from elementary to middle we may keep more families from leaving public school simply because of human connections! Families would also feel more comfortable because they are familiar with the people. We have to figure out how to get kids back. Stop testing constantly. Between the practice tests for the practice tests for the real tests, etc. people are leaving public schools because they do not want this for their kids. Do we send out surveys to the families that are not in our public schools. Why did they leave, what would they need to see to bring their kids back, etc.
S-0214	Not closing schools maybe reducing people at the Adminstration building if necessary consolidate jobs
S-0226	Traffic. Can't say this enough. It takes the bus over an hour from our zoned middle school (tarpon) to get to our house. Also take a bus an hour to get to our bus stop from Dunedin middle (and then another 15 minutes home to go 5 miles because traffic on east lake road).
S-0234	No other. Highly consider K-8s
S-0238	Sell off excess real estate, particularly land held for schools that are unlikely to ever be built.
S-0240	I would love to see Westgate as a fundamental school.
S-0242	None
S-0250	Reiterating again that I think K-12 would be a huge draw and recreate why so many seek out charters.
S-0251	Middle school for brooker creek students
S-0253	East lake can combine elementary schools and make eastlake middle open to all east lake residents
S-0258	You could do away with buses and save money for east lake to tarpon middle if you made east lake magnet middle a traditional school. Add engineering as an elective program offered. Lastly adding a walking/biking overpass on forelock and east lake road would also save on buses because more children could bike walk to school safely across east lake road
S-0270	Na
S-0271	Combining duplicate schools cypress woods/ brooker creek - sunset hills / tarpon elementary - make east lake middle non magnet and service the local community - send kids from tarpon middle to Carwise or on campus at tarpon high. Create more technical opportunities and stop focusing so much on college
S-0273	Allow more flexibility in between the regions. Don't draw hard lines.
S-0280	In Tarpon, a fundamental middle school
S-0290	Get rid of admin building and stop wasteless/needless spending at the top!!!!!
S-0312	Possibly open more seats for the fundamental high school. Lots of kids want to go there but it's limited. I also know the early hours is tough for many and why some of the high schoolers choose to take classes that get them release periods- then they can come in late. I would look at finding ways to have kids want to stay at schools and not want release periods. With the time thing, the middles schools (most) start so late. I don't know or have a good answer/fix for that, except trying to share busses and get middle and high schools nearby to share- but then I wouldn't want a 6th grader on the bus with a 12th grader with out an adult sitting in the middle or something. Like a high school section and a middle school section?

Q17. What other ideas or considerations do you have that the district should consider for this geographic area?

S-0323	Converting some schools to primary (K-3), to combat reduced units and supports in 4th & 5th grade due to class size changes. Add an alternative school for elementary with proper support. Distributing ASD and EBD units to schools equally. Hybrid Traditional/Fundemental elementary schools. Cohorting of students who attend a neighborhood school for multiple years, rather than randomly adding transient students into all classes. That would provide a more community oriented feel, and since transient students tend to struggle more academically and behaviorally, we could push more supports into those classrooms, rather than spreading out our resources haphazardly.
S-0324	Make shore acres a k8 school.
S-0329	The county should be looked at as a whole, geographic areas should not be excused from certain expectations nor given special considerations.
S-0331	Again, the residents east of lake tarpon have been begging for a middle school for 20 years. This is your opportunity.
S-0335	More after school destinations.
S-0336	I believe the District should focus more on staff members communications styles to be more accepting and understanding. Administrators need to be less bias. It is my true belief that an outsourcing of leadership training such as Dale Carnegie training would be beneficial to the District.
S-0340	Stop providing transportation to magnets across the county. Return to neighborhood schools to strengthen the community and its buy-in.
S-0347	I think you need more combo schools.
S-0361	Advanced Academics and a FUNDAMENTAL option (even if school within a school) should should be implemented at Starkey Elementary school. There are teachers at Starkey that have had EXCELLENT results with high achieving students and know how to write curriculum. FL DOE already has written elementary courses that are advanced. Use https://www.fldoe.org/core/fileparse.php/7576/urlt/Grade-3Accelerated.pdf https://www.fldoe.org/core/fileparse.php/7576/urlt/Grade-4-Accelerated.pdf along with 6th grade math taught in elementary K-5 to give kids opportunities for these courses. Currently, Starkey Elementary teachers that have asked to do this have been told that "We don't offer this in Pinellas County." However, they are very willing to do this work. Gifted Center at Ridgecrest has been destroyed by bad leadership for the past few years. Parents of both gifted and high achieving students who missed the gifted cut off by only a few points, but passed the screener need options too!
S-0364	The ymca combo is amazing. Very smart use of your properties. Find other age group partners to hold onto sites rather than having to sell them.
S-0367	This area is affluent. Students are leaving for private or charter because parents think public schools aren’t as safe due to the behaviors of students.

Q17. What other ideas or considerations do you have that the district should consider for this geographic area?

S-0369	Would a K-6 and 7-12 model work, eliminating a larger middle school?
S-0378	Transition all schools to fundamental, not pick specific ones, harsher discipline for student behaviors. The behaviors are a big reason you're losing students to home schooling. Implement a "behavior school" as an option to send some of these students who are unable to be in fundamental or transition to only "online" or "homeschool" after so many disciplinary issues.
S-0380	none at this time
S-0383	More programs for parents to connect with each each other- art nights, teaching parents AND students musical instruments, a 2nd language, computer skills, etc.
S-0392	Please PLEASE advocate for lowering school entrance age by a couple of months if enrolled in public VPK. For those with late-born children, two months makes a difference in a year of paid private care and school-readiness. I would do this by reducing school-aged cutoff from Sept 1 to Dec 31 for children ALREADY enrolled in VPK at the school's location. Their teachers/care providers can make evaluations of kindergarten readiness while in VPK (from Sept 1-Dec 31) and the kids would move up to kindergarten in the new year after the school year has started but with a cohort of their peers. From Sept 1-Dec 31 VPK teachers incorporate kindergarten curriculum at the child's feeder school so the transition isn't as jarring. School start times and locations stay the same for parents. Schools increase enrollment rates. VPK looks more appealing to parents that would otherwise choose private care/school.
S-0393	If we are finding more students are taking classes online or more students in course recovery creating a Learning Center for those students. Also, look into creating a therapeutic day schools or alternative day school for students who have been suspended for more than 10 days or those who are also dual enrollment in content area classes.
S-0395	Before and after school care, tutoring, community events, extra-curricular programs (many elementary aged baseball players in the tyrone area) sports, arts, parent meet ups, community resources for families. ESE families looking to build a community.
S-0396	Does it have to be a one size fits all model? In some places could you combine k-7 and others 7-12?
S-0401	Technical / career education has already been mentioned, as well as consolidation as needed for both staff resources and student achievements.
S-0404	South St. Pete has long been neglected by the government. We need to keep these kids in school and spark a lifelong joy of learning.
S-0405	East Lake corridor needs a dedicated zoned middle school consolidate or create k-8 programs in the area to address low enrollment
S-0416	Smaller class sizes
S-0446	PCS needs to keep students going to public schools. If parents could see the differences, experience some of the schools in the area, and support them would be beneficial.
S-0448	Hire people in the administration and stop closing schools.
S-0457	Middle school that is zoned for lansbrook residents
S-0459	Na
S-0480	A dedicated middle school for the east lake corridor
S-0483	Seems like between Tarpon Elementary, Brooker Creek, Forest Lakes, Cypress, Highland Lakes and Oldsmar elementary there could be some consolidation of elementary schools. Also, could close East Lake middle and redo boundaries for Carwise/Tarpon
S-0489	If you want quality educators then you need to raise the subpar pay they receive now
S-0495	None

Q17. What other ideas or considerations do you have that the district should consider for this geographic area?

S-0509	I'm a little confused how I have multiple friends requesting to get into Ozona but we have cut units? Why are we not granting every single SAR that is coming through right now? You are losing these families to Westlake Christian School when you don't grant SARs. People want choice. Allow the choice. See what schools people are flocking TO and FROM! Figure out what's going on at the schools that have waitlists.
S-0519	Low income student assistance
S-0526	Aligning school start times to reduce transportation costs
S-0528	East lake needs a middle school
S-0529	We moved here from Montgomery County, Maryland, one of the top school districts in the country. The county has come up with innovative solutions for the extremely diverse student body and region. Parents move to Montgomery County in order to enroll their students in high-performing schools, but the county also has programming for students from low-income families and students who will not go on to college. Suggest you consult with officials from this county in order to create a school system that will attract families.
S-0533	Increase the number of Fundamental schools, and specifically a Fundamental High School. The Fundamental program offers a structured, high-quality educational experience comparable to a private school without the tuition. Its emphasis on academic excellence, parent involvement, and student accountability creates an environment where students thrive and develop responsibility and strong habits for success.
S-0534	Offer "school of choice vouchers," but with strict guidelines on parent/guardian expectations for transportation. Something similar is done up north where I am from, and bussing is not offered to these families as it is their choice. Make school of choice exciting and competitive. It will get families interested if they know our public schools offer just as much, if not better environments than charter schools.
S-0545	In this area for East Lake we do not have a zoned middle school. This is a huge problem in that locally. All the kids are either trying to get into Eastlake middle as a magnet, or they're going to Tarpon Springs, which is very far away or their parents have to be able to drive them to carwise. A zone school in the area is greatly needed. A lot of the parents would rather not have their kids at Eastlake middle if they could help it.
S-0559	Age of the school
S-0565	More after school activities for kids
S-0570	Unsure
S-0578	Cypress Woods can become a K-8. This could satisfy the parents that don't get into ELMS. ELMS can expand if ELHS has open classrooms. CWE built a new building years ago. With some rezoning, Brooker Creek and CWE can be placed at CWE campus. Obviously, there would need to be some rezoning to move a few students to other elementary schools.
S-0580	continue to communicate the plans for the future
S-0581	Allowing students who have own transportation to choose what school they want to attend. Not just zoned.
S-0586	Rezoning students if needed. PHU has maintained their numbers over the years but Tarpon and Dunedin High are seriously low. How about moving some of those PHU kids to the other schools to fill their low enrollments.
S-0588	Better pay for all employees crossed the board. District needs to start cutting employees in the district office who make 6 figures they are not all needed. Each section of the county doesn't need 3 super attendant positions
S-0589	Pay teachers more. Don't cave to conservatives destroying public education.

Q17. What other ideas or considerations do you have that the district should consider for this geographic area?

S-0590	Bringing in community support (YMCA, Great Explorations for north county)
S-0598	Meadowlawn Middle School has a negative reputation in the community (for student safety & education quality); improving neighborhood schools should be a priority focus
S-0609	Completely redefine and restructure who schools are for and their roles in the community. They are not just "state assets" to be liquidated for the benefit of the private sector, but need to evolve quickly into a public-private partnership for the benefit of the people at large.
S-0613	East lake corridor needs a dedicated middle school. K-8 would be okay second option
S-0614	None
S-0627	For this geographic area, the district should consider the needs of families facing poverty and limited resources. Schools should provide strong family support services, access to community resources, food assistance, affordable before- and after-school care, and partnerships with organizations that can support families. It is important to maintain bilingual staff, family liaisons, special education services, and mental health support. Creating opportunities for career training, parent education, and community programs within schools would help strengthen both students and families.
S-0634	Widen the area of students who can go to CHS- no reason kids in Dunedin or Safety Harbor could not go to CHS for Aice program. No way Tarpon is more convenient.
S-0636	Bulletproof windows and doors & not taking away important school staff like nurses or elective options from Kids. These are the main reasons why people are pulling their kids out of public schools.
S-0637	Increased internship (or other immersive) opportunities for students
S-0651	Fundamental
S-0653	Limit the amount of private schools in one area- provide support to the already schools so they can become better achools
S-0656	PCS competes with high quality private and charter schools in this zone. I think it would be interesting to have a new school concept piloted here. Maybe a year round school; a Classical School, which would be a mixture of fundamental and back to basics, lower technology load during the student day; Expeditionary Learning school, especially for a grades 6-12 environment.
S-0660	Given the expansion of Homeschooling, I would recommend evaluating a pilot of hybrid public/private school the fits in the contract with public school requirements of Step Up. The current availability of homeschool support is mixed while there are likely school staff interested in a flexible schedule of 2 - 3 days a week with the remainder being at home. There are some options with PEP throughout Florida with private schools, but there are not locally. This would be a good option for PEP and FES-UA. (repeated from earlier).
S-0665	Carwise is not a good option for Easlake families
S-0667	I honestly don't know. I just would like transparency.

Q17. What other ideas or considerations do you have that the district should consider for this geographic area?

S-0674	As the district considers changes in this geographic area, I encourage decisions to be made with the long-term student experience in mind. It is important to look beyond enrollment numbers and consider the opportunities, resources, and support students need to thrive. I would like to see continued investment in early childhood education, innovative academic programs, arts, STEAM, career exploration, and other options that allow students to find pathways that fit their interests and strengths. I also encourage the district to prioritize teacher recruitment and retention by ensuring educators have the support and resources needed to be successful. Finally, any changes should consider the impact on families and communities. Schools are more than buildings; they are gathering places and community assets. Thoughtful planning can help ensure these spaces continue to provide value and opportunity for students and families.
S-0678	Making East Lake Middle School a regular neighborhood zoned school for the surrounding students. Having children riding the bus for over 30 minutes each way to commute to a middle school is too much.
S-0679	It is my hope that if the district is taking the time to ask for input, and the community provides it, then the district should listen and implement the recommendations of the community.
S-0681	After school programs that make learning fun rather than tutoring programs that involve sitting on front of a computer. We have way too much tech in elementary schools.
S-0682	None
S-0683	I think I addressed them in previous comments
S-0704	Focus more on academic programming as well as teacher retention based on merit and competency.
S-0705	Rating, staff and availability of opportunities for my kids to grown and learn
S-0712	Stop giving the OK for new schools to be built. In a time where you're talking about shutting down schools due to low enrollment, green lighting, new schools being built is utterly stupid. Stop forcing schools to cut units, instead increase the funding per student and allow class sizes to be smaller for better student to teach ratios. Research shows the smaller the class size the higher the of quality the education will be. Request funding from the federal government if you don't have it, to form either a program or task force responsible with tracking these millions of dollars that charters in private schools are getting from public schools. Provide a way to track it so people aren't buying Disney tickets with taxpayer dollars. Provide a way to track The money so that if a parent puts their kid in a charter and then pulls them out of the charter in October, the charter school does not get To keep the money for that child, and make sure it is given to the public school.
S-0715	Prevent children from leaving the school’s system because of bullying
S-0718	Zoning can be tricky in N. Pinellas if being looked at. Of people get cut out of zones, there is enough money for people to take a voucher or pay the extra for a private.
S-0719	Regular in person checkups in classes and organized community events involving parents and the whole family in the schools.
S-0724	Turn closed schools into community recreation centers/ Learning centers
S-0730	Our district leaders need to step into the teacher role for a week or substitute to understand what our needs are.
S-0734	Focus on classroom first and quality of staff

Q17. What other ideas or considerations do you have that the district should consider for this geographic area?

S-0737	Teacher housing which could help current staff and attract future staff. Helping homeless students and their families more. Improving special needs staffing. Renovate campuses related to weather issues like flooding of campuses. I can name multiple campuses this effects. Open campuses don't work well with the weather fluctuations. Especially if you have many schools built in flood prone areas. Those who attend or work there know the issue but nothing is done about it. More enclosed layout would be cheaper energy wise and safety wise as well.
S-0743	No phones in school, even in high school. More courses in finance and health and wellness beginning in middle school. Also, AVID is great but if not implemented well, is a total miss. A program like AVID but for all kids that teaches accountability, organization, responsibility, inclusion, AND IN ADDITION, leadership.
S-0747	I live on the cusp of south/middle county. South county elementary/high and middle county for middle are the zoned schools. --- I just don't want schools to go into chaos by cramming in as much kids as possible into each school and into each classroom. It will not be good for the mental well-being of students/staff/teachers and it won't be good for their education as there will be many constant disruptions in school and in classrooms. It's already strained at times as it is.
S-0748	I feel cutting the pay for higher ups would be best versus cutting corners to save in other areas.
S-0755	As a whole, I think we need to consider whether colocation can benefit us at all in terms of charters or private programs moving into campuses. There may be a way they bring in resources that benefit and attract students and families. Seminole, in particular, would like to see more of a fundamental model, I think, and many families in this community have chosen private for various reasons. We need to look at that and consider what could make us competitive. Why was my child number 471 on a waiting list for Sanderlin K-8 in kindergarten? What makes certain schools sought after, and how do we spread that across the district?
S-0756	I would love a K- 8 school for both ASD and general education students to be together
S-0758	Bring busing back the kid should be tough old school history. From the Vietnam water to Korean War to World War I also, the tower attacks kid should be told about slavery. Kids need to be talked about the American history here who cares if we hurt somebody’s feelings OK old-school values need to be done with the school board.
S-0769	Assisting the kids who always fail
S-0770	Having primary K- 2nd grade schools and intermediate 3-5th schools
S-0771	We need to have a better way a dealing with sexual assault and bullying issues.
S-0774	I think if there are empty areas in schools the district should consider putting a gym and space for exercise classes in the area. The admin building has a gym. And if teachers had access that would be a great use of space and give an healthy outlet to teachers
S-0777	Pay your TEACHERS, not the superintendent for doing a piss poor job. If under his thumb yall have lost a good majority of students and are having to close schools due to such a rapid decline then the guy isn’t good at his job!! Hello. Care more about these students futures and their education! Give them REAL resources, not more computer time. Give them REAL experience - not more standardized tests and practice for all these tests. What happened to no child left behind? Cause there’s a lot that yall allowed to fall way behind and never even tried to pay attention, bullying is at an all time high! Nothing is done and staff and principals brush it off as ‘kids being kids.’ Y’all have consistently failed these children in every avenue.
S-0780	None
S-0781	Fundamental options s in north east st. Pete

Q17. What other ideas or considerations do you have that the district should consider for this geographic area?

S-0782	They should continue investing in teachers, safety for the students and the school strong academic programs and programs for special needs students, Also good communication with families and the communities.
S-0783	Clear attendance policies with repercussions if not adhered to. This should not fall on the teacher to deal with. Their job is to teach, not police behavior and attendance.
S-0787	electing people that take care of community and public schools
S-0791	Provide more fundamental and magnet since so many get waitlisted
S-0794	What is the problem forcing school closures? Flagging admissions? If so, is it population decline or interest in non-county private or charter schools? Need know the problem in order to fix it.
S-0807	Teacher retention is so important. They need better pay and better health care. We are an A district the teachers deserve to be treated as A teachers
S-0812	Combine schools. For example, Tarpon Middle and High become one school as well as East Lake Middle and High. I would also be interested in a demographic study to determine which specific areas of Pinellas County are losing the most population – south, middle, or north? Make decisions based upon the population percentage decrease in those specific areas.
S-0814	Nothing new. Volunteer incentives to alleviate staffing hardships or provide county businesses to give back to community, school hours restructuring, re-evaluating the need for certain print books being purchased for classes.
S-0816	S.T.E.M. education learning should be a class or elective option. Sports needs to be back at Tarpon Fundamental and more financing to allow more kids to stay after school for elective activities.
S-0821	Keep class sizes small, pay teachers better so the good ones stay
S-0847	I encourage the district to continue investing in affordable, career-focused programs, strong community partnerships, and resources that support students and families. Expanding opportunities that lead directly to employment can have a lasting positive impact on this area.
S-0858	Traffic and parking for school drop off and pickup
S-0866	Prioritize paying teachers
S-0871	Every child deserves access to a quality education, including undocumented students, because an educated community benefits everyone. Teachers must be paid a livable wage so they can focus on educating students instead of working multiple jobs to make ends meet. Education should be guided by evidence and the needs of students—not by constantly changing political agendas.
S-0877	The size of the school, the grade of the school
S-0878	Keep it simple. Get rid of the technology piece and go back to paper and pencil.
S-0883	Create more magnet and fundamental programs with uniforms and discipline procedures.
S-0884	Some of our schools in this area have been around for a long time and are relics to the community. Understand that bigger is not always better, and that community is still important to some of us. As of right now, there are no transportation options for some schools that are fundamental (I cannot speak on the ones I am not knowledgable about) and so removing more schools out of the zones for some families who walk to school, ride bikes to school, etc could be detrimental.
S-0885	#1 you need to analyze class sizes against student performance and callibrate accordingly #2 redraw boundaries #3 convert to more magnet offerings these are already too limited #4 consider mixed use with colleges and HS
S-0888	Keep schools open

Q17. What other ideas or considerations do you have that the district should consider for this geographic area?

S-0895	The district should approach school closures with a focus on closing or repurposing buildings rather than automatically eliminating successful school programs. With changing demographics and families leaving areas due to affordability, difficult decisions will be necessary; however, the priority should be preserving strong educational opportunities whenever possible. Before closing a program, the district should evaluate whether an existing school can be relocated into a safer, more functional, and more sustainable facility. This is especially important for choice programs, where families have already made a commitment to the program and transportation expectations are different from traditional neighborhood schools. A long-term facilities plan should prioritize moving students and programs into buildings that best support learning, while allowing older facilities with significant maintenance challenges to be repurposed, redeveloped, or retired.
S-0899	Families rely on neighborhood schools, so keeping those open should be a priority
S-0900	i havent yet
S-0901	Removing non critical admins and positions that aren’t value added to the child.
S-0902	Analyzing bussing standards across the board to determine if anymore cuts can be made. Mentioned before, leasing the vacant/vacating school buildings to charter schools if legal.
S-0907	School work should be a bit more on pen and paper then on laptops it's too much distraction specially for grades K-8th they don't have the self-discipline or responsibility level yet, that age group is easily distracted.
S-0918	Remove the special attendance permits to leave a school that is already shrinking to add to schools that have higher attendance. The special attendance permit should be eliminated or strictly enforced particularly in the high school setting. They are being used heavily to attend specific high schools for athletic reasons and not academics.
S-0920	Make spaces available for homeschool coops to rent
S-0931	I don’t want my kids to have to move schools for school closures
S-0941	Keep enrollment high at Fundamentals and Tech schools. Demand is high for seats there. Don't artificially cut the supply. Clearly parents want to send their students there. When students don't get a seat in one of those programs, they often leave PCS.
S-0946	More K-8
S-0950	My main ideas are whole school STEM magnet for middle school and expanding VPK to a 2 yo program to attract more families of children with disabilities to remain in the public schools.
S-0964	Travel time for students to get to school and home, especially if they will be going to a school further away.
S-0974	Again, this is way too tough of a decision for anyone to make. I really don't have anything valuable to add here. Will understand whatever needs to be done, as would not want to be in the position to decide. Wish I had a better answer.
S-0978	Much more affordable housing is needed to keep families in the county
S-0981	Offer things that rival the charter school programs. Make public school more desirable. Parents need to see their child will get something better from public school

Q17. What other ideas or considerations do you have that the district should consider for this geographic area?

S-0999	Yes . I'd want the district to prioritize better protections for trans students, along with bathrooms that are all-gender and private enough to be safe and comfortable. If there is consolidation, that matters even more, because larger, more open campuses can create more risk if the rules and supervision are not clear.I'd also want the district to think about anti-bullying enforcement, staff training, and making sure students have options that protect privacy without singling anyone out. The goal should be a school climate where all students can feel safe, respected, and included.
S-1003	Add more magnet programs in North St Pete, my zip code 33703 requires a long drive to attend a magnet programs
S-1004	Affordable housing, pre k, connections with All Children's for therapy. Waitlists for Developmental Pediatrician is a year or feeding therapy is up to a 3-6 months. South county families with ESE kids need support and triaging for services.
S-1005	More business partnerships.
S-1011	Advertising school options (such as Bear Creek) and the process in which to apply. Parents don't know of their options, most think it's their neighborhood school, DAP or charter/private. If we made it more clear to parents in the surrounding area that they do have a choice they would be more likely to attend a PCS school rather then go to a charter or even home school.
S-1014	Love the great explorations partnership. How about MOSI, aquarium, science centers, etc. Or shared spaces for dual enrollment students
S-1022	Schools should teach critical thinking throughout k-12.
S-1029	I don't know
S-1031	indigeonus studies, home economy, family law, martial arts
S-1032	NA
S-1037	They need more security in bathrooms and campus to keep all students safe at all times and to campus free of anything that shouldn't be, especially tourist…
S-1038	Discipline.
S-1040	Connections with the local government and industries in the area that lead to collaborations and support.
S-1042	Look at those schools who need the support
S-1043	N/A
S-1044	They need to showcase what the public school has and they need to tighten behaviors. A student who is causing havoc should not be able to just have their parent call an area superintendent and get away with whatever they want because they are not happy with the consequences and the area superintendents need to begin to come to the schools and see with their own eyes the students the parents are calling about to understand why the schools are doing what they need to do. The overriding the school just because a parent calls without even coming to see the situation itself needs to STOP! You are not only losing families because of it but your best staff is tired of being treated like what they say doesn't matter.
S-1048	Consider looking at making school a 4 day week - solves truancy issues since 2020, extend the school day an extra hour for that 5th day, and looks more attractive for families to stay in public schools and not choosing charter or private without decreasing salaries. I believe it would boost attendance and less burnout for staff and students. Districts in Colorado and Georgia have been piloting and implementing this. Not being open the 5th day might save money to prevent a school closure.

Q17. What other ideas or considerations do you have that the district should consider for this geographic area?

S-1049	Invest and budget in schools physical plants, structures … modernization including energy efficient initiatives, “green campuses”to attract students into district schools. Focus on part on aesthetics …put beat foot forward to compete for students.
S-1051	Equity between schools
S-1063	Tap into our natural and geographic resources. We live on the coast. Expand career programs to include boating, captain licensing, coast guard. We have unique weather and ecological needs. Include programming that preps for future meteorologists and sustainability experts.
S-1065	X
S-1068	Na
S-1069	ESE focused schools or neurodivergent student schools
S-1070	Keeping the schools with magnet programs in place. If not possible, then transferring these magnet programs to other schools.
S-1071	None
S-1073	None
S-1074	None at this time
S-1087	Strengthen community partnerships, create clear, workforce pathways, increase family and community access, preserve community identity, expand innovation, and choice
S-1089	Create / combine schools to a targeted population size that allows that school to offer a full compliment of quality programs.
S-1094	A lot of cool programs are in St Pete. How can mid-county folks access similar programs?
S-1099	Expand upon Fundamental programs. This saves on transportation costs.
S-1102	I would take a look at the effectiveness (or lack thereof) of MTSS. Do we really need those positions? How many APs do we need in high school? How is it calculated? Maybe 4 is excessive? Could it be 3? Family liaison? Are they effective? Just don't eliminate any position that will put more work on teachers.
S-1108	Reduce the strain on bussing. Hold parents accountable for student behavior.
S-1112	Better assistance in early college
S-1115	Non religious
S-1117	None that I haven’t shared. However, my answers are definitely applicable to all geographical areas for Pinellas.
S-1122	Pay the teachers more; the more that they are not feeling desperate and stressed about paying bills to live their life, the more they will fully enjoy their jobs and teaching our kids
S-1127	Communities here are the most vulnerable. If you close schools, the ones that stay open need even more support. Transportation, before/after school care, etc.
S-1129	Again, consider repurposing some of the closed campus to become PCS housing. We won’t be able to keep anything open if faculty has to rescale over an hour each way to and from home, it’s not sustainable.
S-1130	small class sizes are essential especially in elementary school. There should never be more than 18 in a class primary class. 14 would be even better. We can serve students more effectively when we are spread less thin.
S-1134	Mid-county feeds into great high schools!
S-1137	Take away math and ELA coaches - in other states, the coaches work with students who need more support, not coaching teachers - most of the time they are just telling us the data and then helping the principal with behaviors or other errands

Q17. What other ideas or considerations do you have that the district should consider for this geographic area?

S-1143	Moving to 4 day weeks with buildings and busses shut down on Fridays.
S-1144	Better advertising of schools and reduction of class sizes to keep more teachers. Encouraging more VPK space so families can come into kindergarten at the same school.
S-1149	None
S-1153	WAY more emphasis on work based learning. It's basically not a program option in Pinellas.
S-1154	There are so many to list. I honestly wouldn't even know where to start. I've seen so much negative with the schools in Pinellas over the past 30 years. Parents are just over it.
S-1155	Give teacher the 18% raise they have needed since Covid
S-1159	Talking to families before making decisions
S-1174	Offer more CTE programs - May be virtual
S-1178	After school activities
S-1179	Again, I'm a huge supporter of traditions and making a school something the students are proud of while attending and are proud to say hey I went there, I'm an alumni after they graduate. I'm a former PCS student and work in a school in the same city I grew up in. My kids even went to the same schools I did.
S-1181	None at this time
S-1191	None
S-1192	Give families significant notice / over communicate Publish the actual data (enrollment trends, capacity %, cost-per-student) the district is using, so residents can engage with real numbers rather than rumor
S-1197	Make sure elementary and middle students can read/pass the tests before moving on. Cut back on the amount of testing--it is time consuming and costly. Stop offering free AP and Aice testing to every student as they don't buy in or do well. Have district high level personnel and school board members spend several full days in high schools to get a clearer picture, have them fill in as guest teachers for a few days.
S-1204	District has got to get it together and focus on enforcing rules, upholding behavior expectations - no involved parent will be sending their child where they are just a number, can't ask questions, can't get help when they don't understand something, are not challenged, are surrounded by others who goof off and on their phones in class, where there are fight and no comfortable place to eat lunch, where no adults are visible or available, where it takes 3 weeks to see a guidance counselor and teachers talk about other students and their own personal lives or politics, where there is no sense of community, where students openly and aggressively "express themselves" where rules do not apply to everyone, where the class has to move to next unit even though majority of class failed last test. People now have choices when it comes to educating their children - FLVS, Homeschool, Private School with voucher..
S-1208	Safety issues like enough security guards and high enough structures around the school
S-1209	Closing Azalea elementary
S-1211	school hours

Q17. What other ideas or considerations do you have that the district should consider for this geographic area?

S-1216	I think if you are not going to your zoned school, the district should not be responsible for providing transportation. Transportation is not included for fundamentals, so why have the expense of providing buses for a kid that lives in Palm Harbor, but wants to go to a school in Dunedin? If you choose as a parent to go out of zone, you need to find your own transportation. Also, consider bringing in SPC on campuses that have space for dual enrollment courses. This would keep kids on campus to participate in other programs, encourage kids to continue their education as the courses are offered on site and possibly generate additional income for colleges to lease space from high schools that have capacity.
S-1217	As decisions are made, I hope the district considers the long term needs of the community, not just current enrollment numbers. Whenever possible, keep neighborhoods together, minimize student travel time, and communicate changes clearly and early with families and staff. While these decisions are difficult, thoughtful planning now can create schools that are financially sustainable while continuing to provide students with a high-quality education.
S-1218	Invest more in schools and students even if it's just tennis have real coaches to coach not stand on sidelines incentives for students in sports to encourage
S-1225	High school fundamental
S-1229	Open a middle school for normal kids. Make sure all kids under 9th grade get at least 1 hour of outdoor time/ physical activity everyday. No more computers. I don't want my kids coming home and sitting on a computer
S-1231	All the above. Send out some flyers and ask the people.
S-1233	Business integration where student mentoring is done by partner businesses with the goal of having a job with that mentor business upon graduation. Example: students in business centric programs with Raymond James as a Mentor, would be hired into a suitable position upon graduation. In trades, carpenters may be mentored by F&S and immediately have a framer position upon graduation.
S-1236	I don't have any more recommendations I would just like if there were more activity times and outdoor time and more hands-on learning
S-1240	Don't leave this tax paying community hi and dry because we are unincorporated. It is more than obvious, concerns regarding these schools and the areas around them, do not get addressed with the same importance and other cities with representation. From my understanding enrollment is down and it is time for the tax payers in this area to actually get something that serves them.
S-1249	I am a big supporter of the arts and have always voted for "the referendum", but I have a problem with the district increasing the mileage of the referendum a few years ago while losing a third of your students that cannot happen again.
S-1250	Combine schools, do not replace retirees and keep of the honest and trustworthy administration. Thing about all students.
S-1252	Easier to see paths laid out from elementary through high school graduation. Stronger music and arts programs. more teachers, more library support.

Q17. What other ideas or considerations do you have that the district should consider for this geographic area?

S-1260	The district should focus on the excellence that our Pinellas Schools have achieved. Congratulations on being an A District!!. Sutherland Elementary School has been in North County for decades. They've been doing a great job for the students & parents. Traffic during pick ups & drop offs create problems for the community along Belcher Road but we have learned to navigate the inconvenience Most importantly: We need to oppose the Proposal of building another new school directly next to Sutherland. Please oppose the Discovery Academy of Science. There is no good reason for them to build a new school, decimate over 9 acres of Precious GREENSPACE, disrupt all kinds of wildlife, potentially endanger our wells and septic systems, and create an even bigger traffic nightmare! The school is proposing 850 students and 100 staff members, which will add another 1,000 people/trips a day, when they could use an existing building that the county or school board already owns. Please STOP THIS
S-1261	Schools in disrepair should be the schools that are closed.
S-1262	Throughout the county, don't be afraid to make the hard decisions. But, please be aware that touting schools based on their school grades is nothing but smoke and mirrors. There is widespread cheating going on by students throughout the district and all sorts of manipulation to get those scores by schools. The most important thing you could do to eventually improve student performance is put some accountability on students for their attendance. After a certain number of class absences, students should fail that class.
S-1263	none at the moment
S-1266	I believe that the public school system needs to begin considering a school(s) that provide education to neurodivergent students and children with specialized learning needs, but one that isn't constructed like "special education." These students don't need the dumbed down version, they actually need enhanced curriculum and a staff that is trained in educated specifically in applied behavioral analysis.
S-1269	Invest in the teachers and staff. Too many great ones are leaving to go to private schools.
S-1283	Try to hold onto what you have built. It's something to be proud of.
S-1285	Save the old schools
S-1293	We are concerned of the plans to build new charter school at the crossing of Belcher Rd and Alderman Rd. With many schools that already exist here, the proposed new school will bring a lot more traffic to already congested roads. Our main concern however is the impact to the environment, with the complete destruction of the green space, relocation of wildlife, impact to wells and well water in the neighborhood and decrease in property values.
S-1295	Transportation
S-1297	I would look at what the most successful schools in the county look like. That includes private, charter and religious schools and incorporate some of their successful endeavors into public schools. Also no politics or invented facts about history or science. Teach the actual facts in all schools.
S-1301	High interest magnet or interest academies. Affordable opportunities for well run after-school care/ activities
S-1316	We need to take a close look at what each community needs. Our populations are diverse. Not all students need to go to a liberal arts college..some need tech classes... Let's steer students in the direction of their interest. They have a lifetime to add on other interests along the way.

Q17. What other ideas or considerations do you have that the district should consider for this geographic area?

S-1329	I don’t know but this area is a MESS- we live closer to our non zoned school than we do our zoned school. Why are you going to pay for a bus to come get my kid when we could walk to our non zoned school? Take a look at those numbers too. Can you cut bussing costs?
S-1334	If you're gonna consolidate schools, it'd be good to have a K2 and a 35
S-1350	Maybe cutting some cutting some of the jobs that make over 100,000 as regular teachers counselors and staff members are struggling and no one seems to care.
S-1352	Cypress Woods and Brook Creek need better middle school options. If families don't get into East Lake Middle they are leaving for private or charter schools. Once families leave very few return for high school. The private schools pressure families/students to attend Calvary High School or Clearwater Central Catholic. If you increased the number accepted into East Lake Middle you would retain more students in the district. This would also encourage younger families to move into the area, thus increasing enrollment to Cypress and Brooker Creek.
S-1360	More attention spent on what is actually happening in the classroom. Administration needs to go back to supporting the teacher, not the student or the parents that are threatening to sue. New Standards for how students should act in a classroom and reinforcements from administration including district personnel.
S-1363	Add the Unit to Kindergarten at Kings highway that was cut. We have a waiting list of 19.
S-1380	Elementary schools need second language introduced, this geographic area lacks many fundamental programs
S-1382	Start making cuts at the admin building, have schools share guidance counselors and school psychologists, stop the unnecessary trainings that give coaches something to keep themselves busy
S-1384	Pay teachers more so there's less turnover, and teat them like professionals
S-1387	we are a strong community with a lot of community support... we need to keep our community schools
S-1388	N/A
S-1392	Traffic flow in the school's surrounding area is vital for consideration. There is a current proposal for a charter school to be built directly adjacent to Sutherland Elementary School in Palm Harbor. It's sole entrance and exit will be just a few feet away from the parent's drop-off and pick-up entrance and exit on Belcher Rd. During pick-up and drop-off times, it is already a traffic nightmare with northbound traffic backed up all the way to Alderman Rd and southbound traffic backed up to the Inniswood entrance. Even worse, during school events, police assistance is required to control traffic and parking. People try to park in people's yards that are adjacent to the school. What will happen when both schools have their pick-up and drop-off at the same time or if both schools have events on the same days?
S-1396	Many Parents do not have transportation to bring children far, they walk their students to their neighborhood schools, if not a single working household, many parents both work and make it difficult to schedule around bussing being late
S-1398	I have none
S-1399	consolidate some elementary schools and make another middle school option. they are overcrowded and problematic in south county. facilities are also important to families.
S-1402	Hybrid learning options for homeschool students
S-1415	It’s very tough because economy is so high and people are having a hard time buying a home in Pinellas so I understand this horrible effect it is having
S-1417	More safety walking to school and motorists in school zones.

Q17. What other ideas or considerations do you have that the district should consider for this geographic area?

S-1418	The proposed construction of a new charter school at Alderman and Belcher is an abomination. There are two schools in the immediate vicinity (i.e., Sutherland and Westlake Christian) that already create significant traffic issues during school drop off and pick up times. Adding a third, large charter school to this mix will bring traffic to a standstill. In addition, the proposed site is one of the few remaining green spaces left in this immediate area, threatening tortoises and other wildlife. With the closure of other schools in North County, surely one of those properties can be repurposed for this particular charter school.
S-1424	Perhaps there can be county wide facilities that all school share and access. You could examine what programs are least used and start there- seeing where things can be combined
S-1427	Combine schools that have low enrollment and have all resources available for the combined schools. Stop offering such diverse programs and go back to basics.
S-1428	There are already several fine schools (multiple elementary, private elementary-middle, middle, and an exceptional High School (Palm Harbor University High School)) within 1.5 miles of my home. The enrollments have fallen (due to our aging population)...To imagine ADDING a Charter school to the mix (elementary and/or middle school, and or high school) is a display of ignorance doomed to waste, property destruction and utter failure. Just because 'one could' doesn't equate to 'one should'! Recently, Florida has abounded in Very Poor Government Leadership. And it doesn't have to continue...
S-1431	Please reconsider later start times, especially for HS students. This can help improve attendance!!
S-1434	I feel we should have more outreach programs. Programs that make the student and their families feel like they are a part of something bigger. There used to be a lot of enrichment programs which seems like now have been done away with.
S-1435	Public school image must be attractive so parents will want their children in our schools. Bullying is still an issue in many schools along with low teacher morale. Teachers are feeling stressed and unappreciated due to low raises and the rising cost of benefits. Our staff and students deserve to feel safe and secure in our district.
S-1440	none
S-1441	Not building or allowing any additional schools near existing schools (corner of alderman and belcher)
S-1444	Technical/ vocational programs
S-1458	Not sure
S-1479	Schools
S-1488	Na
S-1492	NA
S-1498	Being visible regularly within the schools
S-1504	Find out where the kids are turning to and find out why they are leaving
S-1517	Rezoning schools with higher numbers to balance out the schools with more empty seats. Use bussing to fill spots. Closing older, smaller schools that have a lot of repairs needed and moving them to nearby schools. Move to a 4 day week year round

Q17. What other ideas or considerations do you have that the district should consider for this geographic area?

S-1519	I strongly urge the district to consider Adaptive Reuse Partnerships as a primary alternative to selling or mothballing underutilized school properties. Closing schools often creates 'dead zones' that negatively impact property values and neighborhood stability. Rather than a total shutdown, repurpose empty wings or buildings for mission-aligned entities like non-profits, youth clubs, or vocational training centers. This keeps the facility operational and serving the local population. Before making final decisions on property disposal, the district should invite formal proposals from community-based organizations. Organizations like Y.C.A.M.P. INC. are ready to act as partners to ensure these sites continue to provide value, education, and mentorship to local youth, effectively bridging the gap between graduation and career entry.
S-1527	More budget to hollins high please!!
S-1538	I think they need to consider school safety.
S-1539	Vocational, arts and dual language high school
S-1542	The issues are at the top. Get rid of the bloat in Largo, and focus on the students and teachers.
S-1543	More ASD units at more schools, spread them out across more campuses
S-1544	Maximizing the sites we have and focusing on bringing students back to the public schools. Really focusing on right sizing so the schools are not large and tiny but similar in size. Getting the middle schools in better shape so families don’t jump at a private school spot to avoid the public middle schools.
S-1547	Cut the excess in the admin building
S-1580	Cut jobs at the top!
S-1587	N/A
S-1588	Applying resources towards properly choosing staffing and higher wages available for teachers who qualify
S-1597	Our district needs to take a hard look at some of the district offices and personnel, as well as each individual School in the grade levels. They represent Elementary middle high and other facilities. We need to trim the fat everywhere.
S-1600	There are fewer schools North County than in Southern Pinellas. Most schools North of Drew have higher % enrollment and consequently consolidation into a single site is problematic because the existing schools cannot absorb a single school. If a school is closed the student population would need to be broken up to multiple campuses. This will be devastating to students at these closed schools.
S-1606	None
S-1609	Do everything to stop kids leaving for the voucher. Once they are gone they won’t come back. Middle schools are the biggest problem. Make more middle schools fundamentals. Have consequences for bad behavior.
S-1612	Build off the success and support of Northeast and build a strong neighborhood cluster of schools so families don't want to go to other schools.
S-1618	County wide beginning at the administration building, eliminate many of the supervisors and support staff to the supervisors. A secretary for a secretary is ridiculous. Cut the fat at the top!
S-1631	Halt construction plans that expand existing schools.
S-1632	More after school clubs and programs
S-1634	Possibly a combine Bauder/Seminole Middle K - 6 or 7 and Seminole Middle/High 8-12

Q17. What other ideas or considerations do you have that the district should consider for this geographic area?

S-1638	None
S-1645	Hire more teachers that look like the student population. The South side is predominantly black. Our teachers and staff do not represent them. Representation matters.
S-1661	Shutting down the step up program
S-1664	Look at improving middle school options - I like what I see at Sanderlin and Mangrove Bay, but I don't feel like those schools are an option (too hard to get into Sanderlin, too far to drive to Mangrove Bay). Better middle schools! Keep up the great work with the magnet and fundamental schools - _ I toured so many and liked what I saw at most of them. Reconsider zoned neighborhood schools - I looked t Woodlawn (my zoned school) and Mt. Vernon (a nearby school) and I perceived that these schools held a concentration of kids experiencing more severe issues and I wouldn't want to send my kids there at all
S-1669	No response
S-1670	Anything that supports the arts
S-1673	a fleet of field trip school buses. Do the math. We could have X number of full time bus drivers for the sole purpose of field trips and save tons of money. The cost of buses post covid is astronomical and we could keep those funds in the 'system'
S-1677	Transportation routes; surrounding environment
S-1687	Can’t think of anything I haven’t already said.
S-1690	I don’t know
S-1707	I'm moving to a new school after my school was affected by school closure, so in currently unsure if how to properly answer this.
S-1709	All matters geared towards human growth and development
S-1714	It’s extremely important for this community to have its own middle school. ELMS doesn’t have enough seats and most parents in East Lake will guaranteed send their kids to charter/private school if their child doesn’t get into ELMS. PCS sees annual headcount leakage because of this every year. The Oldsmar K-8 might help but it’s too early to tell.
S-1721	Keep support in the schools and make cuts elsewhere.
S-1726	Charter schools, particularly those that are for-profit should not be allowed to utilize public school buildings at no cost.
S-1733	Making osceola hs open to zoned students, not just fundamental.
S-1744	Hold parents accountable for bringing their children to school
S-1754	All 3 areas should have excellent educational programming for all students, including a behavior policy that keeps disruptive students from infringing on the other students’ learning and safety. There should be a school staffed with behavioral specialists to separate these students from the regular schools until they have received the professional services and support they need to participate successfully in a regular classroom setting.
S-1757	Pay attention to sites that have shown growth and potential and support them rather than pull the rug out beneath them.
S-1766	Extra staff for student services, truancy, tutoring, etc.
S-1777	Transportation needs should be considered with magnet/fundamental programs, at least arterial busing.

Q17. What other ideas or considerations do you have that the district should consider for this geographic area?

S-1782	None
S-1783	Collegiate HS
S-1785	Possibly investigate consolidating or using satellite campuses for certain classes or activities.
S-1788	Consider stopping bus service after elementary school. Most parents are driving their kids to and from school (or they carpool) and most high school students drive or have a friend who drives.
S-1789	Leadership in Pinellas County Schools allowed the reputation of the school system to suffer for over a decade. Our enrollment problem is a reputation problem, and now leadership wants to keep their positions and salaries and hurt the teachers, students, and families that have trusted them. We have great schools, but a school system run by terrible leaders, who have taken no responsibility for the problems they have created.
S-1794	Make gulf beaches a fundamental
S-1799	.
S-1803	Removing district employees who oversee magnets that do not support magnet models.
S-1809	Our school is a beautiful little school with historic context. It would be a shame if this was no longer a public school where all are welcome.
S-1811	N/a
S-1816	Busing rides under 30 minutes
S-1818	The district should continue engaging families and community members throughout the decision-making process and be transparent about finances and long-term planning. It should prioritize equitable access to quality education across all schools, invest in modern technology and school safety, expand partnerships with local colleges and businesses, and ensure every student has access to career pathways, mental health support, and extracurricular opportunities regardless of where they live. Decisions should focus on what's best for students while also planning for the community's future.
S-1825	Merging schools that are close by
S-1826	Making a strict rule of no phones in the classroom
S-1827	I would highly recommend that you continue to hold community meetings in regards to what the stakeholders are interested in. Should you need to close one or more schools in North Pinellas, be sure to get feedback. What is frustrating is that all of us have purchased homes in this zone for particular schools. Having that change is not something any of us are excited in.
S-1829	Who works in that area and where you can consolidate those people
S-1830	The district should plan for adequate school capacity, strong academic programs, student support services, and safe learning environments. Expanding career pathways, extracurricular opportunities, and community partnerships will help prepare students for future success.
S-1840	Consolidating schools that are close together is the best thing to do, in my opinion. For example, Tyrone and Azalea Middle Schools are so close together. Combine them into one, but keep the programs they offer.
S-1847	Changing up the school grade level models.
S-1864	None
S-1872	Student needs based in the area—resources such as supply help, hygienic products, etc.
S-1889	TAKE AWAY SCREEN LEARNING, tablets, computers, videos... More books, more conversations, more writing.
S-1892	Would love to see more schools be fundamental or add students to the ones we have. Holding parents more accountable is important and magnet and fundamental do that.

Q17. What other ideas or considerations do you have that the district should consider for this geographic area?

S-1894	I think that they should consider keeping majority of mid county schools open since it's the middle ground of the county. It's easier to get kids to come to mid county than having to have the south travel north and vice versa
S-1896	Give parents what they want. They don't want Countryside High. Either fix it or let them get East Lake High. They are going to private and magnets to get away from it. Safety Harbor Middle is finally on the right path. Don't mess with it. Fix the problems at the schools we don't want our kids to go to. We don't want tarpon Middle, we don't want Countryside High. We want East Lake Middle but move it to Carwise and expand it and let east lake High have more seats. Let us go to the schools and programs we want to go to. McMullen can easily be fixed if you rezone some of it to Eisenhower and then put the people in walking distance to McMullen back there. Stop letting kids get hurt on hot asphalt because you don't have room for recess at Leila Davis. Curlew Creek is beloved so leave it alone just like Ozona. Don't mess with the schools where parents are actually happy and close the ones nobody wants.
S-1897	Restructure departments at admin to reflect non essential positions returning to the classroom setting. Too many district level professionals have no idea what challenges teachers face daily.
S-1898	More early childhood
S-1899	Figure out a "TSA Pre" type expedited check in process for parent lunches so that parents with Level 2 background checks can just tap their badge to sign in and choose to come have lunch with their child whenever it is convenient to do so like it used to be prior to all of the current security protocols being put into place. I appreciate that my child's school still attempts to have parent lunch days, but the process is absolutely horrible and since there are only a couple parent lunch days a year now, the office is swamped. I think that would also encourage more parents to get their background check and then potentially be available as level 2 volunteers to help the district save money through increased volunteerism in addition to building goodwill with parents!
S-1907	NA
S-1908	connecting with local businesses
S-1915	Take away devices from students. That will free up a ton of money.
S-1916	Smaller class sizes allow teachers to meet the diverse needs of students. Many students in our demographic have experienced trauma, food and housing insecurity, etc. and it can be hard to address the needs of all students with 20+ in a class. Transportation is also a critical need, as many families in poverty do not have reliable transportation and don't qualify for a bus.
S-1917	Less staff developers and coaches
S-1920	Not sure
S-1923	Middle school for East Lake would be ideal
S-1925	Parents would be open to an elementary school closing if the remaining would offer a middle school options that is not magnet based. A smaller middle school would be very attractive to a lot in The north east part of the county.
S-1927	Increase funding per student by ceasing to fund vouchers and home school nonsense.
S-1930	None
S-1931	North county is a good area. The neighborhood schools should be left alone because they are overall good.
S-1934	Just close down your older and low attendance schools. Rent the building or land or whatever will provide more money. It will be a bummer for a year and everyone will adjust.
S-1936	Flood zones

Q17. What other ideas or considerations do you have that the district should consider for this geographic area?

S-1938	Please provide teachers with Aides to assist in classrooms that are inundated with behavioral or academic issues. We are doing a disservice to both the teachers and the scholars by not providing the extra support. We can't call ourselves an "Inclusive District" if we are choosing to ignore the need for either Aides in classrooms or programs (or a school) for students with needs that go beyond the classroom. We don't have anything for high functioning ASD students or students that need to attend school half a day.
S-1945	Keep ELMS a magnet school.
S-1947	Listen to the Target audiences of parents and teachers. Support the closest level of staff to the student
S-1950	Unsure
S-1953	none
S-1954	K-8 model is good.
S-1956	Shift school zones to equalize populations in the schools
S-1957	Maybe the city councils can a meeting about the schools and help decide which ones would be best left open for the benefit of the city.
S-1958	Allow south county residents to attend programs in north county of they choose
S-1960	N/a
S-1962	NA
S-1965	Magnet schools
S-1980	Support all employees
S-1984	Consider happiness of students and parents
S-1985	It seems to be that in private/charter schools it is becoming more prevalent to have sports focused high schools. Students still do the required coursework, but there is heavy focus on athletics, conditioning, health, weight lifting, etc.
S-1987	Close down the elementary schools and make them all K-8 give EVERY school a magnet.
S-1991	Demographics
S-1997	Not my area of expertise
S-2002	Every dime of taxpayer money that goes into the pcsb budget should go directly to student resources. I honestly have no idea where the money goes but it's insane to me to see students with no socks and teachers with no pencils and the employees buying all of the supplies for the "business" and the "customers". Why in the world do we need a contract with Amazon when people can buy whatever they need independently as a guest. Huge waste of funds and a horrible idea. Amazon has such a horrible horrible record for human rights abuses and surveillance and collaboration with data centers. That money could be used to reinstall literacy Math and Science coaches in schools. Why are we paying for food trucks at DWT when we can be having on campus meetings with coaches.
S-2015	Start teaching Spanish in elementary schools.
S-2023	We do have some schools that are very close to the borders of Pasco and Hillsborough Counties. I'm sure all are experiencing a similar demographic shift. We could consider partnering with our neighboring counties to share some facilities or jointly launch new programming, if it better serves the residents of both.
S-2029	Unsure
S-2032	NA

Q17. What other ideas or considerations do you have that the district should consider for this geographic area?

S-2033	More support for teachers from the ground up, instead of top down. Teacher assistants and certified teachers for small group instruction.
S-2040	I think the application process to the fundamental schools is terrible. There is absolutely no communication from the district to parents regarding the waitlist. My personal complaint is that I have twins who applied to Osceola Fundamental High School. One twin was accepted, the other has been #9 on the waitlist since March 25, 2026. They have been in school together since Pre-K and now they will have to be separated. This severely upsets both of my children and significantly impacts daily life.
S-2042	Get rid of the older buildings and keep the newer ones. Before moving teachers ask who would be willing to go to a new position or school. Display openings and closure on the pcsb website
S-2044	I just think it's sad this is happening
S-2052	None
S-2053	I really just want to see elementary school consolidations handled by making a K-8 in my area.
S-2061	Increase Early Childhood options
S-2067	Cut board pay first
S-2069	Start times for schools, lack of fundamental schools and magnet schools in this area.
S-2072	Making the schools more equal in size, academics, staff,
S-2073	I think that North county should involve our schools more in our community in a way that draws the community into our schools they are essential to our communities and it needs to be shown. We need more community outreach from the school.
S-2074	Cut area superintendents, district coaches that don't work daily in classrooms
S-2076	Centers that provide specialized programs
S-2078	I am very concerned about teacher retention and experience. Many of my son's classes have been staffed by long term subs, very inexperienced teachers, and people who would obviously be doing something else.
S-2081	The landscaping looks really sad. Most elementary kids are playing on dirt. It would be so amazing to have some astroturf or other soft substance that allows kids to pkay safely
S-2087	Fundamental high would be a great idea as most of our students are coming from Bay vista fundamental
S-2089	Theater and Arts
S-2090	Middle school for all East Lake students
S-2091	Get rid of the "special" schools and create local school communities. Why are there so many choices? It's school.
S-2097	I love our local schools, but I wish the teachers got paid more.
S-2106	As someone who grew up in Pinellas County, I believe some of our older neighborhood schools had qualities we've lost. Smaller, one-story campuses with open walkways, natural light, windows, and outdoor connections created welcoming communities where students and staff knew one another. Many newer schools were designed to maximize capacity, but larger campuses can feel impersonal and require more transitions. As the district plans for the future, I encourage leaders to prioritize smaller learning communities whenever possible. If very large campuses no longer fit enrollment needs, consider repurposing portions of them for higher education partnerships, adult education, career training, or community services while reinvesting in neighborhood-based schools that strengthen families and communities.
S-2107	Be careful when cutting services or experiences that seem "optional" or "underutilized" because that may have been a student's lifeline.

Q17. What other ideas or considerations do you have that the district should consider for this geographic area?

S-2113	East Lake HS brings students from all over the county for their engineering program, their biomedical program is another phenomenal opportunity that should also allow for applications just as the engineering does. This would allow for students seeking more course variety and opportunity to stay in our public school system. We need to vote against voucher programs, charter school systems which routinely cut corners and deliver sub quality education. Our public school system in Pinellas is phenomenal! I have a daughter headed to UF in the fall and it all started with her kindergarten teacher at BCE laying the foundation, to the numerous opportunities she received at Dunedin Gifted, then she flourished at ELHS biomed program, graduating top 10 in the class. We struggled financially through job loss and trajedies, but her education and opportunity were always safe and provided for by our Pinellas county! And for that we are so grateful!
S-2118	Do public polling with the city to create a list of options for locals to vote on. Each option presented should have a plan in place including why it's essential and how it would be paid for. Parents are very vocal when it comes to their children's future
S-2119	Give them the quality education north county schools have, pay these teachers more, stop funding charter schools, close district buildings/pay district leaders less
S-2123	K-8 programs work. They can create a community with continuity of learning and engagement throughout these important years in a child’s life.
S-2126	combining schools to K-8
S-2127	Expel the kids that continue to be a problem and those where there is no family support for the school, make it a place teachers want to be.
S-2130	n/a
S-2139	None come to mind.
S-2152	baseball in middle school
S-2153	There should be a bigger consideration in reducing overhead at the school board level as well. There are too many positions that can be consolidated in the school board building. How many assistant superintendent do you really need?
S-2155	What about pcs having its own after school program instead of having the rclub or three ymca. It would bring in revenue. What about having acute stavros opportunity that businesses could sponsor.
S-2156	Stop wasting money!
S-2157	Safety of the students, should be stricter in implementing rules and guidelines of the school
S-2161	None
S-2164	High school in the azalea neighborhood
S-2169	Get rid of gym classes. Half the students do not participate. Gym teachers just roll balls out and blow a whistle and get paid like they teach core curriculum. Too many guidance counselors who do not counsel students. Too much micro management of parents. Parents need to take responsibility of their children and stop passing on responsibility to the school which requires more staffing as a result.
S-2175	None
S-2179	Please consider the community school strategy.
S-2185	Too many elementary schools close together. Combine some of them
S-2190	Less schools but larger campuses to keep class sizes small, fewer campuses to have to power and maintain in order to pay teachers more.

Q17. What other ideas or considerations do you have that the district should consider for this geographic area?

S-2198	Please don’t do away with reading and math supports for this community. Hire more part time hourly teachers if full time positions cannot be supported.
S-2199	Keep teacher student ratio low especially is low performing schools.
S-2201	It is devastating to lose our public schools because of the governors idiotic private school funding program. I am appreciative of the effort made here to gather community feedback and I empathize with the leaders having to make these difficult decisions. The only thing that has made me consider switching to private school was the county's adoption of AI tools that students interact with directly (particularly Amira Learning). These tools give the appearance that you are replacing teachers with AI which is the last thing any parent wants. Keep these tools out of our public schools.
S-2205	Fund every school equally based on enrollment. Stop the ‘school choice’ programs that let wealthier parents who know how to game the system from contributing equally in their community
S-2206	Can departments at the administrative level be combined or down-sized?
S-2211	I have nothing to offer at this time
S-2212	Unknown
S-2213	Magnets are competitive with charter and private schools. If I didn’t have a magnet with a quality academic program available to me, then I would seriously consider private school
S-2215	We have loved the magnet model and it has been a great fit for our family. I think more magnet k-8 schools.
S-2219	Future population models, how can you attract students from private schools
S-2238	Combine students at Cypress Elementary and Brooker Creek Elementary
S-2241	Putting in more solar panels to lessen energy costs, invest in school gardens that can then feed the students, continue and advertise free public transit partnership, create partnerships to offer free gym membership to staff and students
S-2245	A Center for Gifted Studies at the high school. Something similar to the Fundamental High School but for CGS students. Many of the CGS student go on to IB programs at the high school level, but that isn’t for everyone so another option available to CGS students would be helpful
S-2247	The school model is outdated and needs to change.
S-2255	None
S-2257	As the district plans for the future, I encourage you to prioritize long-term student success over short-term financial solutions. Preserve high-performing neighborhood schools while expanding academic, career, technical, and specialized programs without reducing existing opportunities. Every student deserves outstanding teachers, strong leadership, reasonable class sizes, a balanced curriculum, and meaningful support services. Schools should prepare students not only for college and careers, but for life by teaching financial literacy, budgeting, credit, taxes, loans, mortgages, insurance, and other practical life skills. Technology should enhance learning—not replace hands-on instruction, critical thinking, and meaningful teacher interaction. Please continue seeking input from families. A successful school system is measured not only by test scores, but by how well it prepares students to become capable, responsible, and successful adults.
S-2259	K-6. K-8. Pre-K 8
S-2261	Is ok the way it is.

Q17. What other ideas or considerations do you have that the district should consider for this geographic area?

S-2263	I have already said you need to cut the upper people. Your flow chart of positions is insane and useless. I am a former employee who worked up there and saw all the extra that was not needed. All those people should be housed in schools and then can travel as they need to since their jobs require them to be out more than in an office. But you really need to start cuts at the top. I could give you a ton of ideas but I know at the end of the day you really don't care about this survey or what I think as a current parent of a student and former employee
S-2264	Extend tutoring and help homeless and foster kids
S-2269	PCSB should re-evaluate the uniform policy as many of the families are from low income families struggling with money. It is a financial strain for some to buy uniforms as well as regular clothing. Especially with how fast some kids grow out of clothes.
S-2280	N/A
S-2287	No "modified dress codes" in public schools. No one likes it, and it feels like an attempt to profit off students by selling acceptable pieces.
S-2295	Turn unoccupied buildings into affordable homes /apartments for pcs employees
S-2298	Overall, I think the budget cuts are doing more harm than good. Closing schools and cutting school-based staff should be the last resort.
S-2309	Combine elementary and middle school.
S-2319	*More immediate trainings for new ESE teachers (IEP, Matix, etc.) The more intriguing we make public schools with variety, quality classes and smaller ratios, the more we will be able to keep public school funds where they belong. Give teachers the authority to be creative in their classroom. Less testing, less pacing according to a corporation's recommendations. Give teachers the ability to move at their students' pace. This seems simple but this issue is why many parents move their children to charter or private schools.
S-2327	Increase pay for all staff. You can lower the wages of the people at the top.
S-2332	We should put more work into improving public middle schools. We have great options at the elementary level. Also great magnets / specialty programs at the high school level. We are limited in middle school.
S-2336	I think I enumerated them well herein.
S-2338	The magnet/choice schools are successfully drawing students away from their neighborhoods. So if we use them as a model to bring up our neighborhood schools, we may be able to combat perceptions that private is the way to go. Also, there need to be better options for working parents when it comes to hours, transportation, extracurriculars, etc. Treat each school like a brand. How are they marketed, what is their point of difference, who are they targeted to? How is PCSB stratifying vs cannibalizing its audience with various school options? How are they involved in the community to build favor/loyalty? As a transplant, it was very difficult to learn about and make sense of the options, and the reputation was very poor. That's the problem we need to solve for so families don't move away or go private when kids reach school age
S-2342	Way too many AP, Honors classes. Kids do not need to be college graduates when they complete high school. Spend money on developing healthy teenagers.
S-2343	Bring early childhood center. It is offered mid county and north county but not south county.

Q17. What other ideas or considerations do you have that the district should consider for this geographic area?

S-2345	To adapt to the unique realities of Pinellas County and the St. Petersburg area, the district should focus on four localized priorities: Facility Optimization: Expand the streamlined K-8 model to stabilize enrollment transitions and repurpose closed campuses to fund schools or workforce housing. Environmental Resilience: Harden aging buildings against severe coastal weather and reduce impervious surfaces to manage tropical stormwater runoff. Workforce & Economics: Partner with the St. Pete Innovation District for specialized STEM/marine pathways, and provide on-campus employee childcare to retain teachers. Equity & Logistics: Direct community school resources to the South St. Petersburg CRA, balance enrollment using magnet programs, and coordinate with city planners for safer walkability.
S-2351	Cutting APs is not always the answer. This puts a lot of extra work on teachers and the principal that can take away from fully pouring into our kids.
S-2352	Looking at ways to bring back some of the charter and private school part time.
S-2358	After school programs focusing on academic excellence
S-2362	culinary, tourism
S-2365	Increase teacher salaries because they are currently embarrassing. Last in the entire country.
S-2368	Stop using dreambox/amira. The activities in these programs are useless and a waste of my childs time. I sit down with them and teach them math one on one and make it fun. The apps are not conducive to the way my child learns. They do not hold their attention and lately have not been recording any progress over the summer despite spending many hours completing activities.
S-2370	Take a real good look at that building in Largo. That's where there's gonna be a lot of money saved. Don't forget that part as you close schools and layoff teachers. We don't have kids in places or the money so you have to do it just do it.
S-2371	Providing a non partisan curriculum. Teaching the facts.
S-2372	Pairing high schools with middle schools to share bus transportation
S-2373	access to continue improving education for those students in need
S-2378	None
S-2379	Community resources
S-2385	No feedback at the moment
S-2389	Not sure
S-2393	Open
S-2396	No k-8s or combined Middle and Highschool
S-2397	We need a middle school that local kids are zone for vs one they apply for and not get it instead of having 2 elementary schools within 2 miles of each other in east lake.
S-2400	The school's role is not to raise children and they are not their children. Further, children are not autonomous and able to make independent decisions without their parents. Teachers educate the fundamentals of learning: reading, writing, mathematics, the arts. The school is not machine to push social agendas and push fantasy as reality.
S-2402	Doctor and psychologist
S-2403	Spend more on exterior security
S-2405	A return to classical learning.

Q17. What other ideas or considerations do you have that the district should consider for this geographic area?

S-2406	Fire teachers that no longer care to go the extra mile.
S-2408	We have subpar middle schools in this area. Want to keep them in PCS fix the middle schools.
S-2409	Unsure
S-2414	Schools compete to get A grades that makes it good schools
S-2415	Fight the government in its blatant undermining of our public schools.
S-2416	I don’t know if this is allowed in FL, but here is an idea for revenue. My sister’s kids (in NJ) live too close to the school for busing. However, their district will STILL bus kids who live close, for a fee. A lot of busy parents pay for the service. I can put you in touch with their district leaders, if it’s something you wish pursue. I think we should work harder to advertise for our pre-K programs. Not enough families are familiar with what we have to offer. I think that the school system loses a lot of money and time to aftercare programs that don’t rent from us. Some of these programs pick up late at dismissal and cause staff to work overtime. If there is something we can di to prioritize aftercare programs that rent from us, I think we should look into it. Some districts in the north offer Mommy And Me programs on the weekends. They charge money for these programs. I would love to teach a baby music class at PPE, or near my home. Sign me up!
S-2424	4 day week
S-2425	Thank you for inviting community feedback throughout this process. I encourage the district to continue using transparent, data-informed decision-making while exploring innovative ways to strengthen schools through community partnerships, hands-on learning, career pathways, and thoughtful use of existing facilities. This planning process is an opportunity not only to address today's challenges, but also to build a stronger district for future generations.
S-2426	Maintain the good schools.
S-2427	Get rid of costly computer programs and laptops, or at least minimize laptop use in ALL grade levels. Change bussing. Change to a four-day school week.
S-2428	Idk
S-2431	Look at Mitchel High School Model in Pasco
S-2432	As the district plans for the future, I encourage decisions that prioritize student learning, safety, and long-term community needs. Changes should be based on clear data, transparent communication, and meaningful input from families, staff, and the community. Whenever possible, schools should remain accessible to neighborhoods, and investments should focus on academic excellence, career and technical education, modern technology, and strong partnerships with local businesses and higher education. The goal should be to prepare every student for success in college, careers, and life.
S-2437	combine elementry schools, there are elementry schools too close together.
S-2443	NA

Q17. What other ideas or considerations do you have that the district should consider for this geographic area?

S-2445	My student will be a senior this year and I would have pulled her out and placed her in a private school if she was an under classman. The instructors must be held accountable for entering grades. This is so frustrating when it takes weeks to see how my student scored on a test or assignment. How can I get her more support or know if she doesn't understand something in class when we wait almost a whole grading period for grades to be entered. In any other field, you have to enter data in a timely manner. This has consistently happened all three years. When I reach out to staff, I'm told they have been too busy to grade. This is a serious ongoing problem. This is not a single staff member, this has been multiple teachers throughout the years.
S-2449	Please take money closing and put into transportation for our youth. Also reconsider private school funding and what is has done to our public school systems. Go back to making neighborhoods schools A schools like 80-90's
S-2451	Traditional middle school for the east lake area is critical to support the students that live in the area. Unfortunately, the traditional middle schools like carwise and Tarpon Springs Middle require students living in the East lake area and Oldsmar areas to be on a bus for at least an hour and on the return from school, an hour and a half
S-2453	Keep in mind the more kids in a class the worst it is. We would have no jobs if it weren't for teachers. Stop putting so much on them. None of us would be where we are if it weren't for them .they are important
S-2457	Staff climate
S-2460	Strong on accountability.
S-2462	Other than considering the possibility of combining high schools, I do not have any additional ideas at this time. I would encourage the district to continue considering the unique needs of each community and the importance of maintaining the programs, staffing, and supports that help students be successful.
S-2463	Sidewalks all around every school for safe access (this is a serious problem. Kids walk to school on the streets, in the dark....incredible.).
S-2467	Get rid of portables, make more k-8 schools and make high schools more college friendly
S-2470	Pull back on constant reliance on computers
S-2471	More safety
S-2479	Making school lunches better and healthier with no mold in or on it! Making a lot more different options
S-2481	More events that bring different schools in the area together. PHUHS could host a fall festival or Winter Carnival for the elementary kids to attend so they can see where they're headed and be excited to stay in school. Palm Harbor is a small town and needs that small town feel with the schools right here (especially Ozona, PHMS, and PHUHS). Keep families in public school by showing them the benefit of staying with PCS and how these 3 schools make up this community. These families are the ones that can afford to send their kids to private and are tired of behavior problems and bullying and pull their kids for charters. If there were more collaboration and events between the schools, families would be inclined to stay. Then the community would rally behind these schools more.
S-2482	N/A
S-2484	Long term care facilities for the elderly
S-2489	More utilization of Pinellas Technical College for high school students.

Q17. What other ideas or considerations do you have that the district should consider for this geographic area?

S-2493	I'm from Virginia where the education system feels entirely different. The idea of magnet schools is crazy to me. Specialized programs for elementary level doesn't make sense to me. Every zoned school should be consistent and lay a proper foundation. Kids can specialize in middle school and above if they want. I think it's a haphazard way of trying to diversify for the sake of diversification.
S-2506	Consider the populations each school serves carefully before closing community centers
S-2509	I have nothing
S-2512	None at this time
S-2514	Cut district level employees
S-2518	N/A
S-2519	Smaller schools and involved families are the way to go
S-2520	I would make the fundamental programs function similarly to the IB and AICE programs if I was going to keep them. Put one south, mid and north county and have them be schools within a school. I'd phase out Osceola starting with the 9th grade next year and place them at Seminole HS as an in-school magnet program, and close Osceola in 4 years. South county would be Bogie, mid would be Seminole, and north would be Dunedin.
S-2523	Improving parent involvement on school campus and connections with community faith-based organizations for after school programs.
S-2525	Unsure
S-2530	none
S-2531	Transportation for all. Pinellas county schools, for all students who are geographically "close" to schools.
S-2532	We spend a great deal of money on instructional resources that are not always of the highest quality. I see the difference that changing our ELA format into district created and provided resources has made to their success. I see the same thing happening in SS. However, there are other subjects where we spend money on resources that are not as conducive to student learning when we have the human capital in our schools to come together and create more meaningful resources that are far more affordable because we as a district own them instead of paying an outside company to create a one-size fits all solution.
S-2533	Make technical schools readily accessible to all students. Have a focus group to understand where schools are needed most and who would benefit from having them. Kids afforded a better opportunity will make Pinellas more successful in the future.
S-2538	Just keeping in mind that this area is quite broad, particularly east to west, and not as easily traversable because of that. Therefore, just because something exists in "mid-county" does not mean it is accessible to most of the people who live in the area (e.g. a school in west Seminole may actually be quite far for someone who lives in east Clearwater).
S-2539	none
S-2540	None
S-2541	Working with Juvenile Welfare Board (JWB), The YMCA and R' Club for affordable summer camps and before/after school programs for families. Especially with flexible hours that assist parents that work 8-to-10-hour shifts.
S-2545	n/a
S-2547	no input
S-2548	None at this time
S-2551	Reduce vouchers for charter schools, eliminate tax payer funding for private schools of any kind.

Q17. What other ideas or considerations do you have that the district should consider for this geographic area?

S-2555	Look at job opportunities in the area. Partner with businesses. Let them set up shop in the school to train students. It is important for the district to advertise the great opportunities available in the public schools.
S-2557	maybe rezone, travel time on some schools do not make sence for parents.
S-2558	Elect people who actually care about public education, rather than those who are trying to destroy it. Don't cave!
S-2560	The district should allow families to choose their school within reason of distance from their home.
S-2567	Lakewood High School is poised and ready to be 100% magnet vocational HS. The academic and culture are top tier.
S-2575	Magnet/ fundamental school- more school choice in the form of non traditional neighborhood school
S-2579	It's important for the district to partner with local government to address affordability in this geographic area. Affordability brings families and families increase enrollment.
S-2581	None
S-2582	Use stricter guidelines for athletics participation. Students should not be able to jump schools just to participate in athletics or jump back to another school midyear. There should be penalties for students and coaches who do.
S-2583	A lot of people choose private or charter for their students because of the discipline issues in schools. It takes too much to get students that are disruptive out of classrooms. We are sacrificing the learning environment of too many other students.
S-2586	Advocate against public school funding going to vouchers for private schools
S-2587	Florida’s future depends on investing in education today. The district should focus on attracting and retaining outstanding teachers and principals through competitive pay, professional development, and strong leadership support. Schools should equip students with both academic excellence and practical career pathways through career and technical education, internships, apprenticeships, industry certifications, and partnerships with local businesses and colleges. Every student should graduate with the knowledge, skills, and opportunities to build a successful career, support themselves and their families, and contribute to Florida’s continued growth and prosperity.
S-2592	None.
S-2600	we need an inside athletics arena
S-2604	For middle school and high school there is a lot of wasted time during certain periods of the year. My child would be in testing for 3 hours, in one room, even when done testing. It would nice to have some kind of area or event to look forward to. Even if these are volunteer powered, giving good kids some place to socialize or play approved games, or something to do that isn't sitting still and being quiet... would be excellent.
S-2607	Unknow
S-2614	There are not many high schools in this area and none of them should be closed. Each one is vital to the students/community they serve.
S-2616	Add another gifted school similar to Elisa Nelson.
S-2619	Better transportation
S-2620	selling properties that are no longer in use
S-2624	programs that bridge their future plans or goals after high school
S-2628	None.

Q17. What other ideas or considerations do you have that the district should consider for this geographic area?

S-2629	Get rid of TZ. TZ operates like a shadow second district. There are no D or F schools anymore so they're not needed. TZ doesn't pay extra. TZ teachers miss out on coaching and PD that the rest of the district gets. Fold those schools into their areas -- or make it a regular "area" that operates under the same rules/processes as the rest of the district.
S-2632	Busing students south
S-2634	Providing more funding.
S-2635	I've already made recommendations throughout the survey.
S-2637	none at the moment
S-2640	Build programs to support all levels of magnet skill sets
S-2641	Open an Arts school or a STEAM school (this can include writing, music, arts, engineering, etc)
S-2643	Keep it positive
S-2646	Considering the availability of the step up scholarship- will school closures and consolidations soften the financial blow or further contribute to parents opting to leave public schools? Will eliminating resources, such as support staff, athletics, and electives do anything to boost already dwindling enrollment? Is something else going on here aside from lower birth rates and a smaller population of students? It seems as though the district is willing to ask questions about how to adapt to the budget without considering the possibility that perhaps families are leaving the county because the education is subpar. Families are willing to pay higher taxes for a good education. Further, how can you expect to recruit and retain quality staff when Florida ranks dead last in teacher pay. With proposed cuts & a clear expectation to do more with less, more quality teachers will continue to leave the profession and more families will pull their kids out.
S-2648	South County schools have more challenges due to the socio- economic breakdown and transient nature of the schools. Bigger schools are not the answer; however, providing more behavioral, academic, and mental health supports is necessary. Removing these resources would be unfair and unethical for these populations.
S-2650	Improve the middle school and high school ratings
S-2652	Redraw zoning to some elementary schools
S-2657	Not sure
S-2658	Fundamental elementary/middle combination
S-2663	Student success. Fundamental and magnets are taking our students, so they don't go to Azalea Middle. We have to change everyone's perception of Azalea Middle. Consider academic focus.
S-2664	Invest in working lab and science equipment across the district and assure that instead of maintaining old obsolete items, we can make learning new again.
S-2665	You’re gonna have to work within your budget
S-2667	Pk-8, year round school, bring back half days for teacher planning
S-2671	I think people have gotten very focused on the gifted options at Elisa Nelson and Dunedin Middle and, despite having kids who have been designated as gifted, I think it's more important to keep neighborhood schools open, as the gifted kids can be accommodated there as well.
S-2672	Transportation to/from school
S-2673	Affordable early childcare centers for community members that are safe, clean and follow the social emotional and academic standards of Pinellas County schools. The working parent can no longer afford a Childcare. I believe that by targeting the community it will help incentivize family to stay in the area and grow their families.

Q17. What other ideas or considerations do you have that the district should consider for this geographic area?

S-2679	N/A
S-2683	Better teacher salaries
S-2689	We have a lot of families in the Seminole area that are choosing private schools. Make parents want to bring their children to our schools because of our offerings but also make them safe and disciplined so that they want to stay. At the heart of it, that is why parents choose fundamentals.
S-2690	Get creative, don't be afraid to speak up, don't let $ dictate your choices if they will compromise best practices and creativity.
S-2691	I would like to start out with this survey being sent just yesterday at 6pm the 21st which is a Tuesday and then closing on the 24th which is a Friday. This is not a valid attempt to include the community and get input. I have a flexible schedule and can do this on my day off during the week. Most of the people this will affect work M-F and have children to care for after work. Why is this open barely 3 days and during the week. I think district should listen to the communities the school closures and repurposing will affect. I'm sure there is already a list of schools at risk. Please don't wait until last minute to let the people know. Release stats on schools not doing well and that is when those communities will give best ideas to help the district.
S-2694	Stop pushing AP classes on students. We can save a lot of money in testing.
S-2695	Keep and strengthen your walkable neighborhood schools. Work with the local cities and municipalities on safe routes to school. Creating nurturing cohorts is good. Weave marine science and living near the ocean into the curriculum across all disciplines, from engineering to hospitality to culinary.
S-2696	None
S-2699	District staffing is top heavy. Positions should be consolidated or eliminated due to decreased enrollment.
S-2701	more recess for elementary kids
S-2704	none at this time
S-2709	Just smaller class sizes and/or more staff in gen ed classrooms :)
S-2710	The district should take a broad, student-centered approach when making decisions about this geographic area. Facility utilization is important, but it should not be the primary factor driving school closures or consolidations. I encourage the district to examine top-heavy administrative structures and upper-level administrative costs before reducing student services. Many community members feel the district has lost focus on its core mission of serving students. Strong neighborhood schools, quality academic programs, and specialized student supports are essential to retaining and attracting families to public education and should remain a priority.
S-2711	From my experience, parents fear the middle school options that this area provides. Many families leave their neighborhood schools to get into programs so that they have a more confident middle school choice.
S-2712	IB should have moved to Countryside as recommended years back. PHHS is difficult to access geographically. Would alleviate crowding at one school and leverage capacity at another. A delayed implementation might allay current families' concerns.
S-2714	making sure that the teachers are not overloaded with large classes. This doesn't benefit the students.
S-2715	Find ways to maintain your staff and enhance/combine our schools with who and what you have!

Q17. What other ideas or considerations do you have that the district should consider for this geographic area?

S-2720	Expanding fundamental school options or perhaps IB for elementary/middle
S-2725	I think we should look into solar for powering schools. Could we possibly help save money but multi use such as adding cell towers? Things like that? I do not know of long term effects and environmental factors involved but surely we could utilize the space. Perhaps multi purpose areas outside of school hours: community theater for stage area, events in the gymnasium, community meetings/ club gatherings. Renting the space for private events. Perhaps Anona could have a separate historical center showcasing its history open to the public.
S-2726	Train your staff better in dealing with kids who are Neurodivergent, specifically children with ADHD. Provide support staff in class to assist teachers with this.
S-2727	Don’t sterilize schools to the point that private and charter schools look way more inviting. Most of the families that I know that leave public schools is due to all of the non academic reasons (community, children treated like individuals and not numbers), the daily experience of a safe and enjoyable learning environment
S-2741	Keep the small schools. Dont let kids just become a #
S-2742	cut costs in other areas,reduce spending, technology, janitorial/maintenance
S-2746	Removal of any religious affiliations and or influence
S-2747	Look outside of Florida at school districts that made great improvements that did not involve closing down schools.
S-2748	Before considering school closures, the district should focus on increasing enrollment by creating schools that families actively choose. Invest in strong career and technical education, competitive magnet programs, dual enrollment, industry certifications, and partnerships with local colleges, hospitals, businesses, and community organizations. Preserve experienced teachers, counselors, arts, athletics, and extracurricular activities that support student success. Schools like Lakewood High School have a rich history and are important community assets. Strengthening existing schools and expanding opportunities for students is a better long-term investment than closing neighborhood schools.
S-2749	I think you are doing great already - Thank you for the changes that have been implemented!
S-2751	Sell large property across the street from PHUHS.
S-2752	You need to figure out a better solution to behaviors and respect.
S-2755	Art/music/tech/STEM centers
S-2758	Creating partnerships with local organizations and creating hubs around the south area that promote social awareness and help parents with resources and support.
S-2760	What's best for students and families
S-2768	Keep the students in area going to these schools with top notch education.
S-2771	Consider the professional development that Lakewood H.S.has provided all these years.
S-2772	none
S-2775	Remember that we exist. Everything goes north or south county and for decades it's felt like mid-county has been forgotten or given the bare minimum in comparison to the programs and support.
S-2777	none
S-2778	Mi idea principal es que hayan oportunidades para todas las edades y enseñanzas de bueno aprendizaje lugares y áreas recreativas para todas las edades horarios específicos fomentar el deporte y el arte para aprovechar a cada niño y estudiantes y brindar la confianza de un mundo diferente
S-2781	none

Q17. What other ideas or considerations do you have that the district should consider for this geographic area?

S-2784	Spending less on charter schools and more on the public schools that already exist, paying teachers more
S-2785	Making Elem K-6 or K-8. Combining the schools and repurposing the existing schools into field trip program locations. I think giving parents a choice-school but for like 2-3 zoned options. Pinellas Central, Skyview, and Pinellas Park are all right next to each other. Why not give the parents in that neighborhood their choice between the 3 for a zoned school. It might not evenly spread the students but it will point out what parents are wanting in a school and which school might need to be closed.
S-2789	uncertain
S-2796	KEEP OUR SCHOOLS OPEN
S-2799	I think being creative about how to use buildings/spaces and staff in this time of change is really important. I think also teaming up with local realtors to advertise to new families PCS schools as a real estate benefit would be super smart. Additionally, I think local non profits or organizations in refugee housing, foster care, women/children sanctuaries could be great places to look to lease/sell properties of schools that will be closed down. I know many organizations in our Tampa Bay Area that would need more space to be able to serve more of these at risk populations.
S-2801	Bring back paraprofessionals to help support learning gaps.
S-2803	Montessori prek3 to middle school Alternative high school
S-2804	K-8 is a great idea
S-2805	Making every decision based on the support of our students and staff.
S-2809	South county needs superb quality schools, It was ruined with the advent of opening up the magnets to the local area with no bussing or race ratio requirements. They became terrible schools. John Hopkins is a terrible middle school. People should not be made to work in that environment
S-2810	What I have shared above
S-2813	I have none.
S-2821	Small class size, access via school or public transportation
S-2828	Encourage Superintendent Kevin to run for governor to stop this administration's decimation of public schooling.
S-2830	What is essential to the student to prepare them for their life after high school
S-2836	Creating opportunities for an underserved community
S-2839	Adding another middle school option.
S-2842	Raise millage rates for schools

Q17. What other ideas or considerations do you have that the district should consider for this geographic area?

S-2845	The district should continue to prioritize the needs of students and families in this geographic area by maintaining strong neighborhood schools while also exploring innovative opportunities. Decisions about closures, consolidations, or new programs should consider community impact, transportation, enrollment trends, and equitable access to resources. I believe the district should invest in early childhood education, strong literacy and math foundations, career and technical education opportunities, and mental health and student support services. Schools should have the staffing and resources needed to support the whole child, including teachers, counselors, interventionists, and family engagement supports. If changes are necessary, I encourage the district to repurpose existing facilities thoughtfully to benefit the community, such as early childhood centers, career training programs, or community resource hubs.
S-2847	Our students move around so much, and it's unfair to them that they have to switch schools so many times when they don't even move that far away. I wish there was a way for them to have the option to stay at the same school with transportation provided (within reason). Maybe if there are fewer schools, this could be possible.
S-2850	Expanding performing arts opportunities K-12 to attract more students to our community
S-2857	Please keep students at the forefront of every decision you make. They deserve the best from the system.
S-2860	Could you go to local sports/football practices, to gather input from families that might not regularly engage in school activities/feedback- just a thought
S-2861	I think I have shared all my ideas at this time.
S-2865	none at this time
S-2867	Consider incorporating solar panels or allow plug in safe solar where appropriate. Has anyone in charge of operations or facilities looked into having solar installed in some of the large parking lots in the school district? If nearby residential communities can utilize some of that offloaded power it would probably help some people as well as make the district a leader.
S-2868	none
S-2873	KEEP LAKEWOOD ('A' SCHOOL)
S-2874	Expand the fundamental program to all grade levels in the Tarpon Springs community (Tarpon Springs MS and Tarpon Springs HS)
S-2875	N/a
S-2877	I am a huge proponent of the fundamental model as well as K-8 model
S-2878	Teach civics, community building related subjects
S-2881	Help student with reading
S-2885	An additional middle school
S-2890	They should have sheriff's officers be around more to enforce the speed limit on school zones as well and children riding electric bikes/ scooters to and from school. It's getting out of control! Sheriff is always directing traffic for the church school.
S-2894	Part time or year round schooling with 2 sessions (day/night)
S-2896	Mid County is far away from its Southern and Northern counterparts. I feel it should be invested in at a higher priority than the others, as it seems to be the "weakest" area of all three in relation to the school system (schools are far apart, populations are more segregated in a variety of demographics, offerings seem to be less prevalent or available, etc.)

Q17. What other ideas or considerations do you have that the district should consider for this geographic area?

S-2900	Consequences for behaviors.
S-2903	Less tech, more pen and paper. Increasing teacher pay.
S-2904	No
S-2917	Bring back textbooks, workbooks, and cursive writing
S-2920	4 day school week
S-2924	N/A
S-2931	Continue to provide support for ESE students
S-2938	More activities more preparation and more support
S-2941	I hope the district keeps students and families at the center of every decision. Parent involvement and community support make a big difference in a school's success. If schools are closed, I'd like to see those buildings repurposed into community centers, supported learning spaces, or other resources that continue to benefit the community rather than being turned into apartments, commercial buildings, or data centers.
S-2945	Limit performing arts and athletics and focus on core instruction. Keep charter schools away from public schools. It will create and haves and have nots and inequality and segregation within school site. It will also increase school assailant dangers and such.
S-2947	Ensuring that equity continues to be at the forefront as we continue to close and consolidate programs. Ensure that equity of voice and doing what we can to ensure that the information is getting out to community and families that are impacted the most.
S-2948	Facilitating more community fundraising for school activities.
S-2949	Better help for kids that have neurodivergent disorders
S-2951	Rezoning to equally distribute students.
S-2961	Something to restore the trust in public schools before the state completely defunds the entire education system
S-2962	The district should consider expanding the fundamental program to all grade levels in the Tarpon Springs community, including Tarpon Springs Middle School and Tarpon Springs High School. Creating a continuous fundamental pathway would provide families with greater educational choice, strengthen academic expectations, and allow students to remain connected to a successful program throughout their K-12 experience.
S-2964	Maybe consider more partnerhips between elementary schools and high schools and between high schools and local junior colleges and vocational schools
S-2977	Create a bond with community centers, libraries, etc…
S-2979	NA
S-2980	In my area school reputation is very important. Parents choose their schools based on that. Choosing the right school closer is important as many families are already choosing a non zone school or charter.
S-2982	Open a mental health school, consider opening another school like Calvin with more behavior specialists and support. Consolidate the schools that have EBD units to a school or two that is not close to major highways and streets.
S-2983	Look at adding early child hood programs to schools that may not make sense to close but that have space in their building for other programs. PPK, more VPK;
S-2985	Maybe provide arterial busing for all schools not specialized for zoned schools.

Q17. What other ideas or considerations do you have that the district should consider for this geographic area?

S-2986	Less office staff as their jobs could be consolidated. Many stand around daily and fool around, while teachers, library and technology specialist are teaching students, attending to classroom technology needs with no time to stand and chat. Trim personnel who do not work directly with whole school students. Music, art, PE, library/media work daily with all students and teachers work with a specific group of 18 or more. No need for five assistants who service a few students a week or custodians who have time to sit most of the day when rooms aren't being cleaned.
S-2987	Expand the fundamental program to all grade levels in the Tarpon Springs community
S-2990	100 years ago, the 5-day work & school week was put into place. Times have changed. We need to go to a 4-day school week to save millions, help student motivation & attendance, and help with staff burn out & retention. We all acclimated to big changes during Covid, we can acclimate to a 4-day week. For example, for parents who work a 5-day week, childcare programs would have an option for less care 4 days a week, and more care 1 day a week. Same amount of time and pay for them, just a different format. We are the largest employer in the county, we can lead the way, businesses/employers/etc. will adjust with the school system to stay in business, just like they adjusted with Covid. Students are at school for 6.5 hours a day, another hour and a half is nothing when they get a whole extra day off each week to work on homework, have play/down time, work at a job, etc. Same for teachers/staff, we all work way over our daily hours anyway, 9-hour workdays are very worth the tradeoff.
S-2991	4 day school weeks. No school on either Monday or Friday.
S-2992	not sure
S-2996	A t technical high school would be ideal.
S-2999	Montessori, spanish immersion
S-3000	N/A
S-3002	N/a
S-3004	Online coding courses starting at grade 1
S-3017	Keeping arts thriving in tarpon. What would make the most sense for closing or combining schools? How can the least amount of teachers and staff at schools be negatively impacted so they can keep their jobs.
S-3021	Expand the fundamental program to all grade levels in the Tarpon Springs community (Tarpon Springs MS and Tarpon Springs HS)
S-3022	Expand the fundamental program to all grade levels
S-3024	Not sure
S-3025	Have more Black men and Women on the school board!!
S-3026	We live in an area that is rich in environmental beauty, and there are no programs to study or protect or appreciate what we have right here in Pinellas County, North County has some great parks and beaches and natural access that I don’t think any school has a program to learn, benefit or preserve what we have.
S-3028	None
S-3029	None
S-3035	Increase pay, listen to the teachers about what is really happening in the classroom to improve success and work as a team. Do not disregard the input of the teachers. I know this past year the focus was improving the grade of the school. However, teacher input as to which students should be provided with remedial work was disregarded. That is so bad for morale.

Q17. What other ideas or considerations do you have that the district should consider for this geographic area?

S-3036	Utilizing the demand for homeschool and private education as a driver for a re-conceptualized child-led school model for district schools. Ask the children, and you'll be surprised how innovative this opportunity could be.
S-3039	None that I can think of at the moment.
S-3041	Multiple pathways thru magnet programs from K-12 allowing students but making it easy to change pathways as their interests evolve which they will over the years.
S-3044	Burnout is a significant factor. Flexible schedules, remote work options where appropriate, and respect for personal time can help retain experienced employees. Focus on outcomes. For positions that can be performed remotely, evaluate success based on student outcomes, responsiveness, and completion of responsibilities rather than physical presence on campus.
S-3053	expand the fundamental program to all grade levels
S-3054	Scholarship opportunities for college
S-3056	More Fundamental/Magnet choices for Middle and High school levels
S-3059	The district should prioritize preserving and strengthening high-performing neighborhood schools while making financially responsible decisions. When consolidation is necessary, it should occur within the same school levels (elementary with elementary, middle with middle, and high school with high school) to preserve age-appropriate academic programs and extracurricular opportunities. The district should also focus on investing in strong core academics, supporting teachers and staff, and making the best use of existing facilities and resources before creating new programs or school models.
S-3061	None
S-3063	Stricter rules on bullying and student conduct
S-3064	Small class sizes, highly qualified teachers, appropriate classroom support
S-3066	Please don't close cypress woods elementary
S-3067	keep schools
S-3072	As decisions are made, I encourage the district to prioritize what is best for students while maintaining transparency and meaningful community involvement. Preserve high-quality teachers, student support services, and academic opportunities. Consider repurposing unused campuses for early childhood education, career and technical training, or other community educational needs. Most importantly, continue preparing students not only for graduation, but for successful, productive lives.
S-3076	diverse programs including academic and life long skills for students
S-3078	Strict standards of behavior like manners, social skills, and respect for teachers and adults. What used to be a parent's job should be implemented in all schools to produce well-rounded students. No cell phones or digital devices allowed anywhere in schools.
S-3079	There are many ese students who could participate more in the schools regular programs and get socialization and confidence. Some of the ese bigwigs have no idea what the students need. They are ineffective, inconsiderate and could do so much more for the population that needs them the most. Consider replacing them with people who really care for these precious students.
S-3081	Smaller class sizes.
S-3085	Partner with outside businesses to use these spaces with the condition that they offer programs for students to enhance their education
S-3091	Family food programs. Before and after school tutoring programs.
S-3092	Closing older, under enrolled schools and repurposing or selling the property

Q17. What other ideas or considerations do you have that the district should consider for this geographic area?

S-3094	I think the Gulfport district elementary school is wasted on a Montessori program that is really doesn't follow. My kids attended kindergarten there and it was traditional kindergarten not Montessori. So I think they should re-evaluate what that schools magnet offering is to try to bring more diversity. I know so many parents in the Gulfport area and no one goes to that school for various reasons. If it had something real to offer maybe that would draw more people and attract more families who live in the zone.
S-3095	K-8 or k-12 schools
S-3096	There are many schools in close proximity to each other. Closing those that are under used might be necessary. There is no need for a school that is only serving 40% of its capacity. Providing busing when closing schools might be needed depending on the roadways around the schools.
S-3097	I think that the CFO needs to look at the internal workings of the admin building and consider self reflecting.
S-3099	Don't overcrowd one school to close another.
S-3101	Base decisions on MORE than just "demographic" and "economic" factors; beneficial impact for students should be the top priority, not just for now or the next 10-15 years but well beyond. Decisions based on demographics and economics over the actual ***educational and developmental needs of students*** in each age group are the worst kind of short-sighted failures that are to be avoided at all costs.
S-3106	Modification of school hours to better support households with two full time working parents
S-3109	closer zoned middle school for East lake area including Lansbrook, Ridgemoore, and Boot Ranch
S-3110	Go back to 0 tolerance for punishments in the school, better discipline from administration, and give teachers the right to discipline in classroom. Less technology.
S-3114	A designated middle school for the Eastlake corridor
S-3117	PCS is having to compete with private and other schools in a dwindling population. Give families what they want. If fundamental programs are in demand, expand those programs rather than arbitrarily cap numbers and put students on a waiting list.
S-3120	The Mid-County Area serves students zoned for Clearwater, Hollins, Largo, Pinellas Park, and Seminole high schools. And a Unique Application Area High, aka Osceola, a fundamental school which, in fact, is the only fully fundamental school in Florida. District decisions should focus on improving functionality by creating more centralized, community-supported school hubs that better serve each region. When consolidating or closing campuses, the district should prioritize repurposing those properties in ways that benefit the community, such as housing, public service facilities, or shared-use spaces similar to how Hillsborough County Schools is exploring redevelopment options for former school sites. In Mid County, combining nearby elementary and middle schools could create opportunities & expand programs, improve facilities, & reinvest funds into stronger, more sustainable campuses. If there is demand for fundamental programs at the K-8 level, then you need to invest in Osceola HS.
S-3121	Are there opportunities to increase community involvement and support for schools? Can the current academic standards be met/achieved while emphasizing the importance of caring for our neighbors? Can schools work to become community generators that amplify and enhance the experience of Pinellas residents?
S-3125	Cut one or two area superintendent positions.

Q17. What other ideas or considerations do you have that the district should consider for this geographic area?

S-3126	Counselors, school psychologists and mentors are greatly needed at schools. Students are experiencing mental health issues and childhood trauma among other obstacles and they need to learn the skills to persevere and thrive. I have seen this throughout all social classes as a former educator at Tarpon Middle. These children need trusted adults in their lives and there aren't enough resources to help them. They are falling through the cracks.
S-3127	a disciplinary/special needs school
S-3128	I'm not sure.
S-3131	I think up here is doing just fine! We are very happy
S-3132	If a school has to be torn down or repurposed, remember that taxpayers paid for it and they deserve a park, playground, community garden or other community benefit. I do not want for-profit charter schools sharing taxpayer paid for buildings and other resources.
S-3134	Split/Shared services and academic staff
S-3135	Changing high school times...too early.
S-3137	Provide busing for students outside this geographic area.
S-3139	Better transportation
S-3141	Better support for teachers
S-3142	I don't have any ideas on how the district can save money or consolidate for the greater good but when you are discussing and making those sacrifices, I ask you to remember that the students, staff and families are just as fruitful on the South end as those on the north end of this county.
S-3144	Stop pushing schools to have every student take a college class or a certification. They have gotten rid of so many regular highschool classes and only have AP versions of a class. Your average student struggles in these with no option for a regular level class. Stop pushing ap capstone down everyones throat. Those that just want to get their AA are forced to go to early college or SPC High school. You loose alot that way.
S-3145	Higher education and trade school opportunities for fields that are in high demand after a student graduates from high school for graduates that don't know what to do afterwards.
S-3146	Not sure
S-3152	We need to consider that K-8 schools need additional resources vs. traditional elementary or middle schools.
S-3153	Keep class sizes small
S-3159	Make more fundamental schools

Q18. What other ideas or considerations do you have that the district should consider regarding a specific school in this geographic region? Please include the school's name.

P-07	Rawlings elementary become a fundamental or magnet
P-08	Morgan Fitz middle school to resemble Thurgood Marshall
P-09	Expand Hollins as a magnet school only AICE, AEA, culinary, and/or other magnets
P-13	Keep Gulfport a montessori
P-14	Keep Gulfport El a montessori
P-15	Consider Jamerson becoming a K-8 magnet
P-16	Consider rezoning to absorb smaller schools for financial reasons
P-21	Bring boating mechanics back to Tech High
P-22	Make Ridgecrest Elem. a Mid County K-8 gifted program. Bring Morgan Fitz gifted to our building.
P-23	Mildred Helms: This is the mid county IB elementary. Changes should consider this and where IB PVP would be available.
P-36	Support Sutherland Elementary Deny DAS
P-37	Keep San Jose forever! It's an incredible school-a legacy in Dunedin 10/10!
P-38	Make Curlew Creek or Leila Davis a Fundamental School.
P-39	We love everything about Garrison Jones Elem.
P-40	Keep San Jose! It's the Best!
P-41	Combine Curle ans Lake St. George as they are within a mile of each other.
P-51	Parents have been asking (@ school level) for K-8 @ Perkins (we are losing kids in upper elem b/c of middle school options
P-52	Parents are concerned about there children education, we are losing so many youth!
P-53	St. Petersburg HS more teachers to mentor and assist students with EIP's
S-0003	Once decisions are made provide better communication to the parents. When Cross Bayou closed there were a couple of meetings, but nothing went home with students. If a parent wasn't able to attend a meeting they weren't aware of what those changes meant. Also support for the staff, there was a "why try" feeling through the remainder of the year and it was felt down to the students. It's hard to support all sides but there really wasn't anything outside of 1-2 initial meetings available
S-0009	Support Midtown Academy!
S-0010	Schools that share land space should be considered for a blended school model.
S-0011	More nursing programs!
S-0022	San Jose Elementary to become a K - 8 school or to get a new magnet program. Like a science program since they have hammock park right there or an art/dance magnet program. A continued ASD program
S-0023	Their STEM and AP Capstone programs offered at this school age unique.
S-0024	Mildred Helms Elementary and Largo Middle-exclusively IB programs (no zoned) and invest further into the IB program. More fundamental k-8 schools, not just Madeira Beach.
S-0026	Invest more in the Stem program at Countryside make it accessible to all students that are zoned for this school.
S-0030	Lakewood high school should have a stricter curriculum, I dont feel like the children are learning.
S-0035	Closing Lakewood HS, sending those students to either Gibbs or Bogie. Making Gibbs and Bogie 6-12s by closing Azalea and JHOP
S-0039	I don't know enough information to make a recommendation. I trust you will make the right choices with the data you have

Q18. What other ideas or considerations do you have that the district should consider regarding a specific school in this geographic region? Please include the school's name.

S-0045	Love the JHOP Gibbs 6-12 combos. Selling the JHOP campus could be very profitable, especially with the gas plant redevelopment happening at the same time
S-0047	Closing Maximo, Lakewood or Bay Vista using whichever building is the largest and best as the fundamental
S-0048	Not sure
S-0049	None
S-0051	Zone all Gulfport residents for Gulfport Elementary and make Gulfport Elementary at K-8 school
S-0056	South County employee childcare center
S-0057	Azalea ES is fantastic! Just finished 10 years there. So sad that the fifth graders are all dispersing to other schools because they don't want to go to Azalea Middle. We lost so many kids over the last few years because the families wanted to secure fundamental for middle school.
S-0067	No answer.
S-0069	Sexton- close and send students to Lynch/Sawgrass- Sexton becomes Early Childhood center.
S-0072	Rawlings - keep merge with a closer campus.
S-0075	NA
S-0076	Make all students have both Science and Technical programs regardless of whether they are in Magnet or other 'special' programs in Thug Wood Marshal Middle School.
S-0077	Busing to fundamental, magnet, and other application schools can help enrollment (i.e. Lakeview who has openings)
S-0079	Explore magnet opportunities for Azalea Elementary School. A program that would also support any interested ESE student as well since AES has ESE units on the campus.
S-0083	Have one of each type of school like Jacobson in each of the three regions
S-0088	Fuguitt elementary school would do well to have a more robust YMCA program. I think an on-site daycare would also be a good way to generate revenue. Programs that would help advanced kids receive an advanced education by actually challenging them vs placating them.
S-0091	Mid county needs a fundamental elementary school that is available for people who live in the area
S-0092	When a city wants to partner with a school, like Clearwater High. The district could work with the city and county to provide services to the families we serve. The city of Clearwater does not offer any grant programs to help school employees maintain their homes or improve homes. The income limits of teachers is just slightly higher than their requirements. If the city cannot help and the county will not because the city has funds that the county does not, could the district help?
S-0102	None at this time
S-0107	My loyalties are to Mildred Helms! My daughter went through elementary school there and I'm also an employee there long before the inception of the IB Program. It's a solid school and we've worked hard to continually reflect and improve. There has been great effort to create and implement the IB Program with incredible, award-winning recognitions. Not only do we deliver academically, but we strive to develop and support students in being caring and empathetic citizens in the community and beyond which is much needed!
S-0121	South county employee childcare
S-0123	Keep Fuguitt elementary open and consider making it a k-8 if we are under utilized.
S-0133	Making Brooker and CWE into one school and having a dedicated middle school for the north corridor
S-0134	Shutting down ebd units at HLE and designating additional behavioral school programs in north county as there is already a high staff turnover over and little support offered to gen ed students

Q18. What other ideas or considerations do you have that the district should consider regarding a specific school in this geographic region? Please include the school's name.

S-0135	Combine East Lake middle and tarpon middle again.
S-0136	'-provide Eastlake corridor with a designated middle school -utilize Eastlake High School to accommodate designated Eastlake Middle School -make Eastlake Middle School a zoned school -consolidate Brooker Creek and/or Cypress Woods -make Brooker Creek and Cypress Woods, one a primary school the other an intermediate/middle school -utilize land in front of and around Brooker Creek
S-0138	Turn Brooker Creek into a Fundamental K through 8 school. This will stop the north county moves to charter and private schools which often result not just in the loosing the older child but all the younger siblings as well. They truly don't want to drive to Tarpon. Families also like the idea of one drop off and you would help support that with this move. Cypress is close enough that families that don't wish to move Fundamental can go there. It would be less of a disruption because it is close and not add to a drain on transportation with much additional busing. You would be retaining families which increases our numbers and giving another Fundamental attraction on this side of the lake. This would also open up spots taken at East Lake Middle that families fill not because their child likes engineering but just want neighborhood middle school. Children who truly love engineering are being wait lisited because of this. Having Brooker offer k-8 would ease that. A win!
S-0142	Kings Highway should close and be blended with Sandy Lane and Dunedin Elementary.
S-0152	Tarpon springs high school is a legacy school with a strong history of excellence
S-0157	Turning Tarpon Middle School into a K through 8 leadership and/or arts magnet School. If needed turn Tarpon high School into K through 12th leadership and/or arts magnet school.
S-0163	Had great experience at both ES and MS so far.
S-0164	East Lake Middle- not combining it with the high school. The first year they did this- multiple issues happened and the district wisely chose to make it a separate school, own principal, etc. Many people who were involved with this are no longer in the district, and strong chatter is they want to make it one school. From someone there from the beginning, this will only weaken the school as a whole, and some of the families who would attend would choose to attend the many charters popping up in the area. H
S-0169	Turn Tarpon High into a 6-12 and get it a new principle.
S-0179	Tarpon HS becoming a 6-12 and the premier AICE and Arts Magnet for the district
S-0181	Combine cypress with brooker and create a k-8. We need another middle school option on the Eastlake corridor.
S-0187	The middle school and high school should be geographically close (as they are now) for students that need to travel between the two buildings for activities.
S-0191	Mildred Helms should continue with the IB PYP program and be considered for K-8
S-0196	Countryside High is a hidden gem. My kids are happy there and Principal Henderson is very proactive and communicative. I appreciate that I am kept in the loop. I have three children there, my twins are going to be juniors and my son will be a freshman. They are all in the iSTEM program.
S-0199	Tarpon High School as a 6-12 school incorporating AICE program pathway plus TSLCA pathway as a premiere school
S-0201	I feel it's important to keep the magnets and fundamental schools open like Bay Vista, Lakeview, Perkins and Sanderlin

Q18. What other ideas or considerations do you have that the district should consider regarding a specific school in this geographic region? Please include the school's name.

S-0202	My child attends Tarpon Springs Middle School. Wonderful teachers! Horrible student behaviors. Campus is extremely run down and they could use a refresher/remodel. We would love it for it to transform into a fundamental school!! A k-8 fundamental would be ideal! Fix that dirty, rundown building along with the poor student behavior!
S-0209	Seminole Elementary has a historical connection and is an anchor for community.
S-0210	Elisa Nelson should be allowed to provided gifted enrichments during their day more. Allow staff members to be full time (nurse, art, music, psychologist) and provide more for the gifted learner.
S-0214	Not closing Seminole elementary
S-0226	Can you move carwise to east lake? Or expand east lake middle to accommodate all east lake kids?
S-0234	Consider a bilingual (Spanish) program for Skycrest Elementary like Garrison Jones ES. With a high Spanish speaking population this could help further the students' education. This also helps take the conflict families face when considering what language to speak to their child. Makes cultural assimilation for immigrant families a fulfilling and empowering situation over it being stressful. It could also bring more Spanish speaking adults in which students can see themselves which could help with graduation outcomes. Also, a consideration of a K-8 for Skycrest Elementary. The staff go a good job of making families feel comfortable so continuation of the relationship throughout the middle school years would be helpful. Additionally, a K-8 allows a more continuous community which can help students develop a more consistent social network and empowers them in social-emotional relationships with adults and peers.
S-0238	None
S-0240	Consider Westgate as a fundamental school. We have the principal to help us with this transition.
S-0242	None
S-0250	Bring the TSLCA magnet model to other schools as a direct link to that program.
S-0251	Middle school for brooker creek students
S-0253	Combine brooker and cypress , or make k-8 of these and middle school
S-0258	Keep east lake a magnet program is forcing children to ride buses to Carwise or tarpon middle which both schools are far and gas is not cheap! Not to mention you are bussing children from mid and south county to the school for magnet. Not a money saver
S-0271	See previous regarding combining
S-0273	Pinellas Park Middle should be able to accept students (who provide their own transportation) from outside their mid country region.
S-0280	Tarpon Middle becoming a fundamental school
S-0301	Closing Woodlawn and Bear Creek Elementary and rezoning students to 2-4 schools nearby. Using those buildings for early childhood education buildings.
S-0303	Better middle school in East Lake area. Carwise is too big.
S-0312	Seminole High is under construction but yet you don't need any portables or teachers sharing rooms- something needs to be done. Money is going into a school that seems to be very much under capacity. I don't want to say close it but something. Another idea- back in the day local schools could send kids to tech high for a couple of periods- will that ever be an option again?

Q18. What other ideas or considerations do you have that the district should consider regarding a specific school in this geographic region? Please include the school's name.

S-0313	Ponce de Leon Elementary should continue to be recognized for the strong relationships it has with students, families, and the community. As the district evaluates future plans, I encourage leaders to consider more than enrollment numbers. The school's culture, dedicated staff, family involvement, and student support systems all contribute to student success. Any decisions affecting Ponce should prioritize preserving these strengths while continuing to invest in the academic and behavioral supports that help all students thrive.
S-0315	San Jose elementary school I think would make a great candidate for turning a wing into an early childhood center. Many families, including myself, have younger siblings and being able to make it a one stop for all children, while also keeping a beloved neighborhood school open would be optimal.
S-0323	I think Mount Vernon Elementary school is a prime candidate for conversion into a hybrid fundemental school with behavior as the main factor, or immediate closure. Its zone could be distributed if needed, due to other campuses around it, it has a high percentage of attrition to choice schools that could be taken back with a strong fundemental program. It is also already utilizing over 50% of its capacity, so with the popularity of fundemental programs it would likely push it up to 75% over a few years. Otherwise, it really should be closed sooner rather than later. As a teacher at the school, it has been painfully disheartening to see the decline of the school, mostly due to bad administrators pushing families and teachers out of the community, and charters, magnets, and fundementals slowly squeezing us dry. Then there is the lack of instructional support due to a loss of assistant principal and coaches. Rather than letting it rot slowly it would be better to close soon.
S-0324	Make shore acres a k8 school
S-0329	Allow Richard O. Jacobson to grow, increase enrollment, and expand program selections. This is the only technical school in the county, and it is being restricted and forced into current PCS categories that do not match the Career and Technical Education model. ROJ needs to be allowed to be innovative and forge a model for technical education in Pinellas County. Stop the "we've always done it this way" excuses. Our surrounding counties are showing us up in technical education.
S-0331	Expand East Lake Middle at East Lake High so it is not a DAP. There are plenty of schools on around northwest county, and another fundamental opening and yet, here in East Lake, we're under represented. In fact, home schooling was considered as a result of no middle school.
S-0335	Keep Lakeview and Bay Vista open
S-0336	None
S-0340	Return Osceola HS & MS to full fundamental status or close them. They are NOT fundamental now.

Q18. What other ideas or considerations do you have that the district should consider regarding a specific school in this geographic region? Please include the school's name.

S-0361	Advanced Academics and a FUNDAMENTAL option (even if school within a school) should should be implemented at Starkey Elementary school. There are teachers at Starkey that have had EXCELLENT results with high achieving students and know how to write curriculum. FL DOE already has written elementary courses that are advanced. Use https://www.fldoe.org/core/fileparse.php/7576/urlt/Grade-3Accelerated.pdf https://www.fldoe.org/core/fileparse.php/7576/urlt/Grade-4-Accelerated.pdf along with 6th grade math taught in elementary K-5 to give kids opportunities for these courses. Currently, Starkey Elementary teachers that have asked to do this have been told that "We don't offer this in Pinellas County." However, they are very willing to do this work. Gifted Center at Ridgecrest has been destroyed by bad leadership for the past few years. Parents of both gifted and high achieving students who missed the gifted cut off by only a few points, but passed the screener need options too!
S-0364	I mentioned disston earlier. Not sure of others but maybe consider city parters. Could they use it as rec center and sublease from you. Museums, religious groups use, non for profit hub business incubator hub (we work type) If buildings are old and not useful demo them and operate a smaller school
S-0367	Garrison-Jones has the longest lasting Dual Language magnet. It should not be taken away.
S-0369	I don't have enough info on capacity of the schools and estimated enrollment to really comment.
S-0374	I still think that Pinellas Park is oversaturated. Closing Cross Bayou made sense, but Pinellas Central, Skyview, and Rawlings all in a very small radius.
S-0380	Safety Harbor Elementary...higher fences and better locks
S-0392	Please don't close Woodlawn elementary. As a working class parent that has struggled with the inflexibility of working (including one parent's firefighter shift schedule) and the lack of safe, appropriate, and geographically close options for early childhood care, I was so looking forward to be able to walk my children to school and then walk to work. I think supporting walkable neighborhoods means our neighborhoods safer and motivates a higher investment in that neighborhoods public infrastructure from the residents. I am making major life choices around how to get my children safely to a school that works for everyone and this would not only throw a major wrench into that but would force me to change jobs (not easy) or fight for a choice school option that I don't love. I also worry about creating resilient, well-rounded children and that requires stability where we can expect it, which should definitely be a career as a public servant and a public school. Also add VPK3 here please.
S-0393	Tarpon Springs and norther parts of Palm Harbor
S-0405	East Lake corridor needs a dedicated zoned middle school consolidate or create k-8 programs at BCE or CWE in the area to address low enrollment
S-0413	School lunches!
S-0416	Sanderlin needs smaller class sizes

Q18. What other ideas or considerations do you have that the district should consider regarding a specific school in this geographic region? Please include the school's name.

S-0446	Make Starkey El a fundamental school. We are close to it as we are, we could be a feeder school for OFHS, and would allow students to keep in their neighborhood school. Madeira always has a wait list!
S-0457	Make east lake middle a public school zoned for lansbrook
S-0483	Answered in previous question
S-0489	Na
S-0495	None
S-0509	Ozona-Grant all SARs. The school is thriving. Would happily love it to be K-8. Or fundamental. I think family involvement should be required. Schools will thrive when home and school work together for the child.
S-0519	Keep Countryside open even if it means making it a north county magnet school for istem
S-0528	Expand Brooker creek and cypress woods to 8 th grade if not able to do a middle school
S-0533	Dunedin High School would be an excellent location for a North Pinellas Fundamental High School. With Curtis Fundamental, Tarpon Springs Fundamental, and Clearwater Fundamental serving students in North County, there is a clear need for a Fundamental High School that allows these students to continue in the program through graduation. Osceola is not a viable option for many of these families.
S-0534	N/A
S-0538	Tarpon springs middle has been and remains a dangerous school where students are frequently put in dangerous situations that altar their ability to focus on a daily basis, ELMS continues to confine their lottery to an area that is far too small which breaks students up and forces them to spend hours on buses each day
S-0549	The East Lake corridor needs a dedicated middle school. Traveling to Tarpon Springs to and from school for 1.5 hrs is not appropriate use of the students time. Brooker and/or Cypress becoming K-8 would be ideal.
S-0559	Age of the school, Seminole Elementary, Lealman and Blanton could close and nearby schools could absorb students
S-0567	Westgate and northwest seem to have the neighborhood school vibe. Even though they are located so close they are both essential to the community
S-0570	NA
S-0571	CWE - STEM plus arts magnet to connect from elementary to ELHS. It is a logical connection and parents already are communicating about that
S-0578	See previous comments
S-0581	Tyrone middle has a tough reputation with student behavior. Maybe opening up another middle school in the area to help distribute students so it's not as big and behavior can be handled better.
S-0586	How much movement students will have to adjust to if their school is closed. Also, if they are already part of a magnet program at their high school and their high school closes, what then? How do you accommodate their track being taken away from them?
S-0588	Dunedin and countryside should be combined into one school they both have low numbers.
S-0590	Turning Elisa Nelson Elementary into a K-8 Gifted school.
S-0593	Combine brooker creek elementary with cypress woods elementary, and convert brooker creek elementary to a dedicated middle school
S-0598	We have had an excellent experience at Sawgrass Lake Elementary and hope that it will be able to continue to exist.
S-0609	None

Q18. What other ideas or considerations do you have that the district should consider regarding a specific school in this geographic region? Please include the school's name.

S-0613	East lake corridor needs a dedicated middle school. K-8 would be okay second option
S-0614	None
S-0634	Clearwater High's zone could be larger. Aice program is excellent- support it. Music, theater and athletic programs are also key- support the efforts!
S-0636	Get rid of XXXX from Maderia Beach middle. This has been stated on every school survey, none of the parents at Madeira like XXXX yet you keep taking away all of the good staff as in XXXXXX & now we are left with no good staff yet you are wondering why people are leaving schools????????
S-0637	A magnet (or fundamental) high school in lieu of Countryside High School
S-0656	None
S-0665	We are at Cypress Woods now and have limited options for middle school
S-0674	In the Pinellas Park area, I encourage the district to look at opportunities to better align resources with community needs while creating new options for families. With Pinellas Central Elementary, Skyview Elementary, and Pinellas Park Elementary located in close proximity, there may be opportunities to evaluate boundaries, shared resources, or new programming options. This area could benefit from the addition of an innovative choice program, such as an arts, STEAM, or other specialty program that provides students with opportunities that are currently limited in this part of the county. Families often have to travel significant distances for these types of programs, and adding options in this area would provide greater access for more students. As the district evaluates facilities and resources, I encourage consideration of how existing campuses can be used to expand opportunities, strengthen family engagement, and better serve the needs of the community.
S-0678	East Lake Middle School should be a regular neighborhood school and not a lottery.
S-0679	I would recommend creating an additional Elementary magnet for the arts. Perhaps with a focus on STEAM. This program could be located at Forest Lakes Elementary. It could also become a feeder school for East Lake Middle's program. Even though an elementary arts program exists at Sandy Lane and a STEM program at Kingshighway, both schools are too far west for the families in our community.
S-0681	None
S-0682	You have not provided a summary of recommendations therefore I can not comment until the recommendations are released.
S-0683	Not sure
S-0693	Elementary aged children should get a bus
S-0704	Highly qualified and experienced teachers, appropriate class sizes that allow for individualized attention, and programs that address children with special needs - particularly behavioral issues. Highland Lakes and Sutherland Elementary Schools.
S-0705	Bauder elementary and seminole middle should not be at risk of closing as they are A schools that I am proud to be a part of
S-0715	Pinellas Park Middle School has many children in the foster system. Working perhaps with other children to stay in the school system.
S-0721	Do not close Mt. Vernon Elementary
S-0724	Consider making Azalea Middle into a 1-8 school.

Q18. What other ideas or considerations do you have that the district should consider regarding a specific school in this geographic region? Please include the school's name.

S-0730	All Pinellas County schools thrive when staff members are able to help students without the micromanaging of testing.
S-0734	make sure there are ample schools available in the proximity of student homes
S-0737	Don't close Countryside High School. They have a great campus design for special needs students. Bring in another foreign language program to replace French that they lost. Would be nice to see more than Spanish at more schools.
S-0743	NA
S-0745	Countryside- Principal is doing an amazing job. The only thing I would say is to add another competitive program such as Engineering or Nursing
S-0747	You need to keep Sexton Elementary as is. Maybe add VPK to the main building and the lower early childhood education classes to the smaller stand alone building if necessary.
S-0748	I feel cutting the pay for higher ups would be best versus cutting corners to save in other areas.
S-0755	Osceola Middle School is in desperate need of renovation. Would another Y partnership school be possible? The Bardmoor YMCA up the road is a relatively small campus. Is there something that could be done there?
S-0756	San Jose Elementary to get a magnet program or be a K-8. I want it to keep its ASD program.
S-0758	Seminole Elementary
S-0767	Bay Vista is the best. The staff is wonderful and so are the kids.
S-0770	Countryside High schools istem program is a great resource!
S-0777	All of them! Why should one reap more than the other?!
S-0780	None
S-0782	Please continue investing in Palm Harbor Middle School and Dunedin Highland Middle School by supporting teachers, Substitute teachers, maintaining safe facilities and providing strong academic and student support programs.
S-0783	Osceola Fundamental has an insane wait-list and their 9th grade class was severely reduced due this year. Let them fill the school to capacity. The same concept applies to Tech High. We're at a point in history where industry certifications can make you more money than many college degrees. Why are we limiting access?
S-0787	keep seminole elementary open, support teachers/staff and communities
S-0794	The gifted program at school XXXX is ridiculous, getting worse. I've had children in this school for 6yrs and they're more & more concerned with standardized testing scores every year. My son, currrbtly attending, has 4-5 hrs/day of homework, ridiculous & unsustainable. When I question teachers they spout ridiculous replies and could care less. He's very smart and often makes honor roll, but we're exhausted. Then a teacher did not grade any IXL from after an April date, giving final grade of C when it was a 93%. VP said they have no control over grades. Baloney.
S-0807	Gibbs should go back to block scheduling. Many students are losing precious time in there magnet art studies.
S-0812	See previous answer. Combine Tarpon High/Middle or combine East Lake High/Middle Schools.
S-0814	Nothing comes to mind.
S-0847	The district should continue evaluating each school's unique needs and prioritize improvements that enhance student achievement, safety, and access to high-quality academic and career-focused opportunities.
S-0856	Make countryside high an agricultural school! There are kids in north county interested in 4-h. There is space in this school

Q18. What other ideas or considerations do you have that the district should consider regarding a specific school in this geographic region? Please include the school's name.

S-0858	Westgate elementary needs better pick/up drop off for not only regular students, but also VPK. Car lines block traffic on 58th St and landscaping/contractor crews take up half the lot parking when working on site which is already limited
S-0860	If Ridgecrest is considered a neighborhood school and were to close, Fuguitt could house the dual program model with current Fuguitt General Ed students and the Gifted Program students. Fuguitt is centrally located in mid-county and easily accessible from Ulmerton. Having students bussed into the Ridgecrest area has always been a concern for parents. Some opting to not enroll at the school because of the area.
S-0871	N/A
S-0877	Woodlawn Elementary is doing amazing things for not only the students but the families as well. They are creating an environment where we all work together to help better the future of the students
S-0883	Duplicate more East Lake middle or Curtis fundamental programs. Make Cypress Woods k- 8 with the small middle school program for STEM in new building 18.
S-0884	I was made aware that Seminole Elementary School is less than 60% of its capacity. All of my children have gone to this school and have had a wonderful time. It is the oldest school in Seminole and provides great history to the city. I was also made aware that it is one of the smallest zones in Seminole. Can we rework this? I am curious to see if this would help in any of the school population issues.
S-0885	Special Needs kids barely get support they need. Kids with medical needs barely get the support they need. Kids with learning challenges barely get the support they need. Parent load is TOO high to help manage. Busses and routes are unacceptable. High School times require parents to leave during work hours, obvious challenge for some.
S-0888	Please keep countryside open because if we are zoned for it and our kids need to ride bikes as transportation everything is too far.
S-0895	Bay Vista Fundamental should be considered as part of the district's long-term facility planning process. Rather than eliminating a successful choice program, the district should evaluate relocating the program to the newer, larger, currently underutilized Bay Point Elementary campus. Because Bay Vista is a choice school, families have already chosen this program and understand attendance may require travel beyond their neighborhood. Facility conditions can influence family decisions when selecting a school. Relocating could provide students and staff with a safer, more functional learning environment while reducing the long-term costs of maintaining an aging facility. A larger campus could better support current educational needs, including classroom configurations, small-group instruction, student supports, and potentially expanded early childhood opportunities such as Pre-K. This approach would preserve a valued program while maximizing the use of an existing district resource.
S-0899	Keep Woodlawn open!!!!
S-0900	please dont close countryside high

Q18. What other ideas or considerations do you have that the district should consider regarding a specific school in this geographic region? Please include the school's name.

S-0901	Countryside hs. Much of the northwoods and countryside residents are original and influenced the school district in the 1980-1990s. Why are new residents going as far as Jesuit for education? I know the answer, but some soul searching amongst our alleged educators would be beneficial. Your model is broken; education has become a money making scam driven by unions.
S-0902	NA
S-0914	Maybe make it so that we stop funneling all of our students into fundamental schools which causes less enrollment in other neighborhood schools. Azalea Elementary is a beautiful and amazing school and they are constantly battling losing enrollment due to Pasadena and Madeira Beach.
S-0918	Countryside High School would be an ideal location to combine campuses due to the geographic proximity and ease of access to the North region. In addition, the building is used for so many additional functions within the community. Merging some of the magnet programs into this campus to make it more accessible to the North county area would be beneficial as well. Take a look at the radius students are communing and busing and this could be a place to save.
S-0920	Dixie's adult education center should be available for homeschool groups
S-0935	Alternative school options-hybrid model of 3 days on campus, 2 days at home.
S-0941	Increase enrollment at Osceola Fundamental High School and Tech High. Parents have shown that they want their kids there through the long wait lists those programs have. Let the parents have their choice of these choice programs.
S-0945	Prioritize clearing your waitlist with kids who currently are at private or charter schools.
S-0950	I haven't heard great things about Walsingham Oaks. My child is zoned for that school, but I kept her at her magnet school when we moved to the area. Multiple staff members quit or were fired.
S-0964	Countryside High School being the only school with iSTEM
S-0974	I have no input on this.
S-0976	Curlew Creek Elementary has been great, has great ratings, and support from families and staff.
S-0981	M. K. Rawlings would be a great place to put another elementary magnet program that mimics one elsewhere in the district but in mid county. It is in a good location and has many areas around it for students to come from.
S-0999	I think Lynch is doing a good job with this, and I'd like to see more staff support and more investment in holistic education there. That means having enough counselors, intervention staff, and classroom support so students and teachers are not stretched too thin.I'd also like to see the school continue focusing on the whole child, not just academics. Supporting student well-being, belonging, and family engagement matters just as much as test scores.
S-1003	Bring a fundamental school k8 to Lynch elementary or make it a math and science magnet programs
S-1004	Bear Creek is a good school that should stay open. Woodlawn can close or rezone. It has been failing for years. How would you rezone?
S-1005	Make a school or two in each area of the county and after hours help, tutoring center. Staff it by certified teachers and give PCS a chance to edge in on the tutoring centers market.
S-1011	Bear Creek would be a great option for an early childhood unit on campus. We already have VPK units and ASD units. The more we can provide for our community the better our school will be.
S-1022	None.

Q18. What other ideas or considerations do you have that the district should consider regarding a specific school in this geographic region? Please include the school's name.

S-1029	XXXXXXX
S-1031	sustainable agriculture
S-1032	NA
S-1037	High needs more security. To assist students with behavior problems, so they are continually redirected to success through out the school day. It make the school successful and less stress for teachesrs to focus on education and not behavioral problems. Then the teacher and do their job . Everyone needs are met and education goes forth. It is essential for More Sercurity at schools all high schools
S-1038	Discipline
S-1041	I have thought about merging schools that are close curlew creek/leila Davis or garrison jones/San Jose
S-1042	Keeping San Jose for the ASD units
S-1043	See first answer.
S-1044	Countryside High School is obviously struggling with enrollment, but as a parent with a high schooler in the STEM program and advanced classes I am very happy and pleased with his teachers. That being said he doesn't have certain students who are problems in his classes. Countryside needs to offer something more to keep those struggling students busy and interested and if it's hands on trade school options then do that within the school. Curlew Creek Elementary is in the perfect location to be a fundamental elementary school!
S-1048	San Jose could pilot a nature preserve or park like Honeymoon Island or Hammock Park partnership or gardening partnership. We already have school gardens across campus. Or a Scottish partnership with the city of Dunedin to provide bagpipe and dancing program to help boost numbers at the middle school.
S-1049	Combine Sandy Lane and Kings Highway elementary schools, consolidate and combine McMullen Booth elementary school with another one perhaps Safety Harbor ES. Combine Curlew Creek and Leila Davis.
S-1051	Combine ELHS and ELMS - they are on the same campus. Combine DHS and CSHS - they are only a few miles from each other.
S-1056	Make Garrison-Jones Elementary a full Dual Language Magnet school. Students zoned for this school that do not remain in the program can be sent to San Jose or Dunedin Elementary as space allows.
S-1065	X
S-1068	NA
S-1069	An ESE only/ neurodivergent learning center focusing on social skills and life skills
S-1071	None
S-1073	None
S-1074	None at this time
S-1082	A new track for middle schools for Jamerson Elementary since we lost Bay Point Middle, perhaps Tyrone
S-1089	None
S-1094	Meadowlawn needs a magnet/program or something to attract families.
S-1099	Take a closer look at the magnet programs and follow the guidelines and handbooks.
S-1100	None

Q18. What other ideas or considerations do you have that the district should consider regarding a specific school in this geographic region? Please include the school's name.

S-1102	Stop renovating any more schools or building anything new until we know better what the future holds for the district. If a school is scheduled for renovation, cancel it. Do only necessary repairs.
S-1108	Countryside High is a great location with extra capacity. It needs better focus to what the community wants. My student chose Dunedin for 9th grade because it offers programs he wanted while Countryside did not even though we live within a mile of countryside high.
S-1112	Give Dunedin high school money to renovate
S-1115	Fundamental like Osceola
S-1117	The school system in Florida does not make it easy for families or faculty. Lifelong Pinellas resident and it's very disappointing seeing the decline in our education system since 1996. Again, this is beyond attendance and foreseeable school closures.
S-1122	There should be serious consideration to initiate a Scottish Arts and History magnet based at Dunedin High School. Develop a robust curriculum that will attract teachers and instructors from all over the world.
S-1129	Please consider all that Gibbs has done to revive St. Pete and provide a safe learning space for POC. You cannot merge this community into another campus and expect it to continue to thrive, as it serves its very immediate residents. The staff there has a vested interest in not only preparing students for graduation, but also for the steps after that.
S-1130	Skyview Elementary is a welcoming school with decent sized population at just under 500 PreK3-5th grade students.
S-1134	Plumb is an A school in a neighborhood serving many families. Also, very close to Clearwater HS
S-1137	Westgate elementary should have students starting at 6 months - many staff have recently had babies (myself included) and they would take advantage of this as well as the community around us if they had the opportunity to drop their 2-3 children off at the same school and have their baby start early.
S-1144	Seminole middle and Bauder can merge into a K-8. Sell the land.
S-1149	None
S-1154	Schools pass children who aren't ready to move to the next grade. A student could have all D's and still be promoted. Then they fall behind only to be lost in the system. Ive seen this happen over and over in Pinellas County. The specific schools im aware that do it are Dunedin Middle, Dunedin High and Sunset Hills Elementary. The teachers at Sunsethills have graded assignments wrong. So im sure the other schools do this as well. Its been like this for 30 years and it will never change :(
S-1155	Combine Boca Ciega high, Lakewood and Gibbs into one high school
S-1159	Keeping our neighborhood schools that are smaller like San Jose and Dunedin High School
S-1178	Na
S-1181	None at this time
S-1191	None
S-1192	We need STEM focused schools at a young age. Please consider Jamerson for one of the CTE/magnet program investments discussed earlier — turning it into a destination choice school rather than a consolidation target. This school should be highlighted to FEMALES. This is not a boy centric school.
S-1197	Same as the question before

Q18. What other ideas or considerations do you have that the district should consider regarding a specific school in this geographic region? Please include the school's name.

S-1204	Lakeview Fundamental once ran like a school should run - it was small, great sense of community, fundamental expectations were enforces, People actually were asked to leave after going to IAC a number of times, they had huge wait list, very few behavioral issues, students did their homework, parents check it, they signed a daily agenda. There were lots of opportunities for parents to volunteer, there were PTSA events at the school, parents were REQUIRED to attend the monthly PTSA where there was information and speakers on topics related to children. XXXX needs to be smaller and better run - new principal only focused on data, data, data and I'm not sure she even read the fundamental handbook (not trying to be mean but honestly XXXX is so far away from fundamental its a joke)
S-1208	Hollins High should have a program in which students learn the consequences of taking drugs.
S-1209	Azalea middle and Azalea elementary should become a K-8 magnet school like Madeira beach.
S-1216	Close San Jose Elementary (rezone to Garrison-Jones Elementary), close or combine Kings Highway Elementary and Sandy Lane Elementary. For those schools to have such a significant drop in students, something must be done. Bring duel enrollment classes on campus at Countryside High School. Make East Lake Middle and East Lake High 6-12. If space permits, move 8th grade on campus to the high school allowing more middle schoolers to enter into ELMS, given there is already a significant wait list, the county should be able to fill the spaces quickly.
S-1217	At this time, I do not have any additional recommendations regarding a specific school. I appreciate the opportunity to provide feedback and recognize the difficult decisions the district will need to make.
S-1218	Provide readiness help get them pt jobs teach how to dress and create resumes and interview mocks but with all students - have a mental health decompress room or rage room or manipulative room always staffed with a psychologist for kids who just need to step out of class or walk in anytime
S-1221	Add more magnets to pinellas park middle school to increase attendance
S-1229	For Brooker Creek in Eastlake middle the kids should have access to outdoor time every day. Make a middle school that can accommodate all kids in this area that want to go to school. On this side of the lake. Tarpon Middle is not an option
S-1231	Tarpon Springs high school has good options
S-1236	I go to East Lake Middle school Academy of engineering and there needs to be more activity time and less computer time and more hands-on learning than there is with solo learning where we can't fix our mistakes and we can't learn what we did wrong
S-1240	Carwise Middle School teachers and parents are jeopardizing the lives of people and animals with unlawful speeding. Speed bumps and cameras are essential in this area. Police need to actively patrol Bentley Dr. Garbage all along Bentley Dr. directly affects property value. A private business owner who runs PSA Sports in a field on the property of the school has completely trashed the area. Broken soccer equipment with weeds growing around them left out behind homes. Trashy portable bathroom that is clearly visible and tips over with every storm. Old tattered signage for the soccer business is ripped and flapping in the wind half attached to the fence at the entrance. People are trying to sell their homes for $500,000 + and have to explain to realtors and potential buyers why it looks so ghetto. Unexceptable. Pinellas County does nothing. This is in a neighborhood that pays almost $700 a month in HOA dues! It is a slap in the face to the tax payers of this community.

Q18. What other ideas or considerations do you have that the district should consider regarding a specific school in this geographic region? Please include the school's name.

S-1249	Going back to an earlier question, Looking at enrollment numbers it could be possible to move Clearwater and Curtis Fundamental schools to the Dunedin Middle Campus. Thus a K-8 larger Fundamental School.
S-1250	No specific school. All schools deserve safe schools.
S-1252	Jamerson does a really good job of engaging the community and parents. it is very easy to feel involved. i think this model of community mixed with magnet is ideal.
S-1255	Meadowlawn middle needs cleaned up. It has a bad rep, and all the parents of incoming 6th graders are terrified for their children because we constantly hear horror stories about this place.
S-1260	Sutherland Elementary School should be supported fully. The building of another school k-8 directly next to them (Discovery Academy of Science) is redundant and not needed or wanted here. It will only weaken their enrollment goals. With 45,000 vacant seats in our schools... there is no reason for DAS to build another school. We need to put a limit on Charter school openings. They should not be allowed to have Carte Blanche on their choices. The COMMUNITY MATTERS!
S-1261	Pinellas Park Elementary School has consistent plumbing issues, the behavior problems are very high, teacher turnover is high, and the school grade is low.
S-1262	I think I have answered this.
S-1263	none at the moment
S-1266	I pray every single day for a classroom that is truly trained and competent in educating, providing therapy services, and keeping my 3 year old with autism safe. After touring PCS VPK classrooms - I chose not to enroll because I would fear for my child's wellbeing and safety everyday.
S-1269	Please consider more funding to go towards the electives and recess equipment at Curlew Creek. These are just as important as regular academics. Parents often offer support to these programs as well as providing recess equipment such as balls, jump ropes, etc.
S-1285	Keep Sunderland elementary open
S-1293	Discovery Academy of Science should be considering relocating to one of the already vacant school district properties, rather than building a new campus on a busy intersection with many schools in the surrounding area, on a lot that is too small to accommodate the number of students and staff they have or anticipate to have.
S-1295	Should consider impact on community environment
S-1297	I will say I don't want this Science Charter School at the corner of Alderman and Belcher. They will destroy a wooded area full of wildlife. They will not remove the gopher tortoises or other wildlife from the trees. Many will be killed. We have bobcats, coyotes, birds of prey and many other animals that live in there. Traffic is already bad and you want to add to what is already bad. You can't imagine how much of a problem traffic is in that area with Sutherland, Palm Harbor Methodist Church, Palm Harbor Middle and PHUS. We all have wells. How are over 1000 students and staff going to affect our water. They have already proven to be bad neighbors by bulldozing a trail on the property without permission. All of us were very angry about that.
S-1301	Combining fundamental schools
S-1325	Starkey and Osceola Middle should become fundamental feeders for Osceola High.
S-1334	Idk
S-1350	We have about 10 elementary schools within a 5 mile range. We can do something with that.
S-1352	Dunedin Elementary has made great growth this year. Instructional coaching support should remain in place to maintain continued growth.

Q18. What other ideas or considerations do you have that the district should consider regarding a specific school in this geographic region? Please include the school's name.

S-1356	Ridge crest - a lot of room for expansion. Adding a large gym/theater. Can be converted into k-8
S-1360	More support staff in the Access Units classrooms . We had 9 high needs students, 2 still in diapers with 2 aides and 1 more aide only for a specific student that the parents wanted. In Access Unit 2 we had15 students and 2 aides. (1 aide had to do the teaching for 1/4of the year due to the teachers absences. XXXXX School It is very hard to go day in and day out knowing that you are either going to have to face a student throwing chairs, destroying the classroom or another one playing in his feces and then walk into any office and see people talking and laughing and enjoying the space they are in.
S-1363	Keep Kings highway magnet elementary open. The neighborhood people want it. Some people drive all the way from Safety Harbor and Largo for the programs and the smallness of the school and what it has to offer.
S-1380	Bauder, seminole middle and the seminole hs are all near each other why wouldn't they become a fundamental program that is zoned and allows opening in maferia and Osceola fundamentals.for others
S-1387	Sunset Hills, Tarpon Middle and Tarpon High have a great reputation. We have had an amazing experience at all three schools especially with the Leadership Conservatory and Color Guard Program
S-1388	Azalea Elementary merging with Pasadena Fundamental becoming a pre-k through 8th grade school that also has an ASD hub.
S-1392	The District must deny the building of a new charter school adjacent to Sutherland Elementary School in Palm Harbor, primarily because of the potential traffic nightmare that will happen at CR70 on Belcher Rd. There is no valid reason to have two schools located directly adjacent to each other, especially when our current schools are suffering from decreased attendance.
S-1398	I do not have specific recommendations but if schools are being combined maybe looking at how social work and psych split the time between the schools. Example: I am at both of my schools 2.5 days a week. Joining those schools hypothetically would be a 5 day a week job at one location.
S-1399	woodlawn could become a magnet. it would pull more enrollment from the south side of the county. john hopkins reputation has plummeted greatly & i fear so many families will continue to not enroll there. we need more middle school options like mangrove bay.
S-1402	Solve proposed building of a new charter school directly next to Sutherland Elementary by combining campuses and selling unused property (my suggestion would be to close highland lakes elementary and rezone students to Sutherland and Lake St George.
S-1415	Not sure at this time
S-1417	Ponce de Leon Elementary needs to hire more teachers that are apt to gifted students and not just push them under the rug and treat them like the rest of their students.
S-1418	The proposed Discovery Academy of Science Charter School is a poorly thought-out project. It will add a third school to an already congested area (Sutherland and Westlake Christian are in the immediate area). The proposed school would be built on a green space that currently shelters tortoises and other wildlife. There was no mention in the proposed school materials of any effort to construct the school on an existing, now closed school property.

Q18. What other ideas or considerations do you have that the district should consider regarding a specific school in this geographic region? Please include the school's name.

S-1424	A few schools are known to be more dangerous than others. Perhaps start by examining whats going on there.
S-1427	You offer too many programs within the schools we need to go back to basics and also hold students and parents accountable for behavior. We should have a uniform code for middle schools and elementary
S-1431	NA
S-1434	Clearwater Fundamental is the Safest middle school in the district. All schools should be a safe environment for students and teachers. The only problem is the Teachers at Clearwater Fundamental are so concerned with following the stricter environment that they forget to have any compassion and have become so RIGID with students and parents.
S-1435	Im so glad DHH was moved to walsingham oaks where K to 8 will be on one campus. Great work with that.
S-1440	Already enough good schools in our area
S-1441	Not allowing Discovery to build a new school right next to Sutherland and down the road from Westlake.
S-1444	We do not need another school In THIS geographic regions. It will create tremendous traffic issues, and for those of us who depend only on well water will be a strain on our aquifer and water needs.
S-1458	Not sure
S-1479	Merged schools together
S-1481	Add elementary school to carwise
S-1488	Na
S-1490	Luckily, my area has the better school options. We need to invest in south county. You're letting kids get lost by not funding the programs underserved communities need. I went to Bogie. There was a stark difference between magnet and traditional. That shouldn't be the case. You need to be investing in good teachers and programming for traditional programs in addition to magnet programs. Ps - don't close bogie.
S-1492	combine the gifted program in fitzgerlad and ridgecrest if one must be closed down.
S-1493	Combine elementary schools in Tarpon Springs area. Combine Kings High Way and Sandy Lane. Make Safety Harbor Middle a K-8 and close Safety Harbor Elementary. Combine Brooker Creek and Cypress Woods.
S-1517	Lynch Elementary has open seats and would be a fantastic art magnet (like Perkins) or fundamental. It would also be a great K-8 school option. Lynch has a whole empty former prek building which would be perfect for the infant daycare option. The fact that Lynch is in a neighborhood, tucked away on a gorgeous piece of land makes it feel safe from the hustle of the main roads. Maybe even a nature sort of magent would be a good option since we have so many different types of wildlife on campus and in the nearby canals.

Q18. What other ideas or considerations do you have that the district should consider regarding a specific school in this geographic region? Please include the school's name.

S-1519	Regarding Cross Bayou elementary and Disston Academy, I urge the District to prioritize Adaptive Reuse over selling the property. Instead of allowing this facility to become vacant and neglected, the District should open a competitive process for non-profits to propose community-serving models. My organization, XXXXX., is prepared to transform this site into a Community Youth Development Hub. By co-locating our STEM, vocational, and athletic mentorship pipelines here, we can maintain the building as a vital neighborhood asset, reduce the District's operational overhead, and provide students with a direct, supported bridge from the classroom to a career. I also read that you were considering adding technical high schools to the county. I'd also love to either partner or be apart of the pilot. I can be contacted at XXXXXX
S-1527	Again, more budget to Hollins high school. As a freshman, who will be attending in the fall, one of the downsides listed while I was shadowing was that the school is very poor. There are so many talented and great students who would shine if they were given the opportunity, so adding more budget to things like AEA and AICE would allow them to thrive.
S-1538	I think all of the schools need to cut back the students' screen time. I do not think the elementary school kids need laptops.
S-1539	Add an arts magnet program to Countryside High School. North County needs it.
S-1542	Nothing additional
S-1544	This area has some small elementary schools, Bauder, Anona, Seminole, Mildred Helms, Orange Grove, a lot are small. They are great schools with great staff. Redrawing lines to maximize the sites would benefit everyone. Seminole Middle is small, they aren't much larger than Oakhurst, writhing 20-30 students. With all the schools around the area SMS should be at capacity with families trying to get in. We need to rehabilitate the reputation so parents want to keep their students in public schools and attend SMS. It looks like the principal is trying really hard but they need more. This will help the elementary schools keep students as well.
S-1547	None
S-1580	Osceola technical schools middle and high
S-1593	We need to stop the building of more private charter schools.
S-1597	I don't have specific school names, but having too many elementary schools so close together is not wise, consider closing the smallest of the schools and putting those students and families in the larger school.
S-1598	Make Osceola high a regular school and get rid of fundamentals lottery's
S-1600	None
S-1606	None
S-1609	See my comment on bullying at Seminole middle
S-1620	Keep Tech, Bauder Elementary, Seminole Middle and Seminole High because it's already positioned to be a mega academic center campus.
S-1631	Hollins High School- school's enrollment remains somewhat steady. Allow existing programs (Culinary, AEA, Cambridge) to expand.

Q18. What other ideas or considerations do you have that the district should consider regarding a specific school in this geographic region? Please include the school's name.

S-1632	We love Oldsmar and Carwise! As always, more field trips and healthy food options are a must! We love all the electives, please keep those.
S-1634	Is a gifted school at Ridgecrest necessary? If those students went to their zoned schools (with re-zoning), and participated in gifted at their home school, we could spread Ridgecrest out amongst neighborhood schools, especially with Rainbow Village going through multi-phase renovations and students being displaced. Seems like a waste of a building and not following an inclusive model. Gifted can exist within regular school days and they do not need their own building, teachers, and 1/2 school. It would be a shame to allow small neighborhood schools with good scores be closed for this type of model. Anona, Bauder, Fuguitt, all good, small schools, who should not be closed to allow something like the gifted program to survive, since all of those schools offer daily gifted programs for their gifted students.
S-1638	I hope that Dunedin High stays open. It has such good community involvement, amazing administrators and programs. The 3DE, architecture, cosmetology are great programs.
S-1645	Have schools in the North County with extra funds and parents who are able to fundraiser adopt a school in the South side that doesn't have such a means.
S-1650	Again, Trapom Springs Middle School becoming a K-8
S-1661	Shutting down the step up program
S-1664	See previous response
S-1670	Anything that supports the arts
S-1687	None
S-1690	Not sure
S-1707	N/A
S-1709	Specific region is a biased description.
S-1714	See my previous answer
S-1721	Don't put so many behavior challenges in just one school. No particular school will be mentioned.
S-1726	There are several fine elementary schools in our area, which are valued by the local community from which local students are drawn such as Kings Highway elementary, McMullen Booth elementary, Lila Davis elementary.
S-1729	K-8 isn't the answer. Smaller class sizes is.
S-1757	Look at how specialists have been able to help with intervention plans at Dunedin ES- we went from a C to an A due to an excellent team effort and collaboration with staff and administrators!
S-1766	Boca Ciega would make a wonderful magnet school.
S-1777	Tarpon Springs Middle School has had a quality visual and performing arts program, despite many admin changes and challenges with lower enrollment as a school. The arts programs are one of the things that are working well at the school. Consolidating the school with either Tarpon Fundamental Elementary or with Tarpon High and making it a pure magnet, preserving the quality programs we already have should be a priority of the district.
S-1782	None
S-1785	N/A

Q18. What other ideas or considerations do you have that the district should consider regarding a specific school in this geographic region? Please include the school's name.

S-1787	With neighborhoods that have elem, middle, and high school on same street-keep those schools. It's a mini community. example: Bauder, SMS and SHS. If schools need to be closed-Seminole Elem? they could filter into Bauder. Osceola Middle and Osceola High (convert OMS to K-8) and get rid of OHS being fundamental. Then Starkey elem could relocate to OMS. Mad Bch-put some high school classes there if enrollment is low. Then ALL fundamental students would be there.
S-1789	East Lake Middle Engineering should be moved to an actual middle school with low enrollment, and double the number of seats available. If you are brave enough to open a Middle School magnet that promises flexible homework scheduling and absences for participation in elite competitive non-school activities (competitive dance, ice skating, gymnastics, hockey, etc.) you would easily fill all seats. A lot of families leave public middle school in favor of private school with flexible absences, or homeschooling, because of elite training and travel. The training itself could be counted toward elective credit. These kids can handle the academics, but need more out-of-school flexibility.
S-1794	We love Gulf Beaches, however due to the middle school feeder of Tyrone, we will be looking to move prior to 4/5th grade. Letter grade doesn't matter. Reputation and zoned middle school model does not interest us. If it would feed into Maderia Beach middle or a newer Fundamental middle we would be interested.
S-1803	Combine Lakeview with another fundamental school and allow Sanderlin to use the property to expand middle school
S-1809	Safety Harbor Elementary is a gem. Expanding the bus system to include children from other areas would be fine with me to maintain the school. I do wish language was provided in elementary school.
S-1811	N/a
S-1816	East lake middle expansion
S-1818	Pinellas County Schools: The district should prioritize retaining experienced teachers, counselors, and student support staff while continuing to invest in strong academic programs, career and technical education, STEM, and dual enrollment opportunities. Schools should remain safe, well-maintained, and equipped with current technology. As the district plans for future enrollment and financial challenges, decisions should focus on student success, equitable access to programs across the county, and maintaining open communication with families and the community.
S-1825	Close bear creek, merge pasadena and lakeview
S-1826	East Lake High school The children are consistently on their phone Education does not need to be done through a phone. They need to ban phones in a classroom. It is a complete distraction and this is why these kids are completely un
S-1827	Unsure
S-1829	N/a

Q18. What other ideas or considerations do you have that the district should consider regarding a specific school in this geographic region? Please include the school's name.

S-1830	The district should continue to prioritize a safe, supportive school culture while ensuring students have access to rigorous academics, strong student support services, and diverse extracurricular opportunities. Maintaining small class sizes, fostering strong family partnerships, and investing in programs that support both academic and social-emotional growth will help students thrive.
S-1840	None
S-1846	Gibbs high school's PCCA program should remain. Even if the school were to close this program should be relocated to a nearby school with the ability to absorb its full student body. You could also convert it to a 6-12.
S-1847	Prioritize newer construction schools but also facilities with large outdoor space
S-1872	N/A
S-1889	No comment
S-1890	Remove newly installed modified dress code at Carwise. I have heard nothing but complaints from parents and students. If we wanted our student(s) to be in a uniform we have plenty of other schools to choose from. Uniforms/modified dress codes are not for public schools.
S-1892	I think keeping all the magnet and fundamental schools in this area is very important. Bay Vista, Lakeview are important to the area and students. Perkins and Jamerson as well. Numbers should not be all that are looked at.
S-1894	Starkey Elementary has an extra old kindergarten building with 4 rooms that could be used to add 6-vpk rooms like your previous survey said. If merging middle/high schools. Osceola could be a bit easier since they are already side by side.
S-1896	Leila Davis - close it. The students aren't happy, the teachers aren't happy, the principal is just waiting for retirement. The gifted teacher is going to leave again because they are moving. These same teachers were happy ten years ago. Many want to get out of teaching. Close it as there is no space for recess. They get burned on the hot asphalt, lots of broken bones and sprained ankles. Kids are hit in the head with ball flying because there is no space. It's pretty empty. Parents are always on private school waitlists and they aren't happy at all. Then you have some doctor going in a few feet from the campus. What happens when there are sex offenders visiting that doctors office two feet from the campus. There is no room for parents to park on campus. You can't get to the handicap spaces because they are blocked for car line. Nobody cares. The teachers don't want to be there but are too afraid to transfer and not have a position. The students aren't happy and are out of control.
S-1897	Consolidate Sandy Lane and Kings Hwy. Two elementary schools across the street from each other is ridiculous.
S-1907	San Jose Elementary has become a leading school in the district and is a cornerstone of the Dunedin community for generations. Our children are thriving there, and one would hope that this school is not up for debate regarding potential closures.
S-1915	Make it fundamental
S-1916	Add a magnet or fundamental program to Woodlawn Elementary to increase enrollment. The school grade has improved tremendously over the last four years, so this may additionally encourage more families to send their scholars there.
S-1920	Not sure
S-1925	Please make either cypress elementary or Brooker k-8
S-1930	East Lake High school

Q18. What other ideas or considerations do you have that the district should consider regarding a specific school in this geographic region? Please include the school's name.

S-1931	Lake St. George elementary and East Lake Middle Schools are excellent schools that should be used as example for other schools. Sometimes smaller schools is the best way to students to learn and grow in a more supervised way.
S-1936	I am at Sexton Elementary and we are a hurricane shelter which is a necessary place for our area
S-1938	Please see previous response
S-1945	Tarpon middle and high should merge.
S-1947	More flexibility in IEP development for foster and other highly mobile children
S-1948	Condensing Cypress Woods and Brooker Creek into one elementary and creating a middle school in the other building
S-1950	Unsure
S-1953	gave you all great ideas to fix everything
S-1954	More preschools in high schools (like countryside/largo programs). Pull in other outdoor businesses to rent facilities in schools for magnet programs- example- high school with a business management magnet program rents out space to laundromat to learn how business is run. That high school can also have self contained classes where those students can learn day to day operations and extended transition can work with these companies for job training.
S-1957	Seminole Elementary is a beloved and treasured historical landmark for the city of Seminole.
S-1958	Keep dunedin high school open it's important to the community and the diverse programs it offers
S-1960	Expanding CAT at Lakewood high school
S-1962	Na
S-1965	None
S-1974	We need more schools with the linda mood bell program
S-1984	Anona Elementary is old but because it's historically and academically successful. It's a legacy school. They just had a 150 anniversary. Can you imagine how bad that would look to shut down a legacy?
S-1985	Since we are considered south county, there aren't many schools we would send our child to for high school due to safety concerns that we have heard about from other parents, law enforcement, etc. I think there are a lot of elementary schools within very close proximity of one another that have a lot of empty classrooms. I think combining schools that are close to one another such as Northwest and Westgate (not sure their enrollment or open classrooms), would help with staffing, bussing,etc.
S-1987	Meadowlawn MS K-8 model with a magnet.
S-1991	East Lake High School
S-1995	Keep Walsingham Oaks K8. This is the educational model we should be promoting.
S-2015	Skycrest Elementary K-8 school.

Q18. What other ideas or considerations do you have that the district should consider regarding a specific school in this geographic region? Please include the school's name.

S-2023	I feel strongly that we should protect the success of East Lake Middle School, by not making any drastic changes to the program structure. Residents of East Lake have long been unhappy with being zoned to Tarpon, and will certainly be looking for an opportunity to overtake that valuable magnet program at this time. I would much prefer to see a zoned K-8 offering somewhere in the East Lake corridor, even if that means consolidating across Brooker Creek, Cypress Woods, Tarpon, and Carwise. If a zoned K-8 were offered on the East Lake corridor, you could also reduce the proximity priority for ELMS to 20% to align with other magnets (for future incoming students), which would open that highly coveted program to more families who have a genuine interest and give the "anywhere but Tarpon" families an option that keeps them happy.
S-2029	Unsure of school numbers
S-2032	I think that middle school students should have an option to attend a high school as a 8th-12th option or elementary as a K-7th option.
S-2033	Sawgrass Lake Elementary School. Provide more staff (current coaches) for behavior issues.
S-2040	Make the application process to Osceola Fundamental High School better and accept more students
S-2042	Keep elementary and middle school separated, maybe do K-6 then 7-12
S-2052	None
S-2053	Make Brooker Creek Elementary a K-8 to keep students from leaving the district and going to private schools, leaving the district etc.
S-2066	Turn Countryside into technical school or daycare.
S-2069	Please change the Shore Acres start time. It's too early especially for the young kids and VPK kids. I know people who turned down shore acres or looked for other schools due to the start time.
S-2072	Not sure
S-2073	Access control for rooms and hallways and bathrooms/ use student IDs and also allow them to use that same ID for lunch purchases this was done effectively 25 years ago there's no reason we can't do it now this will create a log of students habits bath use and attendance !!! This is a no-brainer cheap effective and will give the most amount of time back to staff
S-2074	Unsure
S-2087	Lakewood High
S-2089	Theater & Choir programs in all schools
S-2095	I think it would be great if Gulfport became a k-8. We are zoned for Azalea but it's too far from downtown Gulfport area.
S-2097	N/A
S-2107	It's better to condense than cut opportunities.
S-2110	Could year round school help reduce the amount of buildings used? The building not in use for school could be used for camps and daycare during the off time.
S-2113	I have already mentioned 2 ideas regarding ELHS, merging with ELMS and becoming all zoned. And to bring back the application process to allow students to choose ELHS biomed program as an option just as they do for engineering.
S-2127	Close tarpon middle
S-2130	n/a

Q18. What other ideas or considerations do you have that the district should consider regarding a specific school in this geographic region? Please include the school's name.

S-2136	I can't think of anything else.
S-2139	?
S-2152	baseball offered at Tyrone Middle School
S-2153	None
S-2157	I am expecting that Morgan Fitzgerald Middle School would be a safe school for my child and all of the students and teachers who work there.
S-2158	More K-8s
S-2159	Creating a K-8 at Meadowlawn Middle School, pulling in teachers and administrators from Sawgrass Lake Elementary.
S-2161	We love Countryside High school! The teachers and counselors are approachable, caring, and dedicated. There is opportunities for all paths, college, technical school, and dual enrollment. They have everything needed for success at learning and life!
S-2164	Make a high school in the azalea neighborhood
S-2169	None
S-2175	None
S-2179	No specific ideas
S-2185	Combine Mt. Vernon with Northwest Elementary . They are very close to each other.Mt. Vernon is a very old school that needs a lot of work . Many classrooms are vacant. Many parents are leaving Mt.Vernon.
S-2186	Highland Lakes Elementary should be combined with Carwise
S-2199	Consider all non classroom positions first (media specialist, guidance counselor, all coaches) to eliminate. Ask Staff at specific school what they willing to cut in order to keep school open.
S-2206	none specifically
S-2212	Unknown
S-2213	I'm particularly interested in Sanderlin maintaining its IB coordinator positions. I am concerned that eliminating this position to shift the workload onto teachers will contribute to teacher burn out.
S-2215	I know a lot of our friends want to get into mangrove bay. If there was a feeder school to that school people would be interested
S-2219	Change hours maybe.
S-2222	Model Pasadena
S-2231	It's time to close Tarpon Springs HS. If you think it is a gem and close community/neighborhood school, you don't live here.
S-2238	Keep Tarpon Fundamental open and consider expanding it to a K-8 model since we do not currently have any north county fundamental middle schools available as an option for families
S-2241	Rent out Eisenhower's parking lot during softball and baseball season, especially for Eddie Seymour Fields. During Phillies spring training rent out Eisenhower's and Clearwater High's parking lot. Host craft fairs and food truck rallies in the schools with large parking lots.
S-2245	Tarpon Fundamental should move to another site and expand to allow for larger enrollment
S-2255	Palm Harbor Middle School for example, should have all of the teachers use canvas if that is what the majority are using, students and parents should not have to search across multiple applications to try and find assignments or end up using focus to find assignments are missed because they are not listed in central place.

Q18. What other ideas or considerations do you have that the district should consider regarding a specific school in this geographic region? Please include the school's name.

S-2257	Sutherland Elementary has provided my son with an outstanding educational experience from Kindergarten through entering fifth grade. The dedicated teachers, strong leadership, supportive staff, and positive school culture have created an environment where students can thrive academically, socially, and personally. As the district evaluates future plans, I encourage you to preserve and continue investing in high-performing neighborhood schools like Sutherland. Schools with strong community support, consistent academic success, and engaged families should be protected and strengthened because they provide the foundation our students deserve and serve as a model for what public education can achieve.
S-2259	Make a PreK - 8 fundamental on a bigger campus. Make current fundamental early childhood center. Close one of the Elementary schools. Or close both and make K-8 at Tarpon Middle.
S-2261	More art classes in East Lake middle and high school
S-2264	Ridgecrest needs more diversity
S-2269	Lynch, Sawgrass and Sexton could possibly be combined into one school as enrollment is down at all three schools.
S-2280	more health education, mental health education, physical fitness
S-2285	Merging the middle schools and high schools that are next to each other (i.e. Osceola and Osceola, Seminole and Seminole, Fitzgerald and Pinellas Park).
S-2287	Carwise middle should do away with its new dress code policy and do better in terms of listening to students and parents in the future. We strongly considered pulling our child from Pinellas County schools over issues like this.
S-2295	Make Ridgecrest Elementary the mid county k-8 gifted center. Add a talent component to support the neighborhood students.
S-2298	The magnet schools in this area; Sanderlin, Midtown, Jamerson, and Perkins are highly sought after. It would be wise to investigate why that is and make a concerted effort to replicate their success at schools across the county. It would be so lovely if all schools were as good as those four.
S-2316	Making Northshore K-8
S-2318	The arts programs at tarpon springs middle and high schools cannot be lost . Please do everything you can to save them. They have some incredible teachers that are specialists in their jobs and build incredible artists (visual, musical and movement). The skills that they learn in their electives benefits their academic growth as well.
S-2319	There are a few small, neighborhood schools in North county and it is essential to maintain them as they are since research has proven that students' success is tied to being a part of a smaller community (neighborhood) school. A 4 day school week might be a good economic option instead of consolidation and school closures.
S-2331	All the high schools in the area, Pinellas Park High School, needs to improve their facilites. It is very hard to attract students to the school when the facilites are sub-standard for athletics and activities
S-2332	n/a
S-2336	Keep Seminole High going. It's too far west not to, logistically/transportationally speaking. Start cracking down on the lawless, rachet ass nonsense that is allowed to go on unabated in Seminole Middle and Seminole High schools. Get back to basics. They money and population is going away. Wake up time!

Q18. What other ideas or considerations do you have that the district should consider regarding a specific school in this geographic region? Please include the school's name.

S-2345	To optimize the upcoming merger of Bay Point Elementary and Bay Point Middle School into a single K-8 campus, the district should focus on three critical areas: Community Integration: Combine both schools' science and technology magnet programs into a seamless K-8 STEM pipeline and launch peer-mentorship programs. Campus Logistics: Use staggered arrival times to manage traffic and create strict physical zones to keep elementary and middle schoolers separated during the day. Property Reuse: Lease the vacated elementary school building to community partners that provide affordable early childhood education or local workforce housing.
S-2351	Guidance counselors are imperative. Teachers cannot teach and counsel, and are frankly not trained for that. It's a lot to manage 24 emotions and try to exceed standards.
S-2352	Consider consolidating high school access in the north to one school. Countryside has the best set up and location
S-2365	Keep bayside high school open, it serves a very important and specific purpose and should get larger in the coming years, not smaller
S-2368	More paper and pencil homework. Less screen time.
S-2371	N/a
S-2373	Schools like New Heights with ASD programs, should have a flexible schedule on the arrival time for the ASD document holding students, that we aren't marked tardy when students are challenged and unable to always follow the morning routine instructions to arrive to school on time
S-2378	No other idea
S-2385	No feedback at the moment
S-2389	Not sure
S-2393	Na
S-2397	Either Brooker creek elem and cypress woods elem should be converted into a middle school
S-2400	Every school should be a fundamental school. There shouldn't have to be special fundamental schools that basically what schools from 30-40 years ago were. That just shows the degradation of the school system and why families have flocked to private schools. The public school system stopped focusing on the fundamentals of educating and lost control of the school environment (I've spoken to many teachers who describe they are powerless).
S-2402	Longer after care hours
S-2405	Unsure.
S-2408	Meadowlawn.
S-2409	Unsure
S-2414	No considerations
S-2415	Limit student enrollment for Madeira beach fundamental to stop stealing students from good schools like Azalea Elementary.
S-2416	Pinellas Park Elementary has one of the best music rooms in the county. As a teacher there for many years, I feel the space is utilized well. We have a great thing going. Please keep PPE open!
S-2417	Ive stated before- Coubtryside HS is detrimental in location. Oldsmar, Safegy Harbor- they will strain to go to other schools
S-2424	N/A

Q18. What other ideas or considerations do you have that the district should consider regarding a specific school in this geographic region? Please include the school's name.

S-2425	Seminole Elementary School: As the district considers ways to maximize available space, I encourage a small indoor hydroponic Tower Garden pilot. Our family, through Hunter HVAC, would be happy to sponsor the initial system and assist with setup and maintenance to minimize additional responsibilities for staff. Existing curriculum and Florida examples make this a low-risk opportunity to enhance STEM, nutrition, environmental science, and student engagement. Hands-on horticultural learning can also provide calming, sensory-rich experiences that may especially benefit students with diverse learning, behavioral, or emotional needs while engaging all learners. As an active Seminole Elementary family, we would welcome the opportunity to partner if there is interest.
S-2426	Eastlake Middle School should be opened to immediate residents and not lottery.
S-2427	none known
S-2431	PHUHS stop pushing kids into higher level classes that dont belong there.
S-2432	Safety Harbor Middle School is an important school for our community. I encourage the district to continue investing in its academic programs, excellent teachers, student support services, and extracurricular opportunities. Before considering major changes, please carefully evaluate the impact on students, families, transportation, and the surrounding community. Maintaining a high-quality neighborhood school while expanding educational opportunities should remain a priority.
S-2443	NA
S-2449	Azelea make an A school - combine middle and elementary. Stop busing in - instead create an amazing neighborhood school. It's next to million $ homes and we have e go send our kids out of the area or to private. For Maderia and Osceola fundamental provide transportation. My kid should not have to uber teen from school. Osceola and Madeira fundamental lack of diversity.
S-2451	Consolidate Brooker Creek Elementary and Cypress Woods Elementary into one elementary school and create a middle school campus on the vacated school.
S-2452	We know from the lottery and the waitslists that certain elementary schools are most desirable to parents (pasadena, madeira beach, Sanderlin, etc...) Seems that we could increase enrollment by converting more of the lesser desired schools into desired ones, by heavily focusing on reading to bring them up to A schools and converting them to magnets and fundamentals.
S-2457	Decrease in enrollment and high staff turnover over at Lake St George.
S-2460	Countryside high become the engineering school.
S-2462	Unsure
S-2467	Curtis fundamental and Leila Davis- make k-8. Offer music options at Curtis fundamental and the sun shade was not necessary for the money. More therapists are needed in fundamental schools.
S-2470	Hollins- a social skill group for neurodivergent students
S-2481	Elisa Nelson is a waste of money with multiple top notch elementary schools within 10 minutes. Move the gifted program to Ozona and the dyslexia program to Sutherland or Curlew Creek. We needed a gifted magnet in north county, but it doesnt make sense to run a whole separate school for it. Thats why Palm Harbor Elementary remained closed for all those years. It just didnt make sense to have another elementary school right here. Make Elisa Nelson an early childhood center and community center with before and after care options for Palm Harbor Middle.
S-2482	N/A
S-2484	Long term care facilities for the elderly

Q18. What other ideas or considerations do you have that the district should consider regarding a specific school in this geographic region? Please include the school's name.

S-2495	Pinellas Park Middle School needs to invest more in its athletic program. When we're playing surrounding school teams it's embarrassing that you can tell we don't have money for equipment and training and other schools do
S-2496	Physically update the schools that are left. A run-down school is not a good look.
S-2504	Making Mangrove Bay Middle School a dedicated feeder school for Shore Acres Elementary would foster neighborhood cohesion, stabilize enrollments, and ease the middle school transition. This alignment enables joint community events and curriculum planning, keeping northeast St. Petersburg families unified within the same educational pathway. It would keep neighborhood students together from K through 8, building a stronger sense of local identity. Families in the Shore Acres, Venetian Isles, and Ponderosa areas would share a unified school community. Providing a predictable, guaranteed middle school pathway gives parents confidence in the local public school system, potentially reducing the flight to charter or private schools.
S-2506	Mount Vernon should not close due to the historic nature of the building as well as the strong needs of the community it serves
S-2507	Close Woodlawn, Bear Creek, Mount Vernon and possibly Lynch. Is Mangrove Middle really necessary?
S-2509	No comment
S-2510	Several schools could use more security like John Hopkins and Azalea
S-2512	None
S-2518	N/A Bay Point Elementary School
S-2519	Not sure but middle schools are in dire need of help.
S-2520	Combine East Lake MS and East Lake HS - you can either make East Lake MS a zoned school with a magnet program that continues on into high school since they both have engineering OR just leave it as is but grow it if you want with more classrooms and a bigger footprint available. I don't want to speak for anyone else, but my guess is many families in that area would welcome a zoned school near the HS/MS and along that stretch of McMullen Booth rather than having to select engineering or travel to the other side of the lake for school.
S-2525	??
S-2528	Expand the Center for Gifted Studies at Ridgecrest to a 1st - 8th program. This gives those families the continuing education they like. More district directed opportunity to provide information to families of gifted qualified students. Currently schools do not promote full time gifted opportunities.
S-2530	none
S-2531	Pinellas Park High School - My daughter graduated from there and some of the teachers are racist and terrible teachers who don't teach at all nor do they care. I've never had more issues at a school. There are good teachers there as well but the admin covers for bad teachers.
S-2533	Middle schools should offer nursing programs. Hollins High School should have a nursing program. Most highschools should offer nursing as an option. It's a huge advantage for kids to be a ble to have a leg up when they enter college.
S-2537	Support/change for Medowlawn MS
S-2538	If additional schools were to be made fundamental, it may make sense to convert Osceola Middle since Osceola High is already fundamental and right next to it.
S-2539	Starkey Elementary
S-2540	None

Q18. What other ideas or considerations do you have that the district should consider regarding a specific school in this geographic region? Please include the school's name.

S-2541	Not sure
S-2545	n/a
S-2547	none
S-2548	None
S-2551	Na
S-2557	maybe considering joining Tarpon Elem and middle together, and giving the opportunity for Oldsmar kids to go to Countryside high over East lake because of the distance.
S-2558	Make every school like Perkins Elementary. Stop messing up schools that were working by replacing principals willy nilly. JHop went from good to bad in a year thanks to the latest change.
S-2563	Make all schools fundamental like Osceola HS
S-2567	Lakewood High School has the space for a sports complex. Blueprints were already sketched and is very desired by the community. It would be open to all. We need a state of the arts athletic and nutrition program for our community. There could also be meeting spaces for agencies to facilitate classes for parents such as healthy start, etc.
S-2579	Consider transitioning Lakewood HS to a vocational setting with a sports program or going full magnet with no zone restrictions.
S-2581	Seminole High School should work on their staffing model and staff. There are at least 5 public elementary schools that I can walk to from my house (some are a bit longer walks than others) but not unsafe walks. Condense the elementary schools. I would tear down Bauder, build a new elementary school that was able to hold the students from Bauder, Oakhurst, Seminole, and Orange Grove (possibly even Anona).
S-2582	Lakewood should transition into a technical career high school with multiple career paths. Allow PTC to service adults and Lakewood to service 9-12 students. Consolidate Azalea and Tyrone. Consolidate Mangrove Bay and Meadowlawn.
S-2587	Largo High School: Although I have never met the principal personally, I have seen the positive impact of the school's leadership through my son's experience. His success was the result of his own hard work and dedication, but Largo High School provided the structure, high expectations, and well-run environment that allowed students who were willing to put in the effort to succeed. I was also impressed by the graduation ceremony—it was one of the most organized and efficient events I have attended. Based on our experience, I hope the district continues to support the strong leadership at Largo High School.
S-2592	None.
S-2600	we love tarpon fundamentals and it would really benefit from a sports/performance space.
S-2604	Find ways to make shade at Dunedin High School. P.E. and outdoor areas should be open, but UV is so extreme, we need more shade so students can bear being outside.
S-2607	Not sure exactly what schools could be on the chopping block so can't answer this.
S-2609	Eastlake Highschool already has a middle school on campus. I think all school should do better about preparing students for the real world by offering budgeting classes, classes about the importance of credit and providing opportunities to gain skills that be truly be needed in the work force to help them obtain a job that would provide a actual livable wage
S-2614	Lakewood High needs a vocational program added. This has been a need for quite awhile. Students request programs and the desire to come out of high school with a career so they can work. This is vital for the community. These students need better opportunities than what is offered to them now.
S-2616	Leave Highland Lakes alone ... or make it a gifted magnet.

Q18. What other ideas or considerations do you have that the district should consider regarding a specific school in this geographic region? Please include the school's name.

S-2624	Lakewood High School being a training site for college students who are in the education program. Connect with surrounding schools to complete hours for program.
S-2628	Please consider funding Dunedin High School's theater program to provide for a department head and at least one additional full-time instructor.
S-2629	Close down TZ now that we are all A, B, C schools.
S-2632	None
S-2634	Lakewood High School's school grade of an A speaks for itself and should be compensated accordingly.
S-2635	I've already stated
S-2637	None at this time
S-2640	Build technological support skills for technical programs
S-2641	STOP TOLERATING BAD BEHAVIOR
S-2643	unsure
S-2648	Azalea Elementary should either become a k-8. Azalea loses students to surrounding magnet and fundamental schools due to parents' fear of sending their students to Azalea Middle School. Azalea Elementary has a great reputation, but zoned students do not attend or stay due to Azalea Middle School's reputation. Another option is to make Azalea Elementary K-6, then make Azalea Middle a smaller neighborhood school with 7th and 8th grade and create additional smaller neighborhood middle schools with extra supports in other south county areas, rather than bussing kids up to Azalea Middle. Smaller, better middle schools or 5th-6th grade middle and 7th-8th grade junior high schools are the answer!
S-2650	Safety harbor elementary, less students per teacher
S-2652	Add VPK to Sandy Lane and close Kings Highway. That would move kids back to their zoned schools.
S-2658	It would be amazing if shore acres elementary could start at a reasonable time like 8:30 like many other schools. There's only 2 buses to reschedule. Most kids walk or are driven.
S-2663	We are a family at Azalea Elementary School. Making Azalea Elementary K-8.
S-2664	Lakewood High School, Gibb's High School and St. Pete High School should stand forever. Each are historic in their own right. I wish the south community would represent for their schools like the small community we are. Lakewood and St. Pete each reached an A ranking due to tremendous strides. Don't let this moment pass!
S-2665	work within your budget. These teachers are exhausted.
S-2671	The iStem program at countryside is underutilized compared to the PHUHS magnet programs. I would focus on marketing that program better to Palm Harbor Middle School kids specifically because they all feel like they have to go to PHUHS when many are zoned for countryside and would do well at the istem program.
S-2672	Not sure
S-2673	Combining Dunedin middle and high school as well as east lake middle and high school and all other middle/high schools in mid and north county. In addition, replace the administration and school secretary at Pinellas Central Elementary
S-2679	N/A

Q18. What other ideas or considerations do you have that the district should consider regarding a specific school in this geographic region? Please include the school's name.

S-2689	Osceola is mid-county-consider making it an arts program magnet. The school has capacity, ties to the community and due to families trying to secure a seat at OFHS in our zone we have lost families to Mad beach. Consider Osceola having an arts magnet for up to 300 or more kids. We have a huge ESE population which has its challenge and having an arts magnet would help balance that out and also give our ESE kids some opportunities in the arts. This could bring families from more north and mid county who might not have attended public school and give our kids already zoned an opportunity also to have more arts offerings. Consider making starkey an Elementary Arts magnet, or Bardmoor.
S-2690	Center learning around the real world that these students live in. It's Florida, it's Pinellas County. Through your curriculum, help them get to know it and want to be a part of it.
S-2691	No other ideas
S-2696	None
S-2699	Sutherland is experiencing decreased enrollment in part due to poor leadership where parents are met with contempt and concerns are not taken seriously by school administration.
S-2704	nothing at this time
S-2709	North Shore Elementary needs more resources in their ASD units!
S-2710	I do not have additional comments regarding a specific school. However, I encourage the district to consider factors beyond building utilization, including student needs, specialized services, transportation, community impact, and long-term enrollment trends when making decisions. Strong neighborhood schools and the services that support students should remain a priority.
S-2711	Marketing for middle schools. Although Tyrone MS has been remodeled, it previously had a bad reputation, so families continue to be hesitant. Azalea MS has a terrible reputation, so consider rezoning or a K-8 option to rebrand it.
S-2712	previous answer: move IB from PH to Countryside
S-2715	San Jose is a hidden gem with so much to offer the community!
S-2720	Keeping IB at PHUHS and keeping Tarpon Fundamental open. These are both fantastic and proven winners for PCSB - full of dedicated and passionate teachers and students!
S-2725	As the oldest school in the county, we want to keep Anona elementary around for many years into the future. Not only is it an excellent school but a key part of history in our area. I would like to see it further renovated
S-2726	Curlew Creek Elementary is thriving and full of top-notch teachers and staff. I'd like to see this school remain open and operational.
S-2727	Close Boca Ciega HS and send the nursing program to PTC or Lakewood (building 7) and then the fundamental to Gibbs
S-2733	I have worked at high schools with a campus setting and those with a central building. The campuses are not conducive for a safe, effective school setting.
S-2736	Could the programs at Kings Highway and Elisa Nelson just be relocated on to other underutilized campuses?
S-2741	San Jose Elementary. It's the BEST if making kids feel great. The small school where all the staff knows each kid is amazing and has been
S-2742	n/a
S-2746	NA
S-2747	Lakewood Senior High School

Q18. What other ideas or considerations do you have that the district should consider regarding a specific school in this geographic region? Please include the school's name.

S-2748	Please preserve Lakewood High School and invest in its future rather than considering closure or consolidation. Lakewood has a long history and is an important part of the South St. Petersburg community. Strengthen the school by expanding career and technical education, including healthcare, engineering, skilled trades, cybersecurity, business, and public safety, while creating a high-quality magnet program that attracts students from across the district. Maintain strong academics, arts, athletics, counselors, and extracurricular activities, and build partnerships with local colleges, hospitals, businesses, and community organizations. Give Lakewood the opportunity to grow and thrive by investing in programs that increase enrollment rather than reducing educational opportunities.
S-2749	Shout out to Curlew Creek and Lake St. George - we have attended both and have had wonderful experiences.
S-2751	Make the tough decision to close and consolidate some schools and programs. Also, end the option for extended transportation routes from one end of the county to another.
S-2752	.
S-2758	Lakewood High School is currently an A-rated school, which reflects the dedication of our students, teachers, staff, and leadership. I would like to see continued investment in expanding educational opportunities that help prepare both incoming and current students for their future goals. I would like to see more career-focused pathways and programs that allow students to explore areas they may be interested in, such as social work, law enforcement, nursing and healthcare programs, law, business, economics, technology, and other professional fields. Providing students with early exposure, hands-on experiences, mentorship opportunities, and career preparation would help them make informed decisions about their future while preparing them for college, careers, and adulthood. Also, increased media awareness and community recognition for our athletic programs. Our students are performing well, and highlighting their accomplishments helps build school pride and parental engagement.
S-2768	Lakewood High School needs a vocational program and a ligament magnet program that strikes the interest of the students and a state of the art athletic department and program
S-2771	The professional development of the students that have graduated from Lakewood High School.
S-2772	none
S-2775	Have Morgan Fitz and Pinellas Park High move to a similar bell schedule like Largo Middle and High did to help reduce transportation issues.
S-2777	n/a
S-2778	En la zona de CLEARWATER falta de transporte escolar aulas y necesidades de programas
S-2781	have a larger middle school available at East Lake Middle to serve students from Cypress Woods/Brooker Creek. sending them to Carwise or Tarpon middle is not ideal.
S-2784	DO NOT CLOSE LAKEWOOD HIGH SCHOOL.

Q18. What other ideas or considerations do you have that the district should consider regarding a specific school in this geographic region? Please include the school's name.

S-2785	Combine two close schools and make the empty school for extracurricular. Seminole Elem & Orange Grove Starkey Elem & Bardmoor Elem Fuguitt & Walsingham Oaks Frontier & High Point Skyview & Pinellas Park Rawling & Blanton Sawgrass & Lynch
S-2789	uncertain
S-2799	None
S-2803	Meadowlawn would be a good elementary and middle school combination since the high school is right next to it.
S-2804	n/a
S-2805	All schools should enforce the safety of our students and who can enter campus such as being consistent with checking the identity of those coming to engage with students as well as the students records to confirm if those coming to the school are authorized to engage with students
S-2809	Gulfport Elementary should become a fundamental school.
S-2810	Expanding Tarpon Fundamental Elem. - due to waiting list, parents want Fundamental.
S-2813	I have none.
S-2821	Smaller class sizes and support for students with special needs so that those special needs students do not take all the teachers' attention and energy away from other students at Clearwater Fundamental. Less grouping of lower, behavior students together in the same classes.
S-2830	None chs
S-2836	Thurgood Marshall-reputation mgmt needed
S-2839	Gulf Beaches elementary can be expanded and replicated across the surrounding area with a vacant buildings recently becoming available.
S-2842	Ozona is wonderful! Don't change a thing.
S-2845	Starkey Elementary is a strong community school that should be considered carefully in any future planning decisions. The district should consider the importance of maintaining a neighborhood school where students and families have strong connections with teachers, staff, and the surrounding community. Any decisions involving Starkey Elementary should take into account enrollment trends, facility needs, student achievement, and the impact on families before considering changes. I would encourage the district to continue investing in the programs and supports that help Starkey students succeed, including strong academic instruction, intervention services, enrichment opportunities, and resources that support the whole child. Maintaining a positive school culture and preserving the sense of community at Starkey Elementary should remain a priority.

Q18. What other ideas or considerations do you have that the district should consider regarding a specific school in this geographic region? Please include the school's name.

S-2847	I don't personally work there, but I'm acquaintances with multiple people who work at Sanders, and from what I hear, it has been a nightmare there since they combined with Pinellas Secondary. I don't know a lot of specifics, but people who have worked there for years are burnt out and leaving. The ESE kids who have attended there for a long time are losing incredible people. I don't have a solution, but I think something should be reconsidered with this school.
S-2850	Combine Tarpon Fundamental and Tarpon Middle and make it a K-8 Fundamental school with an emphasis on the expansion of performing arts opportunities
S-2857	None
S-2865	Mentioned in the earlier questions
S-2868	once again; make Shore Acres k-8…since Mangrove is not a viable option for most and Meadowland is a terrible school
S-2873	CLOSE GIBBS
S-2874	Expand the fundamental program to all grade levels in the Tarpon Springs community (Tarpon Springs MS and Tarpon Springs HS) Support the expansion of the Leadership Conservatory for the Arts to all grade levels integrated with a fundamental program.
S-2875	N/a
S-2877	Tarpon Springs Fundamental is truly a special campus with the most amazing staff. I wish more parents would choose the fundamental model because it is the best for student success.
S-2881	No feedback at the moment
S-2885	Expand ELMS to make it a zoned school
S-2890	Palm Harbor Middle should NOT be implementing a dress code! I am not sure why they are applying it? I didn't get any information prior to the decision. It's an inconvenience.
S-2894	Please do not combine elementary/middle or middle/high
S-2896	Fix the traffic bottleneck at Largo High School.
S-2900	Unsure. Not happy at Seminole Elementary
S-2903	Seminole Middle needs less focus on testing and more support for it's teachers. Oakhurst Elementary needs more support for students who need more one on one time to learn efficiently.
S-2904	No
S-2917	Schools in south could be closed and bus students to the Middle geographic area.
S-2920	Na
S-2924	Pinellas High Innovation- low enrollment and Lealman Innovation serves same population
S-2931	None
S-2932	Copy what Pasadena and Bay Vista Fundamental are doing.
S-2938	More support with the community
S-2941	I don't have a specific school in mind. I just hope any decisions are made with students and families as the top priority, not just to save money. It's important to consider the long-term impact on kids, their education, and the community before deciding to close schools or reduce opportunities.
S-2945	Stagger start and ending times to accommodate different grade levels on one campus. Safety Harbor Elementary School and McMullen Booth can combine for K-3 and Push grades 4-5 to Safety Harbor Middle School 4-8.

Q18. What other ideas or considerations do you have that the district should consider regarding a specific school in this geographic region? Please include the school's name.

S-2948	More district leadership advisor support for extracurricular clubs at Largo. All sport practices should take place on campus- some don't due to insurance concerns.
S-2951	Countryside High School could offer another magnet or become Fundamental. Safety Harbor Middle should be an ISTEM feeder and also possibly fundamental.
S-2961	I don't have any specific ideas
S-2962	The district should consider expanding the fundamental program to all grade levels in the Tarpon Springs community, including Tarpon Springs Middle School and Tarpon Springs High School. A continuous K-12 fundamental pathway would provide families with greater educational choice, strengthen academic expectations, and build on the success of the existing program. Additionally, the district should support the expansion of the Leadership Conservatory for the Arts to all grade levels and explore integrating this successful program with a fundamental model. This would create a unique K-12 educational opportunity that combines academic excellence, structure, accountability, and outstanding arts programming for students in the Tarpon Springs and North County communities.
S-2964	Sanderlin Elementary - more partnership with local businesses and busienss leaders - to share real world scenarios that blend what students are learning and how it applies to a job in society.
S-2977	Make Azalea Middle or Elementary k to 8th grade. We love Azalea Elementary and it would be great to keep their staff and spirit alive.
S-2979	In a dire situation, Countryside High could be closed and the students could be allocated to Dunedin and East Lake.
S-2982	Seminole elementary should remain open and some buildings closed/repurposed for Rclub or YMCA.
S-2983	Forest Lakes Elem has some empty classrooms that could be utilized for additional early childhood programs; move the ASD classrooms to the main building and use the early childhood building as it was orginally intended.
S-2985	Could have an ROTC program attached to Osceola Fundamental HS between the middle and HS properties.
S-2986	I believe you should merge Lakewood ES with Maximo. Keep the fundamental the same (Bay Vista) as it's doing well. Fairmount Park is a big school and could have a school merge with it. Mount Vernon is a small school that I hear is a mess, so could close that and merge with another large capacity school. Lakewood High is huge, and the only high school in this area. If room in that school, create another magnet thread to attract more mid county students. Maybe something pertaining to the arts.
S-2987	Expand the fundamental program to all grade levels in the Tarpon Springs community
S-2990	Dunedin High - many parents like the idea of a smaller school like Dunedin High where their child is less of a number. PHU and East Lake high schools are bigger, and I've heard parents say they feel like their student is lost in the crowd if they are more of an average student than a high achieving student. I've also had many students transfer into Dunedin High from PHU and Clearwater High stating how much more they like it at Dunedin because it is smaller, "everyone is nicer here", and they feel like they fit in better there.
S-2991	Mildred Helms is top notch. Since its IB and one of the few, should remain untouched. Pay Teachers more
S-2993	Seminole High School should offer Lacrosse

Q18. What other ideas or considerations do you have that the district should consider regarding a specific school in this geographic region? Please include the school's name.

S-3000	PHUHS: Student population is still very large - more guidance counselors are needed for the traditional student population. Less fees for extra curricular events; those are becoming limiting to many students.
S-3004	Buying tablets and or laptops for students at school
S-3015	We love Perkins and wish that all schools had similar resource opportunities.
S-3021	Expand the fundamental program to all grade levels in the Tarpon Springs community (Tarpon Springs MS and Tarpon Springs HS) Support the expansion of the Leadership Conservatory for the Arts to all grade levels integrated with a fundamental program.
S-3022	Support musical and arts education, expand the leadership conservatory
S-3024	Not sure
S-3025	Tarpon springs has a huge assistant director turn over , why is that. . Why so many left. Because the money needs to me moved for athleticsm to band athletes , support the arts! PCSB lacks diversity! Not enough representation!
S-3026	Tarpon middle has such a reputation for fighting that I didn't allow my children to go to school there and pulled them out of public school for sixth through eighth grade, I don't know if it's because the school is so large and has so many varied students but it's disheartening that the reputation of that school is full of bullies. It would be beneficial to see some sort of magnet or fundamental or program at Tarpon middle to improve the focus of the student body.
S-3028	The government needs to see children as their greatest resource and invest in them. I know I am preaching to the choir.
S-3029	None
S-3035	Increase support for the families where the children are struggling.
S-3036	I support the idea of Gulfport Montessori actually fulfilling its name as a Montessori-based school, and welcoming Pre-K through 8th grade.
S-3037	PreK-8 zoned school Brooker Creek Elementary
S-3039	None that I can think of at the moment.
S-3041	Please see initial suggestions regarding the Tarpon schools
S-3044	n/a
S-3053	Expand the fundamental program --TSMS and TSHS
S-3054	Na
S-3056	Bauder Elementary should become Fundamental K-8
S-3059	The district should prioritize preserving high-performing schools such as Leila G. Davis Elementary, Palm Harbor University High School, and the Dunedin Gifted Program. These schools consistently demonstrate strong academic performance and provide students with outstanding educational opportunities. Decisions about consolidation or restructuring should recognize and protect successful schools and programs that have a proven record of helping students achieve at high levels.
S-3061	Tarpon High School-retain the conservatory for Leadership in the Arts
S-3063	Meeting emotional needs of kids
S-3067	keep schools
S-3072	I do not have any additional comments regarding a specific school at this time.
S-3076	Bay point middle and Bay point elementary could be combined.

Q18. What other ideas or considerations do you have that the district should consider regarding a specific school in this geographic region? Please include the school's name.

S-3078	None specifically.
S-3081	Keep your supporting staff in places like Campbell Park and John Hopkins. It isn't easy being staff there but we do it because °we love the kids. We get cursed out and disrespect ed like you wouldn't believe but our main focus is to serve.
S-3085	N/A
S-3091	Target the lowest ranked school in the area and focus funding and resources there.
S-3092	I believe Kings Highway and Sandy Lane should be consolidated as they were both magnet programs. Sandy Lane has gone through a renovation and has the capability to house students from Kings Highway.
S-3094	I guess my previous answer was more for this question
S-3095	Garrison jones elementary in Dunedin. They already have a TV/media morning announcement, if it were turned into a program that would be great.
S-3099	Bring the programs that one school had that you are closing to the other school that you are keeping open.
S-3101	I've not yet seen the suggestion to develop and embed an early childhood care/education program into a high school that would allow high school students to elect or apply to participate, under well-managed supervision by trained and certified professionals, as potential career exploration or preparation for this field.
S-3106	Update of Bauder elementary's interior as it's the only consistent negative comment made about the school is the open format.
S-3109	Change East Lake Middle to zoned school
S-3110	Close tarpon springs fundamental, and combine it with sunset hills elementary, and make tarpon high a 6-12.
S-3114	A designated middle school for the Eastlake corridor. Consolidate Brooker Creek and/or Cypress Woods to make one site Pre-k-4 or 5 and the other 5 or 6-8. Make Brooker Creek and/or Cypress Woods K-8 Make Eastlake Middle School a zoned school Combine Eastlake Middle School and Eastlake High School building usage having both be zoned schools
S-3117	Do more for Osceola Fundamental High School. It's one of your greatest assets and has been given seemingly minimal consideration. While other schools have been completely rebuilt, Osceola has portables that are falling apart and cannot be reached when it rains, air-conditioning units that often fail leaving students attending classes in the Florida heat in September, and many other issues. The five-year plan for a new building and other improvements at the school to bring it up to par with the other high schools in the county has come and gone many years ago. Despite that, the school has achieved remarkable accomplishments over the years and is in high demand from Pinellas families. If the county continues to let the school deteriorate or chooses to close it down, the families that would have gone to Osceola are more likely to choose a private high school as the alternative.

Q18. What other ideas or considerations do you have that the district should consider regarding a specific school in this geographic region? Please include the school's name.

S-3120	As the district moves forward with new plans & updates for County schools, what is the plan for Osceola Fundamental High School? (1981) one of the county's & state's top academic programs, an A school for 15 years, the only fully Fundamental HS in FL (06-26) with clear and consistent demand shown by full waitlists at every grade level. However, access to the school is not clearly represented in the district's application system, and recent decisions such as enrollment caps, reduced intake, and cut staffing have limited opportunities for students trying to enter the program that's growing. At the same time, the campus is facing ongoing facility and infrastructure challenges that have not been fully addressed. If the district plans to continue investing in successful programs & expanding fundamental then what comes next? There is a clear need for a defined plan that supports access, addresses facility conditions, and aligns resources with the high demand and performance of the program.
S-3121	Eisenhower Elementary should be preserved.
S-3125	To keep Countryside High I would be willing to give up community liaison, one plant operator, one front office staff if two positions currently, and some course offerings such as Cambridge, AP human geography, and other various courses. I would also be willing to give up our area superintendent.
S-3126	The Tarpon Springs are is in huge need of restructuring. This are would greatly benefit from expanding both the leadership conservatory and the fundamental model.
S-3128	I'm not sure.
S-3133	Combine elementary schools in Seminole area. Bauder can hold 800 students. Fill that and close smaller ones
S-3134	Melrose
S-3135	Do not mix troubled kids in regular schools
S-3137	Largo High magnet students should have available busses even if they're outside the zone.
S-3142	No input
S-3144	GIve more meaningful programs to countryside high school. Their staff cares more about the students than dunedin or palm harbor for sure. I know kids that go there and see how they are treated with a cookie cutter mentality. Countryside goes out of its way to help each student succeed using what is best for them. They have a high staff retention rate and a great admin team. You can't build that overnight, it should be preserved and more students put into their school so that they can achieve success.
S-3145	I enrolled my student to a magnet program because the school nearby was a C and below school. We need to elevate all public schools so that the "bad" ones doesnt negatively impact the general view of public schools for the area and minimizes parents from considering home school or charter/private schools.
S-3152	Keeping the resources that Sanderlin IB World School has, like staff, counselors and the like, especially considering they have IB standards to ensure are followed.
S-3153	None
S-3159	'-