

An illustration of a school scene. In the background, there is a large orange school building with a sign that says "SCHOOL". A yellow school bus is parked in front of the building. In the foreground, a man in a green shirt and a child with a blue backpack are walking away from the viewer. To the right, a woman and a child are walking towards the viewer. The scene is set on a grey path with green hills and a blue sky.

School Boundary

REVIEW

Superintendent's Boundary Review Advisory Committee 2024-2026

Welcome and Introductions

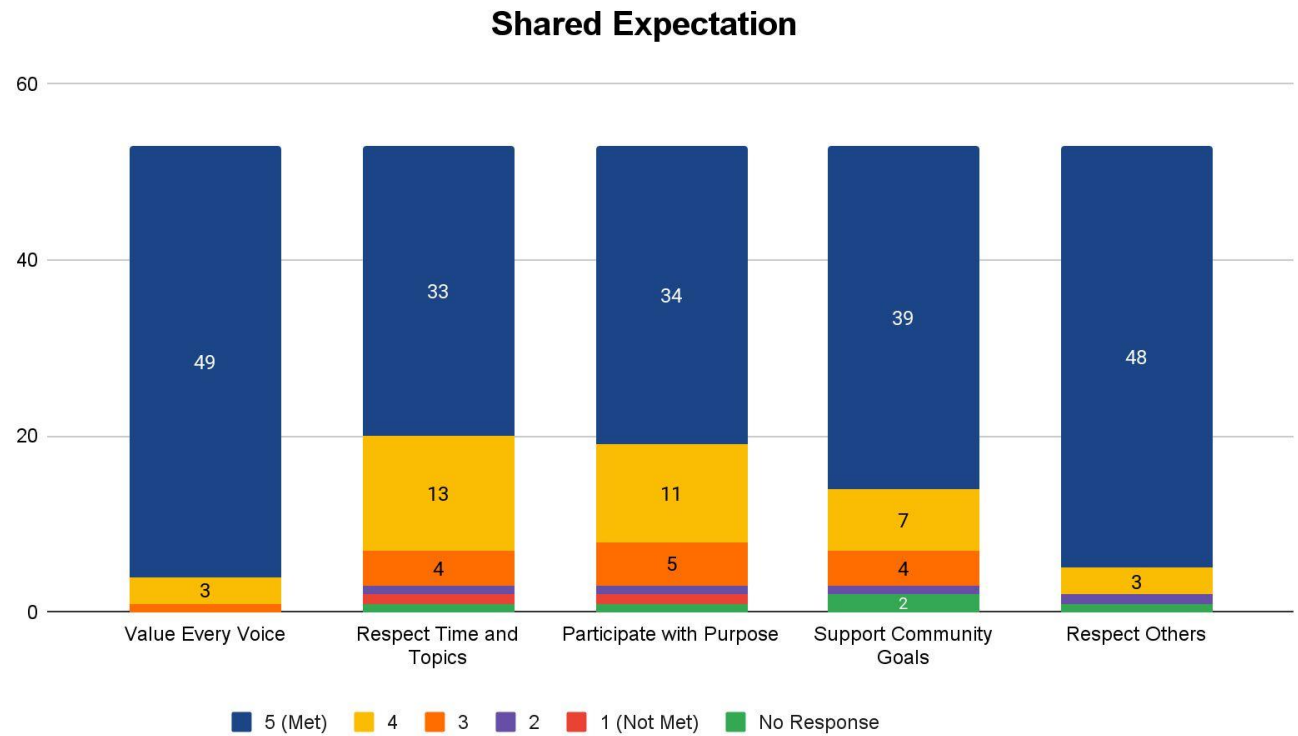
Review of 12/6/24 Superintendent's Advisory Committee meeting norm evaluation and key takeaways.

- Identified possible data sources
- Timeline
 - No implementation will be made before start of Fall 2026
 - Concerns shared about survey timeline
- Working norms agreed upon
 - Determining social media norms moving forward
- Committee roles and responsibilities
 - This committee will vet the boundary scenarios
 - Committees gather data, provide input and make recommendations
 - Committee has a commitment that the community will see the scenarios reviewed

Review the agenda.

Norm Form 12/6/24 Findings

53 Forms Returned



Note: Expectation ratings with only 1 response are included and not labeled in the graph.



Discussion and Questions

Data Feedback from 12/6/24

Themes from activity: *“What information will help us build a broad understanding of FCPS's current strengths regarding school boundaries, inform needs and priorities, and inspire collaborative solutions?”*

Student Data

- Student Transfers
 - Summary of In/Out by Reason (to include program location)
 - Student Demographics
- Student Demographics (by school)
- English Proficiency

Community Data

- Census blocks and demographics within
- Neighborhoods
- Development
 - Building permits
 - Housing vacancies
 - Population growth trends in each area
- New housing starts, potential or likely high-growth/development areas
 - Forecasts
- Enrollment by private schools by neighborhood

Data Feedback from 12/6/24 continued

Programs

- What programs in which grades are located where?
 - ES - AAP/IB, Special Education, Immersion, PreK, Magnet (Arts & Science), SACC
 - MS - AAP/IB, Special Education
 - HS - AP/IB, Academies, Special Education
- Access to extracurricular activities

Capacity

- Under/over enrollment at each school
- Projected growth
- Capacity at each school w/out trailers and modular
- Special education centers, capacity and population

Split-Feeders / Attendance Islands

- How many students go to which schools?
- Where does the split occur?
- When created and why?
- Where are they located (school and neighborhood)?
- What if there were no split feeders?

Data Feedback from 12/6/24 continued

Additional Considerations

- Is the inclusion / start time study aligning with this boundary study timeline
- Brief recap of boundary changes in 1984
 - Priorities - main - what were they
- How do other districts make decisions about boundaries

Transportation

- Bus riders / walkers / student drivers (by school)
- Bus routes (by school)
 - Distances, number of stops
 - Out of boundary routes by programs (Special Education, AAP, Academies, etc.)
- Costs
- Bus utilization % (how many students are on a bus for each route)



Discussion and Questions

Navigating Decision Making

- Watch the video “[Navigating Decision Making](#)” on common decision pitfalls and navigating decision-making using options.
- Engage in small group discussions to explore key takeaways and how the techniques from the video can inform the boundary review process.
- Share insights and reflect as a group on opportunities and challenges to make data-driven, community-centered decisions.

Navigating Decision Making

Discussion Prompts

1. What common decision-making pitfalls might we encounter in our boundary review process, and how can we avoid them?
2. How can these decision-making techniques help us align with the division's priorities (Access to Programming, Enrollment/Capacity, Proximity, Transportation)?
3. What can reality testing look like for us?

Share-Out and Synthesis

- Each group shares one key insight or takeaway from their discussion.

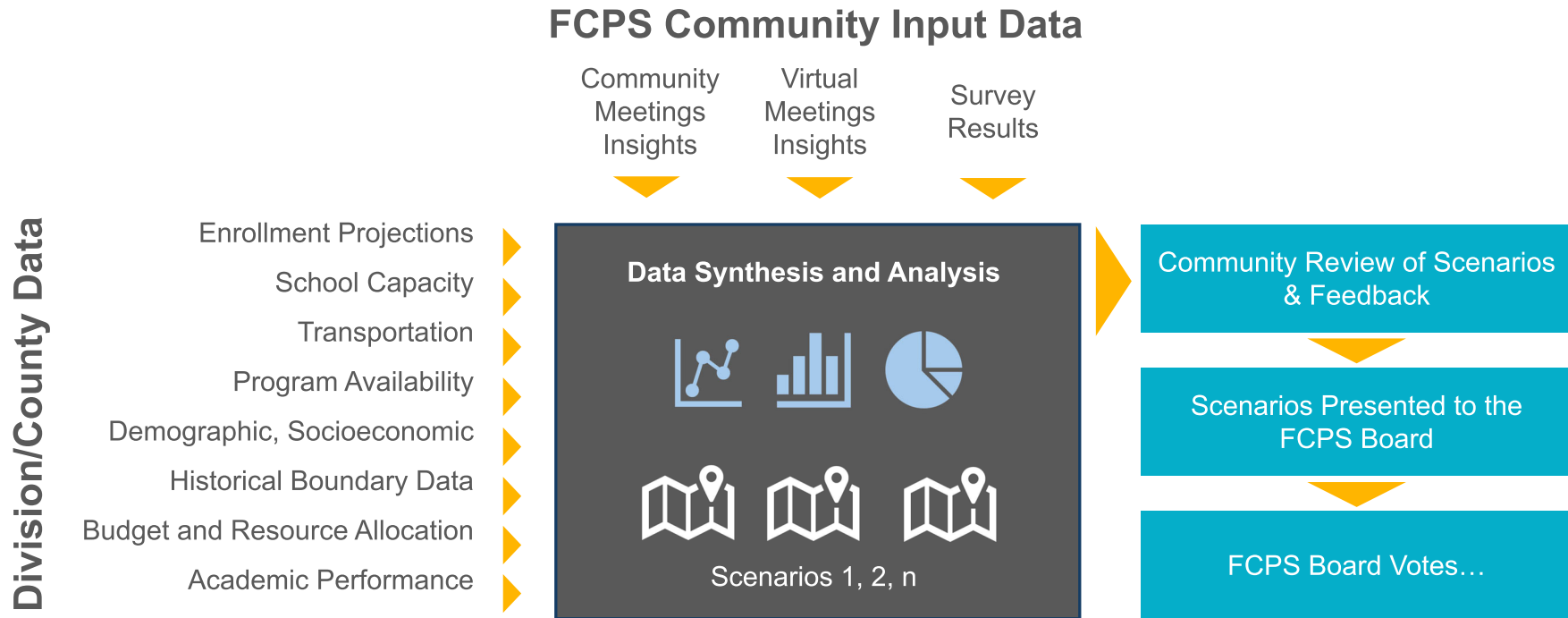


Discussion and Questions

Understanding Data Flow and the Frontline GIS Tool

- Review the flow of data and the process for developing and implementing boundary adjustments using the Frontline GIS tool.
- Engage in small group discussions to identify opportunities the Frontline GIS tool offers for the boundary review process and how it supports the district's four priorities, and discuss any remaining questions about its implementation.
- Share insights as a full committee, highlighting key themes and areas for follow-up or further clarification.

Understanding Data Flow



Frontline GIS Tool Demo



Frontline Tool Post-Demo Discussion Questions

Discussion Prompts

1. Opportunities:

- What opportunities does the Frontline tool present that we should leverage in the boundary review process?
- How can it help address the four priorities in Policy 8130: Access to Programming, Enrollment/Capacity, Proximity and Transportation

2. Questions:

- What questions do you still have about the Frontline tool?
- What additional information or features would help clarify its role in the process?



Discussion and Questions

Closing

- **Summary:** Agreement by committee members on summary of decisions and confirmation of key takeaways / discussion points.

Feedback on your experience

Please refer to the green form located at the back of your binder.

Fairfax County Public Schools Superintendent's Boundary Review Advisory Committee

At each Superintendent's Boundary Review Advisory Committee meeting, we are committed to valuing each and every voice as well as your time. We are grateful that you have committed to representing your pyramid or community through this process while also aligning with the School Board goals listed in Policy 8130.8 and the goals in the Division's 2023-30 Strategic Plan. We expect each committee member to agree to abide by the following expectations. At the end of each committee meeting, we will ask you to provide feedback on your experience based on the following criteria. This will help us understand whether any adjustments need to be made.

Please complete this form by circling a number in the right column that best reflects how well the expectation was met during the meeting. 5 indicates that the expectation was met. 1 indicates the expectation was not met at all.

Shared Expectation	Not Met	1	2	3	4	5	Met
Value Every Voice: Respect all perspectives and experiences to foster collaboration.		1	2	3	4	5	
Respect Time and Topics: Stay focused on the topic to maximize time and impact.		1	2	3	4	5	
Participate with Purpose: Be concise and allow space for others to share.		1	2	3	4	5	
Support Community Goals: Prioritize outcomes that benefit all students.		1	2	3	4	5	
Respect Others: Communicate courteously, avoiding personal attacks or inappropriate language.		1	2	3	4	5	

Thank you!

