Graphic Organizer for Note Taker

Hello, my name is Lynette Henry and I will be your facilitator today. I will read out each question, and we will have around 15 minutes to discuss each. I will be taking notes and sharing my screen so you can see the notes I capture. Let me know if I have captured an accurate representation of the group discussion? To wrap up, what are one to two key takeaways we can share with the larger group if called on?

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Question 1:	**General challenges:**
In the introduction, we explored various challenges related to the current school boundaries. Which of those do you feel should be the top priority when we create the boundary scenarios?	1. **Enrollment/Capacity-Fairness across the county. Not having overcrowded or too small but balanced.** 2. **Always thought programming was same across schools and hope that thai is being considered as we make changes.** 3. **Proximity- students should not have to take long rides to get to schools. The schools should be centralized. This is important taking into consideration commute time.** 4. **Priorities may depend on family needs. Currently accessing quality programming and would want to see that continue through transitions and would travel for that**

|	type of programming but this may not be same across all families.
	5. Teaching in Title 1 schools and note the need for smaller classes. Need to take into consideration the needs of students. For examples EL students may need those teachers for support. Proximity may be important for this community but important also that schools are hiring the support students need.
	6. ==Takeaway- people have chosen where to live based on individual priorities - important to address this as considering changing school zones and what options would be provided to these families. (Prioritizing school boundaries based on community needs and individual preferences)==
	7. Be sensitive to families who may benefit but also to those who made choices in determining where they live to take advantage of certain programs.
	8. Only some schools offer IB and families choose to move here and live close to an iB school, or Dual immersion programs - because of these programs. If changes are made it is important that this be considered as families have been intentional many times in choosing these schools. How will these be addressed?
Additional Note Space for Question 1:	
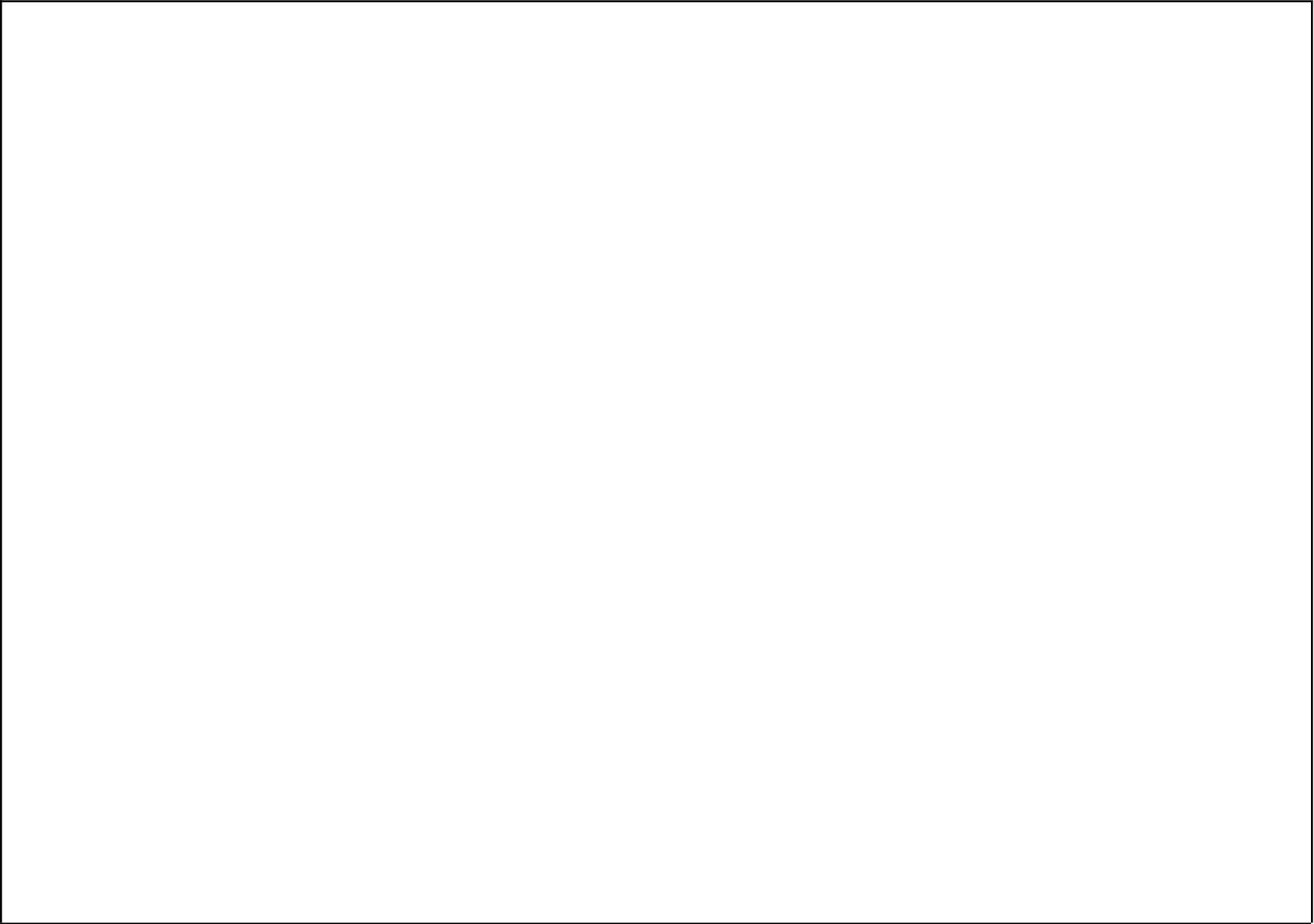
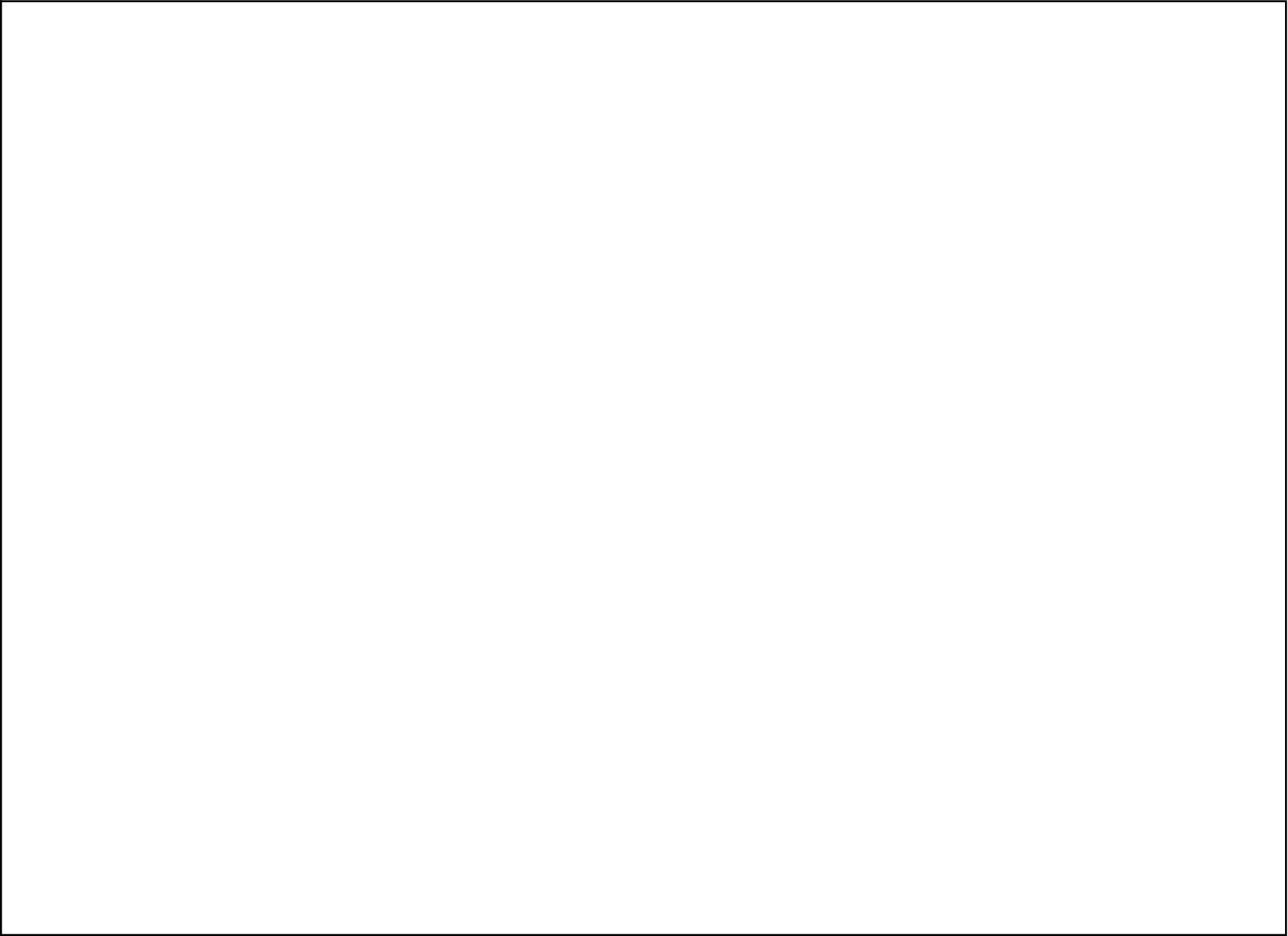| **Question 2:**

Based on your experience as a parent/caregiver and/or community member, what are some important data or insights should we consider? | **Information to Include in Boundary Review**

1. **Which schools are over or under capacity. Look at communities at large in terms of developers coming in and building in community. Is there capacity but also capacity for types of programs such as AP. examining attendance for AP, remedial- identifying sizes in these classes. Examine trends over the years not just one year of class sizes and programming.**

2. **Ratios of students in programming. For example if child moved from one school to go to another and the AP classes are already full. Thinking about students in a high school with friends already there, student already have their programming and then have to leave school say as a Sophmore during mid career of high school or any other level. Also take into consideration children who may be shy or introverted and are comfortable in their group an dnow have to move away from friends. Thai is concerning and thai is across all levels.**

3. **How do you get a sense of the sentiment in different areas? Some see the benefit, some feel positive but then others who may be feeling differently. How do you understand teh families perspective in terms of data points.**

4. **Projections- where are growth occurring in country, demographics? Transportation** |

routes for school buses optimizing traffic, examining proximity, optimizing travel for students to get to school.

5. A way to understand how disruptive sc hool change can be especially for those who may have been very intentional. How does it impact not only those currently here but those coming into county?

6. Also knowing when this is happening will help you know what data points are needed.

7. Kids mental well being is important. What data do we capture to determine timing of implementation, Social aspects, programming.

8. Takeaway-capacity , sizing, social and mental well being, sentiment, understanding how people are feeling, students, families and teachers perspective and feelings-transition of students across all levels (impact of school redistricting on students social connections and academic experiences, also teacher well being)

9. How do you feel about benefits of current school - perception currently

Additional Note Space for Question 2:

| **Question 3:** What do you hope the outcomes of this boundary review process will be? How could this review process positively impact our community? | **Favorable Outcomes:**

1. Those selected location intentional- would like to see that not change. Shorter commute time, better access, teacher student ratio, better well being, well balanced classes, access to programing

2. Kids well being is a priority, emotional well being, classmates, friendships, academic well being, comparable access to education they currently have. Families have choses house and zip code intentional to get into certain pyramids. Change would be dramatic as it was a big financial investments and would therefore impact families financially as well. Being part of a certain pyramid is a big driver to community engagement. Draws into a greater community which if have to move will impact moving away from current community.

3. <mark>Takeaway- intentionality and imp[act not only emotional well being, education but families financial investments and commun ity engagement.</mark>

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Additional Note Space for Question 3:

Question 4: What questions do you have about the next steps in this boundary review process?	**Questions about the Process:** 1. **What are the options being proposed? What neighborhoods would be affected? What school options? What options can be grandfathered? What are the options of ES and HS that are currently affected and what are the solutions of where they will go?** 2. **Is there going to be more than one option? Is teh consulting group come up with one or multiple recommendations? How will the community be notified? What is the timing of these notifications. What is the process after these recommendations are made? What is the time frame for making these changes- 1yr, 2yr 3 yr? What are the**

grandfathered options and time frame? Will community vote or will decisions be made for the community?

3. Will the options be presented with the transition plans. What will be proposed for different options? Proposed timelines for implementation?

4. Can we get feedback and considerations very soon. People need to get a sense of what possibilities are as soon as possible. Some resources that will be helpful (high school thinking) how do you easily learn about the programs at the various schools? What can help families understand moe about options across schools?

5. Are there going to be focus groups before implementation in planning phases?

6. Does teh community get ability to vote on recommendations or to raise concerns or is school board making decision on own or community at large be involved in that decision making?

7. Takeaways- decision making timeless, options , involvement through the different phases of planning and implementation, resources to better understand options across schools, criteria being used fro recommendations (presneting options with transition plans for proposed changes, high school planning, feedback and decision making, clarification on consulting groups criteria for school boundary

	<mark>changes</mark> 8. Know criteria consulting group is using for recommendations, understand methodology- sizes of classroom- if studnet smoved from class or pyramid would they be getting comparable programming, opportunities or are they using miles and numbers etc. Would like to know what criteria is being used and how. 9. 10.
Additional Note Space for Question 4	

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challenges related to the current school boundaries. Which of those do you feel should be the top priority when we create the boundary scenarios?	2. 3. 4. 5. 6.
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Question 2:	Information to Include in Boundary Review
Based on your experience as a parent/caregiver and/or community member, what are some important data or insights should we consider?	1. 2.

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Additional Note Space for Question 2:

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positively impact our community?	3.
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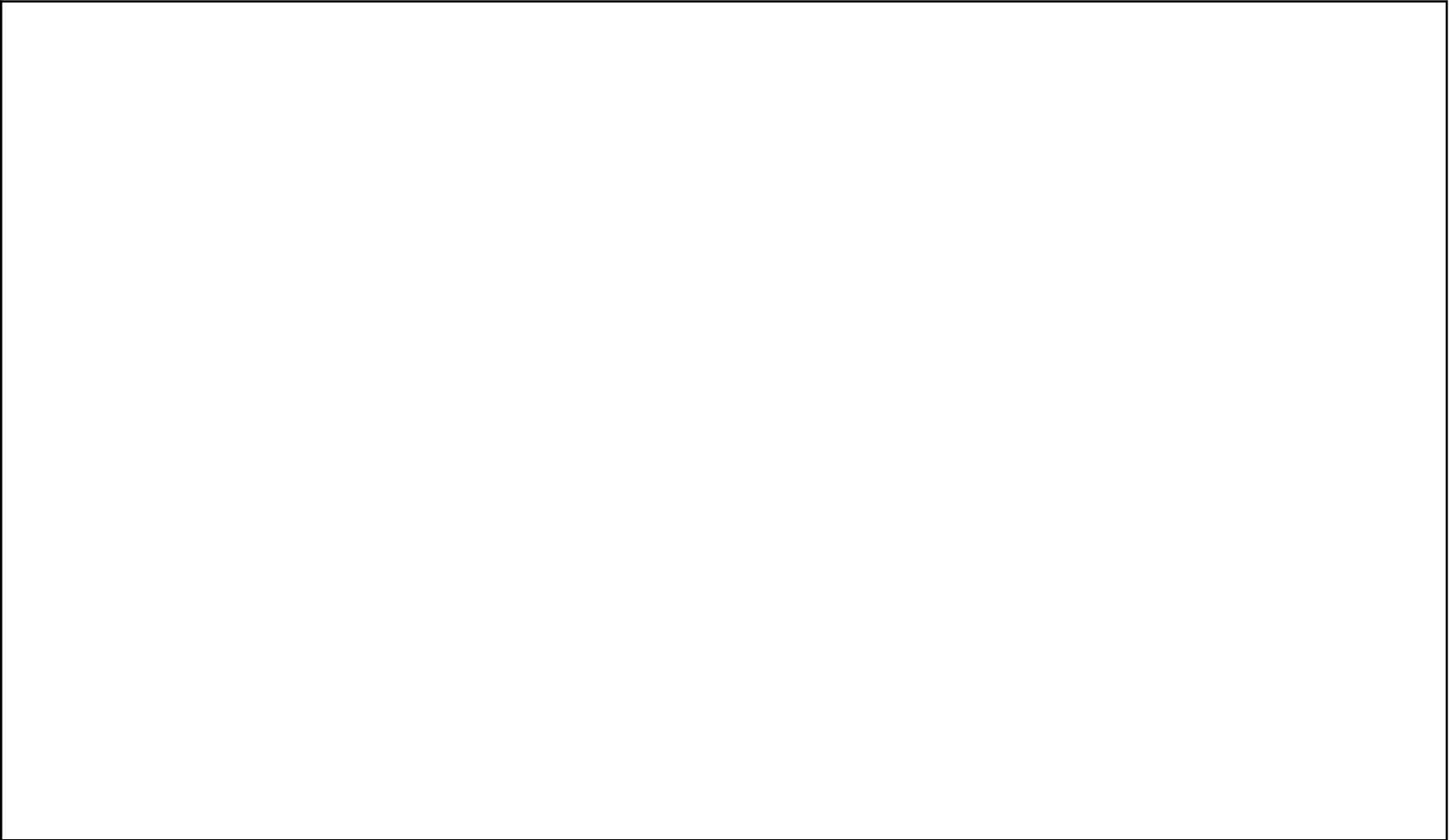|	
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In the introduction, we explored various challenges related to the current school boundaries. Which of those do you feel should be the top priority when we create the boundary scenarios? | General challenges:

1. Personal based on each family and concerns about potential for a different high school; students with IEP, 504 - would there be considerations/exceptions/choice to be able to stay in current school. Concerns with transitions for students for potential new schools.

2. Attendance islands should be reviewed; those islands conflict with proximity to school

3. Reverse concern - students not attending the school near their residence but bussed to a school further away; how does this affect those students?

4. Uncertainty is a concern - how frequently does the school boundary need to be reviewed?

5. Consideration of programming that moves students from one school/neighborhood further away. Create the same programming in the area where students are located; review redistribution of programming that could then help capacity. |
| | |

Additional general comment from Group 10:

Will this review include consideration of diversity in the classroom (different nationalities, cultures)? Is this a consideration or is this focused on capacity?

Question 2:	Information to Include in Boundary Review
Based on your experience as a parent/caregiver and/or community member, what are some important data or insights should we consider?	1. **Programming/language immersion/IB - if boundaries change, and the program is not at the new school, how is that change planned for the students in those programs. Example West Potomac - taking French, new school does not offer that language; or math program, etc.** 2. **Teaching resources - some schools have the resources, some do not. Spread out resources so that each school can provide similar programs and students do not need to move schools.** 3. **Athletic programs - example- HS sports and movement of team members** 4. **Data- overcapacity % for each school; will these numbers be changed during evaluation process from the beginning of the process. Will the capacity numbers be**

kept consistent throughout the process? Will we be informed if the capacity changes during the process and why the change?

5. Any planned new builds for new schools in high density areas? Classroom sizes are large in these areas.

6. New neighborhood development - are these reviewed differently than established developments/neighborhoods? How are decisions made for the new developments and where students are assigned.

7. How far in advance does the School Board know when new developments are coming online to address capacity needs for new students?

8. Is the new neighborhood (students not yet assigned) part of this boundary study?

9. Ensure coordination with Department of Planning - county

Additional Note Space for Question 2:

Question 3: What do you hope the outcomes of this boundary review process will be? How could this review process positively impact our community?	**Favorable Outcomes:** 1. **If programming is reviewed and where students are living is reviewed; if this is equalized/programs are changed so more programs are where students live, then this will be a positive outcome.** 2. **Understand how school boundaries are defined/determined; more description and information about how decisions are made - this will help to understand the process.** 3. **Future projections and demographics to review trends (previous discussion about new development)--so that we are prepared and the reviews could be less frequent (may not need to be every 5 years; 5 years is fast- a lot of change; may be too frequent).** 4. **Stability for kids is critical. Disruption to students (relationships, keeping school stability) should be considered as a factor to avoid. Example: demographics**

	change/empty-nesters - evaluate to avoid deserts rather than islands.
	Additional Note Space for Question 3:
Question 4: What questions do you have about the next steps in this boundary review process?	**Questions about the Process:** 1. **What does DRAFT mean? Next phase is DRAFT - can it be changed, or is it closer to the final product. Drafts are open to community again for comment; is it preliminary and then the second phase of community input is then considered to create the final?** 2. **Will a group of parents review the drafts - is it just the School Board?** 3. **Contact with real estate groups - buying and selling houses; schools have an effect on where people want to live; impact on home sales. If boundaries change every 5 years, the value of a house could change every 5 years.** 4. **Will there be an evaluation of home values (will this be taken into consideration or**

	will it be excluded from consideration) as part of the review. 5. Businesses may want to comment. 6. Is the School Board involved in decisions about funding for different schools? Will boundary recommendations come with recommendations for additional funding for certain schools based on new boundaries?
	Additional Note Space for Question 4

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Question 2:	Information to Include in Boundary Review
Based on your experience as a parent/caregiver and/or community member, what are some important data	1. 2.

or insights should we consider?	3.
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Additional Note Space for Question 2:

| **Question 3:** What do you hope the outcomes of this boundary review process will be? | **Favorable Outcomes:**

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How could this review process positively impact our community?	2.
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Additional Note Space for Question 3:	

Question 4: What questions do you have about the next steps in this	**Questions about the Process:** **1.**

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Question 1:	General challenges:
In the introduction, we explored various challenges related to the current school boundaries. Which of those do you feel should be the top priority when we create the boundary scenarios?	1. High schools, which are you closest to? Travel times. 2. Purchased a home with a school feeder pattern in mind. Would be disruptive if this feeder was changed. Changes would be difficult for families. 3. Current high school feeder has a good science program, happy are with it. Would be a huge let down to break current relationships. Hard on students to restart new ones. 4. Current middle and high feeder is triple the distance from home to other schools. Pass other schools on the way to the base high school. **Key Takeaway: Purchased home with current school feeder in mind. Can't afford to move again, etc.**
Question 2:	Information to Include in Boundary Review
Based on your experience as a	1. Equity of accessibility to programs. Improving programs across the board, offering

parent/caregiver and/or community member, what are some important data or insights should we consider?	programs at each school. Bring the programs to the schools and students, not moving students TO the programs. 2. Work on improving the safety of all schools to make them more desirable to attend. 3. College applications may be impacted by which high school student attended. 4. Community thoughts that this would take higher achieving students and putting them at lower achieving schools to bring up the test scores and such at those schools. Key Takeaway: Safety should be a priority regardless of boundary, bring the programs to the schools and not the students to the programs.
Question 3: What do you hope the outcomes of this boundary review process will be?	**Favorable Outcomes:** 1. Being closer to the school assigned.

How could this review process positively impact our community?	2. It is hard to balance the detriments with the benefits. Example - will suffer a longer commute if the students are happier at their current school. 3. If it helps FCPS and/or School Board offer solutions to schools that need the help (programs, etc.) it's good. 4. Bring all schools to the same level of offerings of programs, safety, etc. 5. Help shine the light on problems that truly need to be fixed. <mark>Key Takeaways: Highlights deficiencies across the board. Finding that happy medium, if there even is one.</mark>
Question 4: What questions do you have about the next steps in this	**Questions about the Process:** 1. When will the first draft of the changes be available? 2. When the draft scenarios are presented this fall, will the UN-impacted communities

boundary review process?	be told that there are no changes for them? 3. **Is the process going to be drawn out more if there are concerns or discussions that need additional time.** <mark>**Key Takeaway: Timing of the remainder of the process. When will the changes actually happen?**</mark>

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to the current school boundaries. Which of those do you feel should be the top priority when we create the boundary scenarios?	2.
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Additional Note Space for Question 1:

| Question 2:

Based on your experience as a parent/caregiver and/or community member, what are some important data or insights should we consider? | Information to Include in Boundary Review

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Additional Note Space for Question 2:

Question 3: What do you hope the outcomes of this boundary review process will be? How could this review process positively impact our community?	**Favorable Outcomes:** 1. 2.

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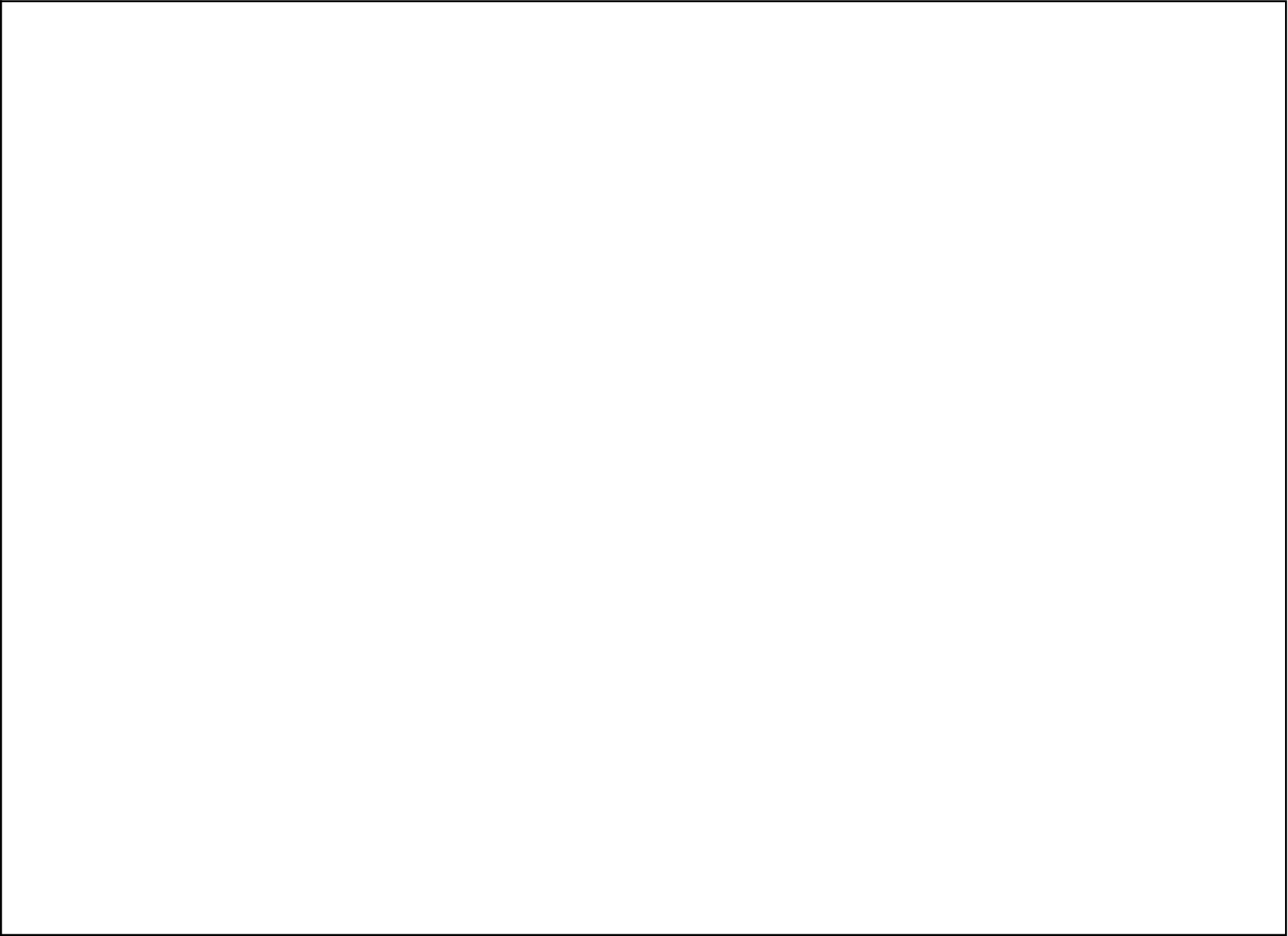
Question 1:	General challenges:
In the introduction, we explored various challenges related to the current school boundaries. Which of those do you feel should be the top priority when we create the boundary scenarios?	1. **Important for students to go to the high school closest to their neighborhood** 2. **Try to keep students together from elementary to high school** 3. **Balancing student population at schools** 4. 5. 6.

Additional Note Space for Question 1:

Question 2:	Information to Include in Boundary Review
Based on your experience as a parent/caregiver and/or community member, what are some important data or insights should we consider?	1. What does the data say about the number of students who go to schools they are not zoned for? 2. A lot of split feeder situations are related to level 4 centers. While we are addressing boundaries can we have a robust discussion about level 4 centers and middle school start times as well? 3. An additional concern is middle school 6-8 in Mason district and the limitation of choices related to that. Can we please include this in the discussion? 4. Perhaps special programs and academies can be spread out to balance high school populations. 5. Some sporting extracurricular activities are structured around pyramids and those children want to be together in the next higher grade levels 6. Equal access to programming like ASL for all schools as well as IB/AP 7. Can you please examine how far kids are from their schools and how long they are on the bus?

Additional Note Space for Question 2:

Question 3: What do you hope the outcomes of this boundary review process will be? How could this review process positively impact our community?	**Favorable Outcomes:**
	1. Better transportation times
	2. Equal access to all programs
	3. No over-crowding
	4. Ensuring the community voice is heard and demonstrating the input from these meetings was taken into consideration for final decisions
	5. **By being as transparent as possible- data and decisions!!!**
	6. Plan around the future development of the community
	7. Have a plan that addresses boundary issues but also issues like middle school start times, balancing programs like AAP, academies, IB/AP, and ensuring access to all languages at all schools

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Additional Note Space for Question 3:

Question 4: What questions do you have about the next steps in this boundary review process?	**Questions about the Process:**
	1. What background and expertise do the consultants have? What is each person on the team doing? What data are they looking at?
	2. What does this mean going forward? What will you be reviewing every 5 years? Is a comprehensive review different?
	3. Will you be grandfathering in HS students?
	4. How will new accreditation standards influence the boundary review process and outcomes?
	5. Are there any hard and fast criteria you are using to help make decisions, for example

disbanding split feeders?

6. How are individual boundary townhall meetings that schools are holding a part of the process? Why is that a separate process?

7. What consideration is underway for students who will be attending the new western high school?

8. Can the community have access to all maps, data, notes, etc?

9. When will open committee slots be filled?

10. Are we looking at the capacity of schools being renovated?

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Additional Note Space for Question 1:

Split-feeders are hard on families and building relationships within the community. Prioritize neighborhoods that have this issue.

Focus on the issues and not change boundary for the sake of changing.

With split-feeders, there seems to be an imbalance (80/20 split for example).
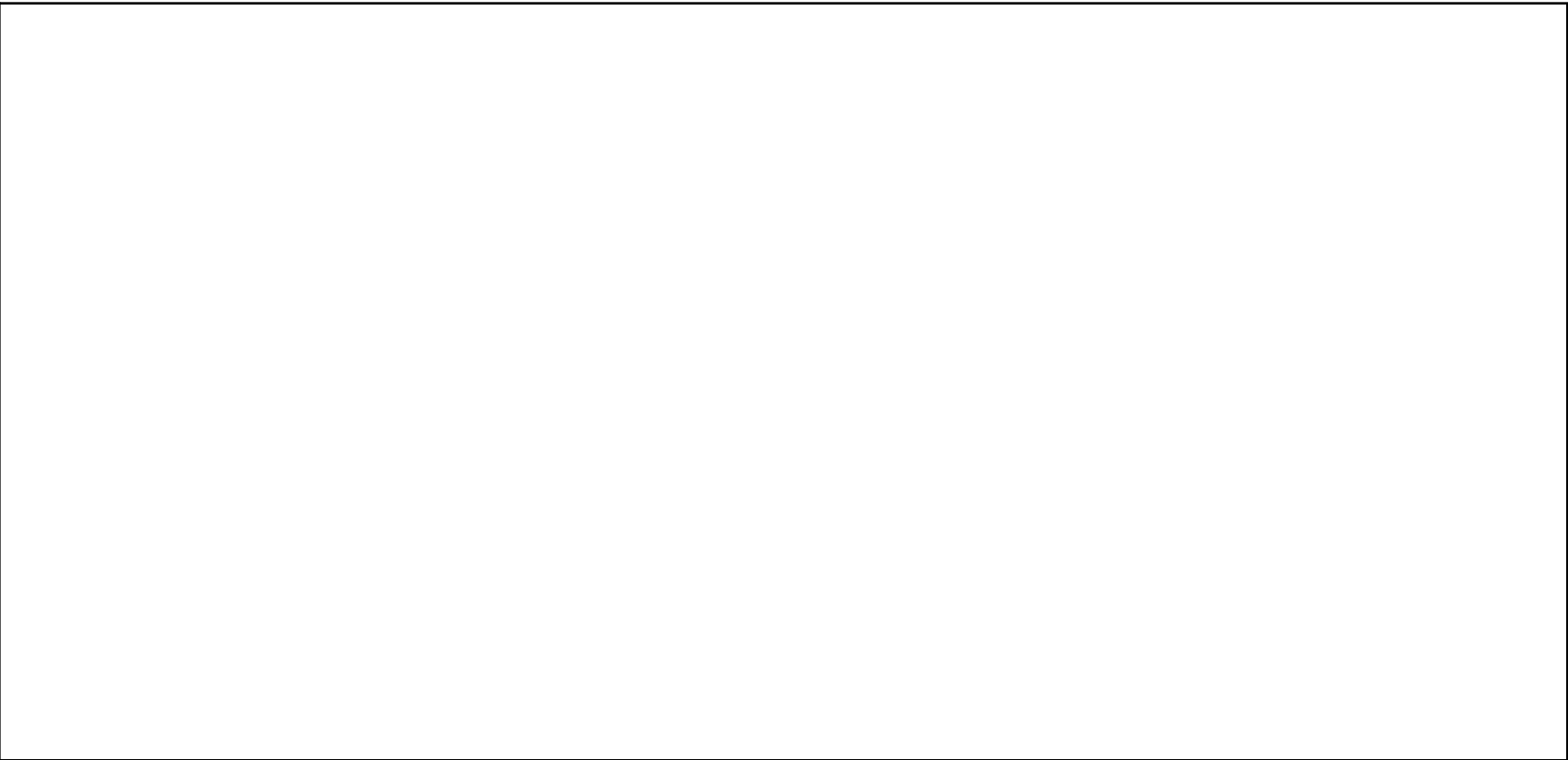
If you have to split, consider those already in high school and grandfather them in if possible - impact relationships, sports team, etc.

Schools that have attendance islands not only cause isolation, but also significantly longer commutes.

Boundary changes can cause a lot of tension and stress with families and students.

Please factor in enough time to consider all the data that is being gathered. Maintain transparency especially with information around current developments, new developments, trends in population in different neighborhoods especially as it relates to overcrowding. Share methods used to review the data.

Not having access to all types of programs at each school. Parents have chosen neighborhoods based on schools, so if there is a big change in programming, how is the county going to use their resources to share that programming. Smartly use our resources to address known issues.

Question 2:	Information to Include in Boundary Review
Based on your experience as a parent/caregiver and/or community member, what are some important data or insights should we consider?	1. ==Governor Youngkin did a comprehensive review of all VA schools and is available to the public. Are we using that data? Transparency and what are the sources of the data.== 2. ==Are the physical plants being considered in terms of growth and being able to expand the current buildings?==

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Additional Note Space for Question 2:

Understanding growth projections of neighborhoods and long-term impact.

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Transparency and what are the sources of the data.

Are the physical plants being considered in terms of growth and being able to expand the current buildings?

| **Question 3:** What do you hope the outcomes of this boundary review process will be? How could this review process positively impact our community? | **Favorable Outcomes:**

1. ==Interim outcome - enough time and transparency in the draft for families to read, digest and provide feedback over several rounds. One round is not sufficient, at least 2-3 needed before the final decision is made.==

2. ==Time for smaller community discussions. County is so big and different from one end of the county to another.==

3. If/when a decision is made, provide time for families to adjust to the decisions made and provide time to process.

4. Is there any room for students to provide input on this process (MS?, HS for sure)? Information around meetings seemed to be targeted more to parents and caregivers.

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Additional Note Space for Question 3:

Question 4: What questions do you have about the next steps in this boundary review process?	**Questions about the Process:** 1. Can you share more specific interim dates, even if they have to be fluid, to further understand the steps in the process? 2. It's not clear from the emails from FCPS if the implementation is going to be prioritized or everything done all at once? 3. ==Mystery around the advisory committee - who was invited to join? Who was rejected? There seem to be NDA's being asked to be signed which leaves this very==

==much a mystery. Information on the website seems to be very limited and hard to==

==find anything of substance. More transparency around what is being discussed in==

==the meetings - notes, takeaways, whatever format makes sense.==

4. **Can you make the FCPS website on this process more robust and detailed on this process?**
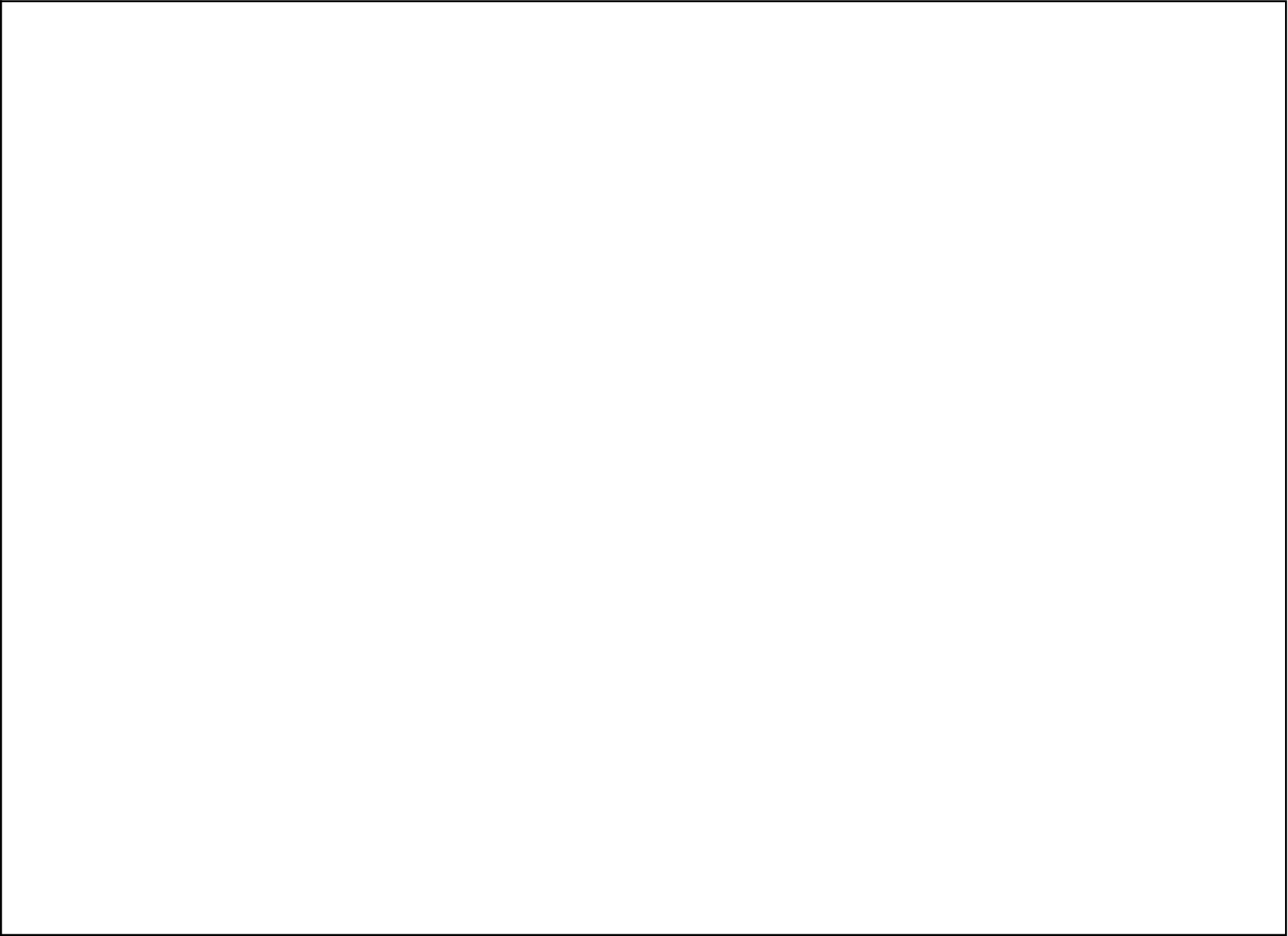
5. **Will magnet/language immersion schools still continue to exist for students to apply?**

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Copy of Chat

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If you have to split, consider those already in high school and grandfather them in if possible - impact relationships, sports team, etc.

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Please factor in enough time to consider all the data that is being gathered. Maintain transparency especially with information around current developments, new developments, trends in population in different neighborhoods especially as it relates to overcrowding. Share methods used to review the data.

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Transparency and what are the sources of the data.

Are the physical plants being considered in terms of growth and being able to expand the current buildings?

Question 3: What do you hope the outcomes of this boundary review process will be? How could this review process positively impact our community?	**Favorable Outcomes:** 1. Interim outcome - enough time and transparency in the draft for families to read, digest and provide feedback over several rounds. One round is not sufficient, at least 2-3 needed before the final decision is made. 2. Time for smaller community discussions. County is so big and different from one end of the county to another.

	3. If/when a decision is made, provide time for families to adjust to the decisions made and provide time to process.
	4. Is there any room for students to provide input on this process (MS?, HS for sure)? Information around meetings seemed to be targeted more to parents and caregivers.
	5.
	6.
	7.
	8.

Additional Note Space for Question 3:

| Question 4: What questions do you | Questions about the Process: |

have about the next steps in this boundary review process?	1. Can you share more specific interim dates, even if they have to be fluid, to further understand the steps in the process?
	2. It's not clear from the emails from FCPS if the implementation is going to be prioritized or everything done all at once?
	3. ==Mystery around the advisory committee - who was invited to join? Who was rejected? There seem to be NDA's being asked to be signed which leaves this very much a mystery. Information on the website seems to be very limited and hard to find anything of substance. More transparency around what is being discussed in the meetings - notes, takeaways, whatever format makes sense.==
	4. Can you make the FCPS website on this process more robust and detailed on this process?
	5. Will magnet/language immersion schools still continue to exist for students to apply?

6.

7.

8.

Additional Note Space for Question 4

Copy of Chat

Graphic Organizer for Note Taker

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Question 1:	General challenges:
	1. We would like to see the least amount of disruption. Considerations such as

In the introduction, we explored various challenges related to the current school boundaries. Which of those do you feel should be the top priority when we create the boundary scenarios?	**property purchases and percentage of students that are moved from a school.** **Families have made lots of plans when they bought homes and adjustments could mean little changes to the boundaries such as only moving 5% of kids to a new school at most. Do it in phases. The process does not have to happen by the fall of 2026.** 2. Biggest question: Son will be in 10th grade when the boundaries are set. Will students who are already in a school be grandfathers to their current school?

Additional Note Space for Question 1:
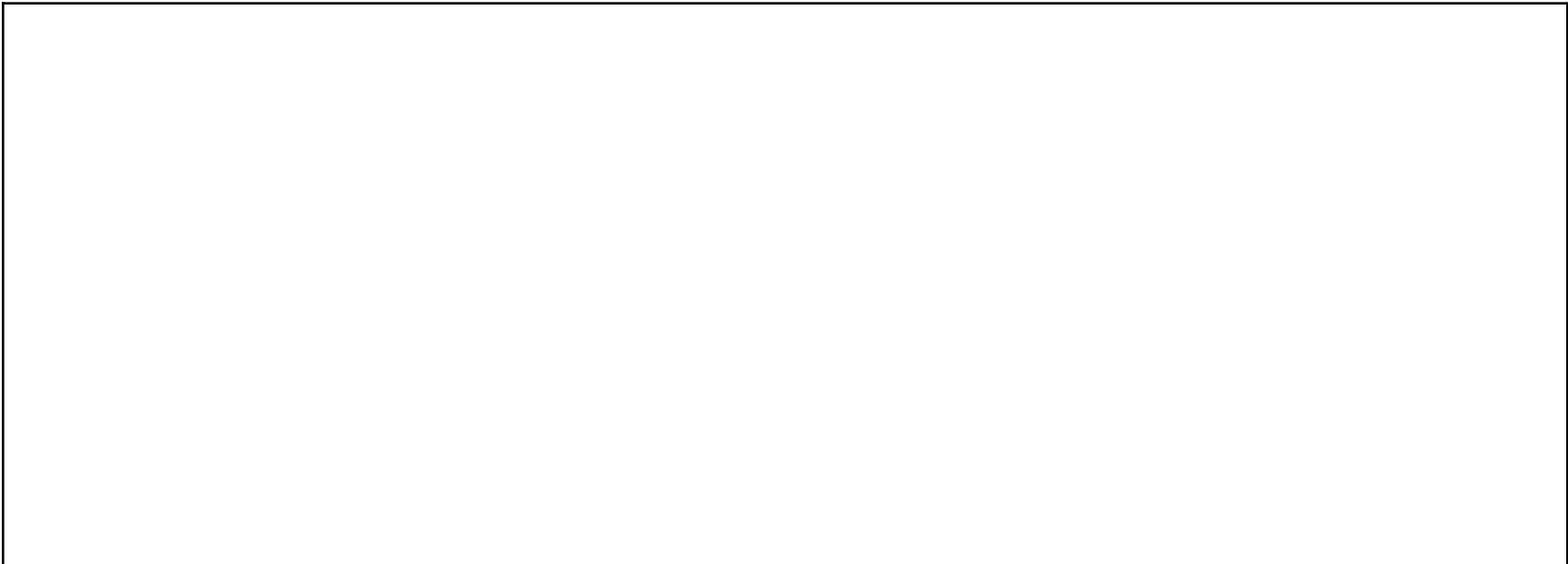
Question 2:	Information to Include in Boundary Review
Based on your experience as a parent/caregiver and/or community member, what are some important data or insights should we consider?	1. For attendance islands - travel times. What is the percentage of students that are traveling more than thirty minutes? That would be an important metric for moving students in those areas to the closest school.
	2. Concerned that some children (elementary) pass much closer schools and could walk, but instead ride a 45 minute bus ride. Not all of the students then get access to Title I programming and after school help.
	3. Keep kids in their neighborhoods, make it diverse, try to have kids as close to home so

they have relationships outside of school.

4. Property value is a consideration for balancing as they might go down.

5. If you drop a pin and draw a circle around it, you are excluding some ethnicities.

6. What about the parents who choose their own boundaries such as choosing to go to an AAP center when the kids could alternatively walk to their neighborhood school. Can FCPS give level four AAP services to all elementary schools? Ditto for immersion.

7. Being supported by friends and walking home is more important than rigor.

8. Concern not to dilute the AAP program because of anything that comes out of the boundary process. What would it mean for FCPS if there was a level 4 AAP center in every school. Would FCPS have to get AAP teachers in all schools? If not enough AAP level 4 then would level 3 kids have to be "brought up?"

9. Top four considerations would be

    a. Attendance islands elimination

    b. Elimination of modulars: do we have enough seats in buildings for all our students

    c. Travel time to the schools

    d. Building community

Additional Note Space for Question 2:

| **Question 3:** What do you hope the outcomes of this boundary review process will be? How could this review process positively impact our community? | **Favorable Outcomes:**

1. Some neighborhoods do not want to change any of their boundaries. Parent is hopeful that it will strengthen the community bonds. Parent hopes this process shines a light on the issues that FCPS needs to be aware about.

2. Would like to see the minimal amount of disruption as it can impact people's lives.

3. Would like to see changes over time such as by 2040. Give parents the time and information to digest. By 2040 FCPS is talking about 6-8 schools. Consistency in having a plan that does not change is what is needed. Attendance islands don't want to move for example.

4. Concerning that parent heard there would be a review every five years. Is that just for minor adjustments? Does it need to be boundary adjustment or infrastructure improvement? Dr. Reid said this is a 42 year boundary process.

5. Need to be a partnership between school and government for Fairfax County.

6. Would like to see metrics at the end of this process. How is the access to programming changes (such as moving from AP to IB). How is it impacting immersion? |

Additional Note Space for Question 3:

Question 4: What questions do you have about the next steps in this boundary review process?	**Questions about the Process:**
	1. Would like to see metrics along the way to understand how decisions are being made. Showing where we were and how changes were made - here's where we are now. (It could be a map/spreadsheet… how does the community provide feedback?)
	2. **When you look at the timeline, it looks like no community engagement for a while. What ways can the community get involved in the interim? Will there be ways for region specific given to the community? Would be helpful to have pyramid information so certain areas (McLean, Oakton) are not over represented or communicated with. Would like to see metrics both along the way and at the end of this process.**

Additional Note Space for Question 4

Graphic Organizer for Note Taker

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Question 1:	General challenges:
In the introduction, we explored various challenges related to the current school boundaries. Which of those do you feel should be the top priority when we create the boundary scenarios?	1. **Proximity is important - but also remain mindful that not all communities lend themselves to walking/biking** 2. **Consistency is key - social connections and community is longitudinal when progressing from ES → MS → HS** 3. **Reduce the amount of 'split feeders'** 4. **Maintain or potentially increase access to programs/services**
Additional Note Space for Question 1:	

Question 2:	Information to Include in Boundary Review
Based on your experience as a parent/caregiver and/or community	1. **Need to recognize the importance relations made in schools are an important factor to feelings of belongness**

member, what are some important data or insights should we consider?	2. **Adjustments to boundaries have social-emotional impacts** 3. **Families made important life decisions (ex. home purchases) based on the current school zone/assignments** 4. **Consideration of the economic impact on families when the schools that a particular address is zoned for has on property value**
	Additional Note Space for Question 2: •

Question 3: What do you hope the outcomes of this boundary review process will be? How could this	**Favorable Outcomes:** 1. **If there are Region-specific concerns that need to be addressed (overcrowding,**

review process positively impact our community?	trailers, transportation times, etc.), consider localized changes that don't impact the larger district 2. **If changes are proposed, consider allowing parents the opportunity to still have a voice in how implementation impacts their family specifically**

Additional Note Space for Question 3:

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Question 4: What questions do you have about the next steps in this	**Questions about the Process:** 1. **Implementation timelines are a little unclear - can we get more details about what**

boundary review process?	**that might look like – is it REALLY scheduled for implementation Fall 2026?**
	Additional Note Space for Question 4
	•

Graphic Organizer for Note Taker

Hello, my name is Orland Henry and I will be your facilitator today. I will read out each question, and we will have around 15 minutes to discuss each. I will be taking notes and sharing my screen so you can see the notes I capture. Let me know

if I have captured an accurate representation of the group discussion? To wrap up, what are one to two key takeaways we can share with the larger group if called on?

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| Question 1:

 In the introduction, we explored various challenges related to the current school boundaries. Which of those do you feel should be the top priority when we create the boundary scenarios? | **General challenges:**

 1. **Split feeder elementary school - students go through elementary through middle school together but are divided in high school. This is something I want addressed.**

 2. **Access to programming and small class size - I don't want to give up the quality of programming or small class size we currently enjoy. We bought house base on this school (Aldrin ES).**

 3. ==**We don't want to have the current standards downgraded as a result of the boundary review. Ideally everybody should be moved up, but the fear is that through the boundary review some will lose benefits while others will gain advantages. Improvment for some should not come at the expense of downgrading the quality of education for others.**==

 4. **McLane Pyramid - house was purchased in order for children to go to this school. I don't want to see that opportunity lost because of rezoning. The programs offered** |

	at McLane are different from other neighborhood schools which might be closer. Even though we are a split feeder school this is my preference.
	5. Is this going to be a gradual change or drastic change when these changes take place. What will the transition look like? I want to see as much choice provided to parents as much as possible - a generous transition period should be provided.
	6. Extended grandfathering will make the transition period more palatable.

Additional Note Space for Question 1:

| **Question 2:**

Based on your experience as a parent/caregiver and/or community member, what are some important data or insights should we consider? | **Information to Include in Boundary Review**

1. **A lot of evidence that optimal classes sizes should be smaller not larger - we want to make sure that this is a key consideration.**

2. **We should not only be looking at a no cost change, we should be looking for the root causes of these zoning issues - not just moving kids from one zone to another. There are greater systemic issues that need to be considered. It's not an easy fix. We should consider new infrastructure - perhaps building new schools rather than just moving kids around.**

3. **What is the rationale behind the split feeder situations that occur in the county e.g.** |

	West Briar ES is a split feeder and an attendance island?
	4. Why is their such disparities between what different schools offer and the resources available to these schools.
	5. <mark>What is the history behind why the boundaries that currently exist came into being. This information is crucial for transparency and community engagement. Some schools have AAP Centers, additional AP classes, IB programs, Special Education services. Why is this?</mark>

Additional Note Space for Question 2:

Question 3: What do you hope the outcomes of this boundary review process will be? How could this review process positively impact our community?	**Favorable Outcomes:** 1. **To find a solution that does not benefit some at the expense of others.** 2. 3.

4.

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Additional Note Space for Question 3:

Question 4: What questions do you have about the next steps in this boundary review process?	**Questions about the Process:** 1. **You actually listen to people.** 2. **There should be a way that all parents have a voice in this process.** 3. **How do you analyse all of this data and find the right decision?**

	4. **What are the metrics for what success looks like? How do you determine that equitable outcomes have been achieved?**

Additional Note Space for Question 4

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Question 1:	**General challenges:**
In the introduction, we explored various challenges related to the current school boundaries. Which of those do you feel should be the top priority when we create the boundary scenarios?	1. Eliminating split feeders. 2. Having students attend schools close to their homes. 3. Minimizing travel time for students. 4. Keeping class size proportional as much as possible–as small as possible. Eliminate overcrowding.

| | 5. Take into account schools that are doing well rather than shifting boundaries. |

Additional Note Space for Question 1:

| Question 2:	Information to Include in Boundary Review
Based on your experience as a parent/caregiver and/or community member, what are some important data or insights should we consider?	1. What data will help consider the concerns outlined in Question 1? (split feeders, travel time, neighborhood schools, keeping class size small, which schools are doing well) 2. Quality of education 3. Anticipated development–where is enrollment anticipated to increase? Where is there land that could potentially be developed or redeveloped? 4. Safety of students while at school (metal detectors at all schools)
Additional Note Space for Question 2:	

Question 3: What do you hope the outcomes of this boundary review process will be? How could this review process positively impact our community?	**Favorable Outcomes:** 1. **Neighborhood schools without split feeders and reasonable class sizes so that all students receive a quality education.** 2. Access to available programming through FCPS regardless of where they live. 3. Allow for flexibility during the transition period if there are boundary changes (grandfathering). 4. No negative impact on schools that are doing well. 5. **Everything should be moving in a positive direction. Maximizing access for all.**
Additional Note Space for Question 3:	
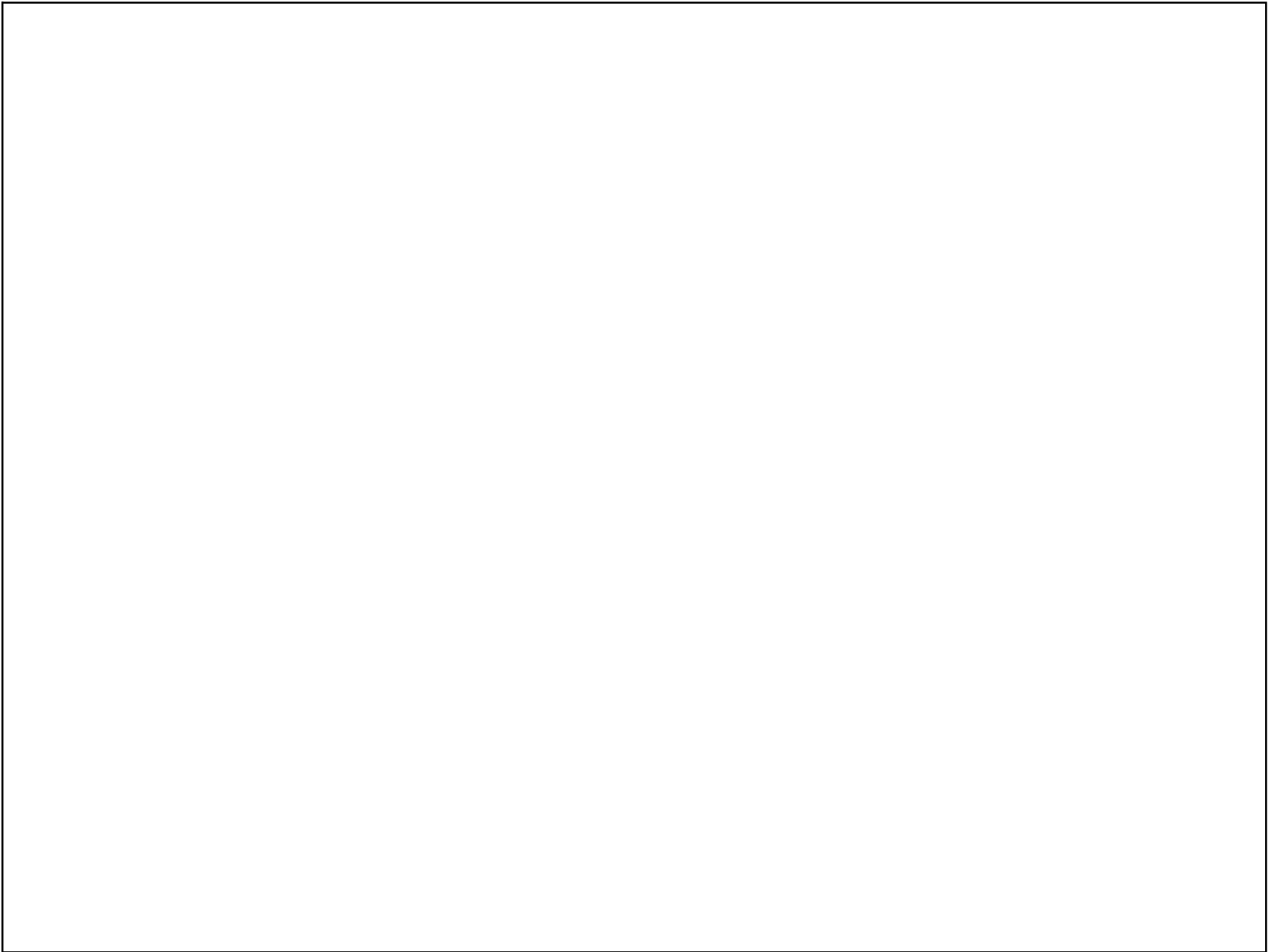
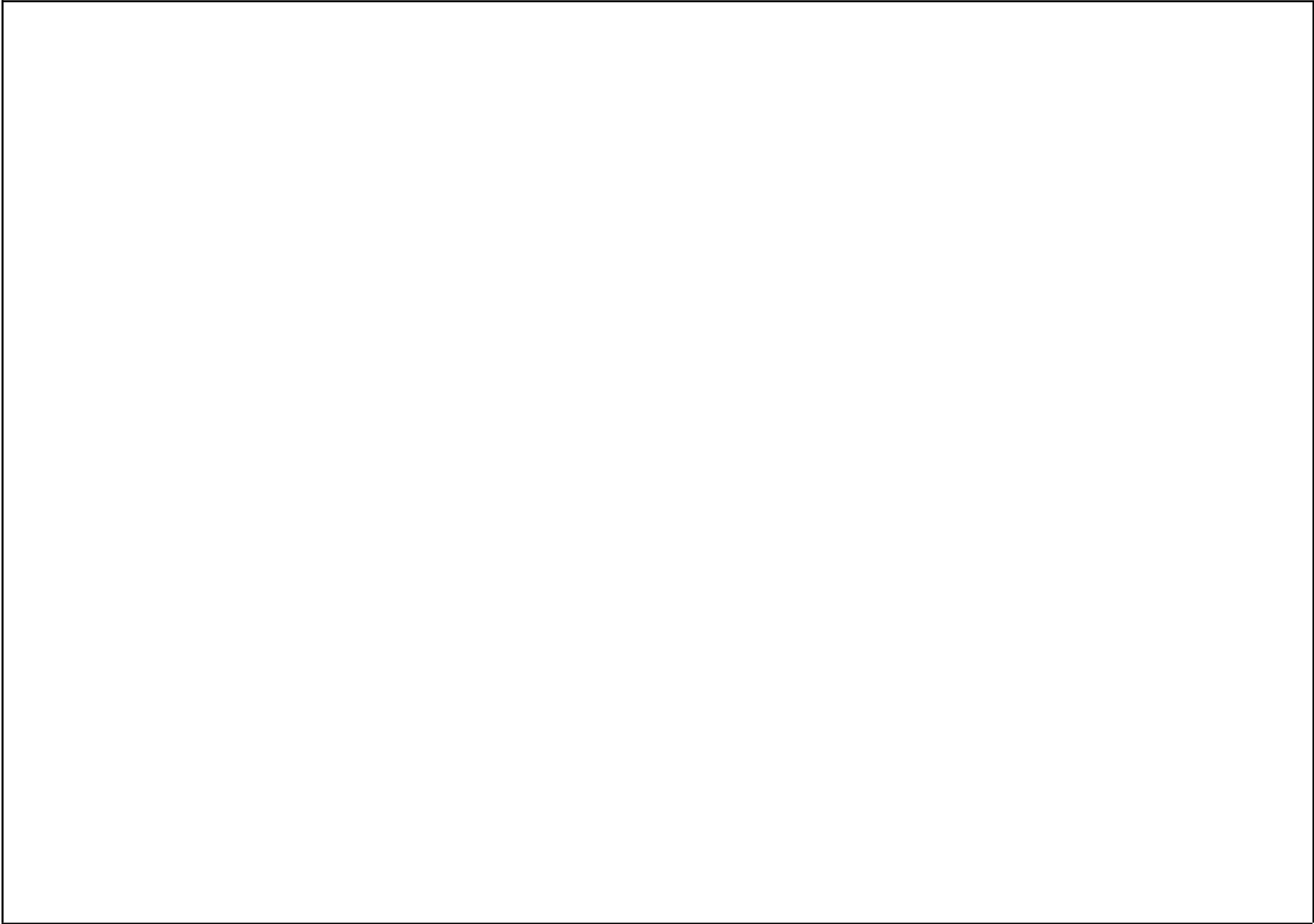| **Question 4:** What questions do you have about the next steps in this boundary review process?	**Questions about the Process:**
	1. When do the boundary changes actually take effect? Is it the 2026-27 school year?
	2. When will we know what schools are affected?
	3. It would be helpful to have a map that shows over-enrolled and under-enrolled schools for future meetings and their boundaries.
	4. Once it becomes known, share what areas are being most considered.
	5. Will full-time AAP centers be affected?
	6. Will this be phased in or implemented once decisions are made?

Additional Note Space for Question 4

Graphic Organizer for Note Taker

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Additional Note Space for Question 1:	

Question 2:	Information to Include in Boundary Review
Based on your experience as a parent/caregiver and/or community member, what are some important data or insights should we consider?	1. 2. 3. 4. 5. 6. 7. 8.

Additional Note Space for Question 2:

Question 3: What do you hope the outcomes of this boundary review process will be? How could this review process positively impact our community?	**Favorable Outcomes:** 1. 2. 3. 4. 5. 6. 7. 8.

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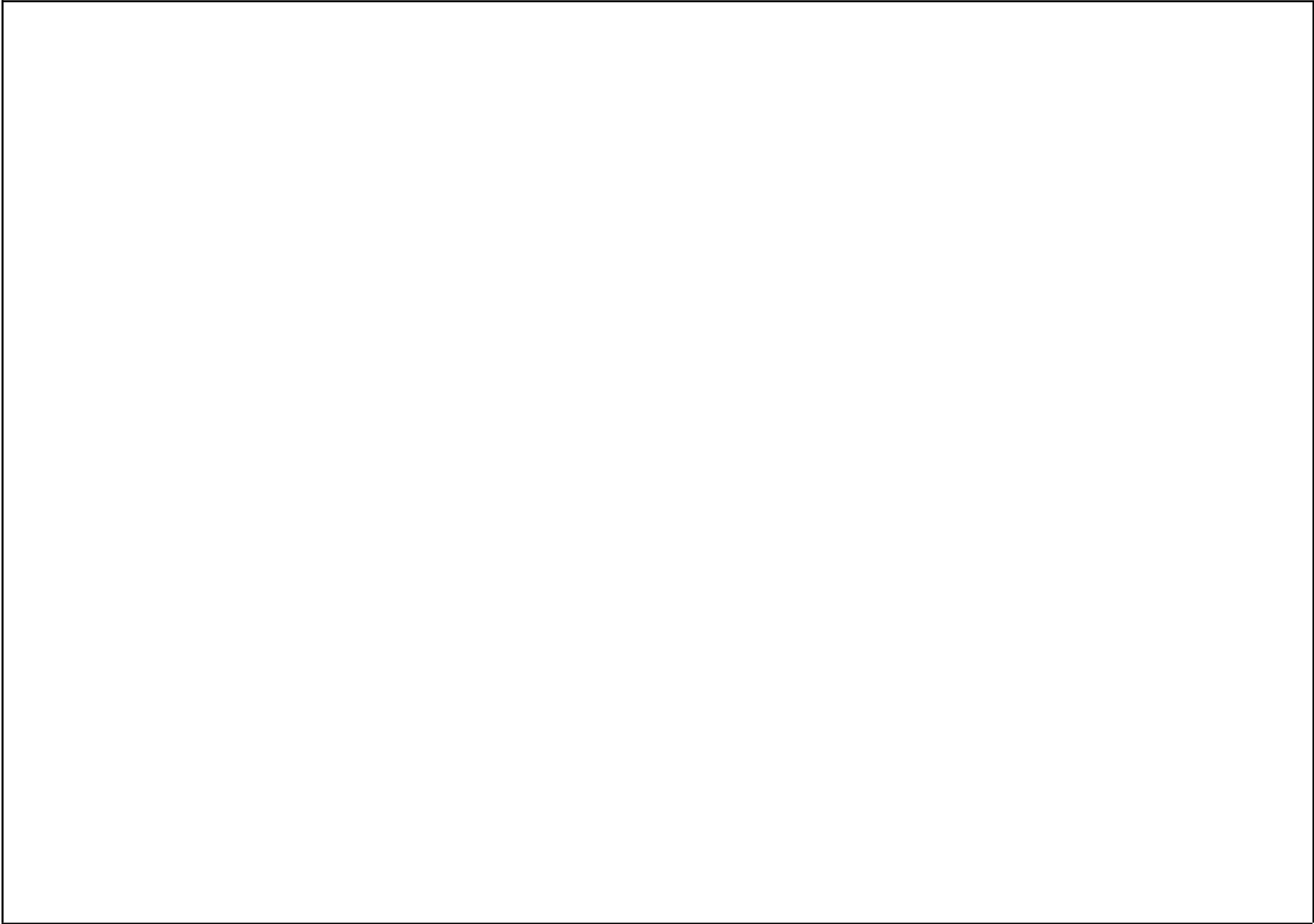| Question 4: What questions do you have about the next steps in this boundary review process?	Questions about the Process: 1. 2. 3. 4. 5. 6. 7. 8.

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Additional Note Space for Question 1:	

Question 2:	Information to Include in Boundary Review
Based on your experience as a parent/caregiver and/or community member, what are some important data or insights should we consider?	1. **Guaranteed transportation/route to come back and forth home safely.** 2. 3. 4. 5. 6. 7. 8.

Additional Note Space for Question 2:

Question 3: What do you hope the outcomes of this boundary review process will be? How could this review process positively impact our community?	**Favorable Outcomes:** 1. The hope is that our kids have the appropriate school in their neighborhood. 2. In cases of emergencies or in cases of no transportation it will be more accessible to have a school within walking distance. 3. If the school is nearby it will improve attendance. 4. I want this process to impact our community in a way that our kids can attend their local school with the guarantee to receive quality education. 5. 6. 7. 8.
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| Question 4: What questions do you | Questions about the Process: |

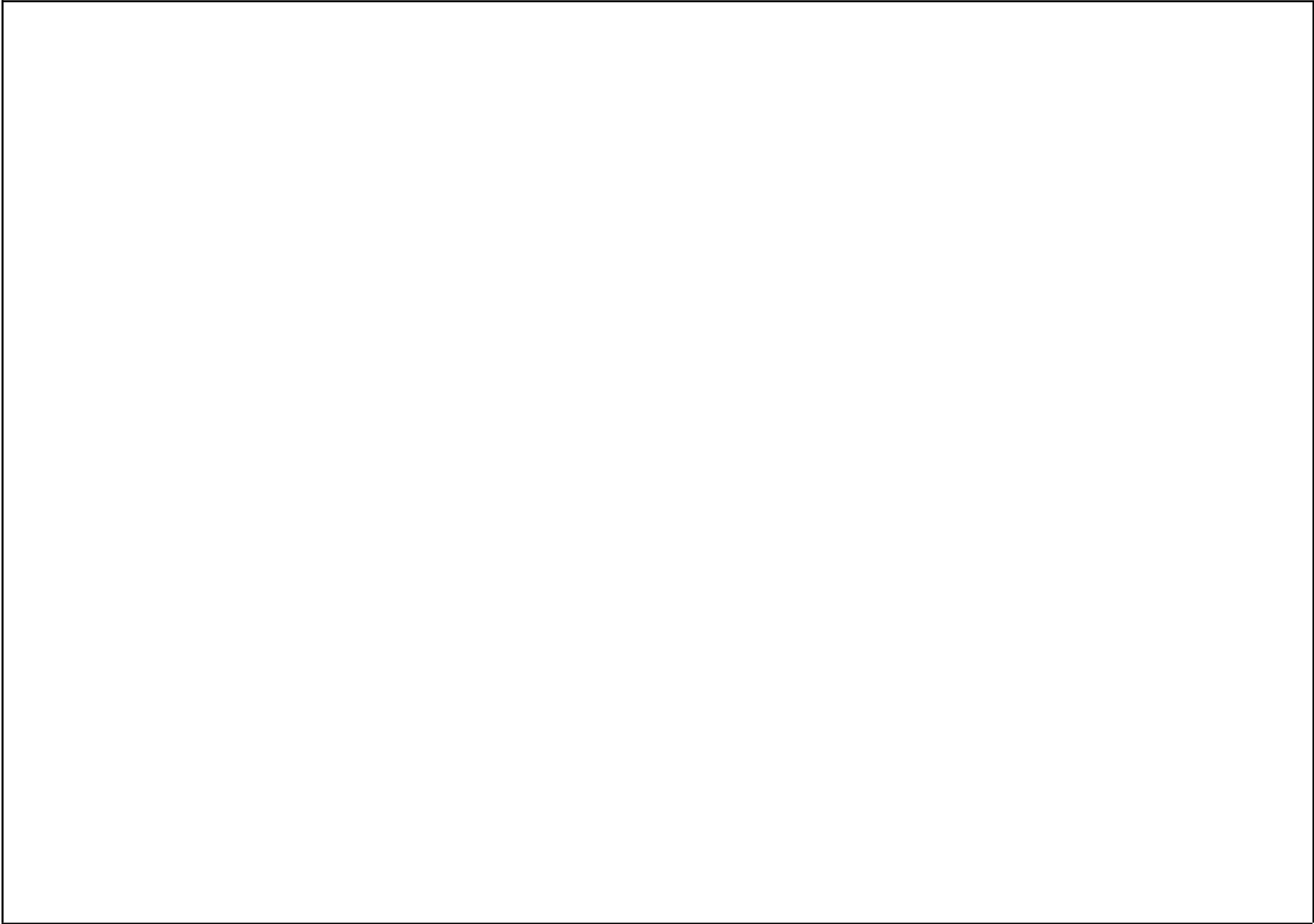| have about the next steps in this boundary review process?	1. **She wants to be informed along the way of the process and of the outcome!** 2. 3. 4. 5. 6. 7. 8.
	Additional Note Space for Question 4

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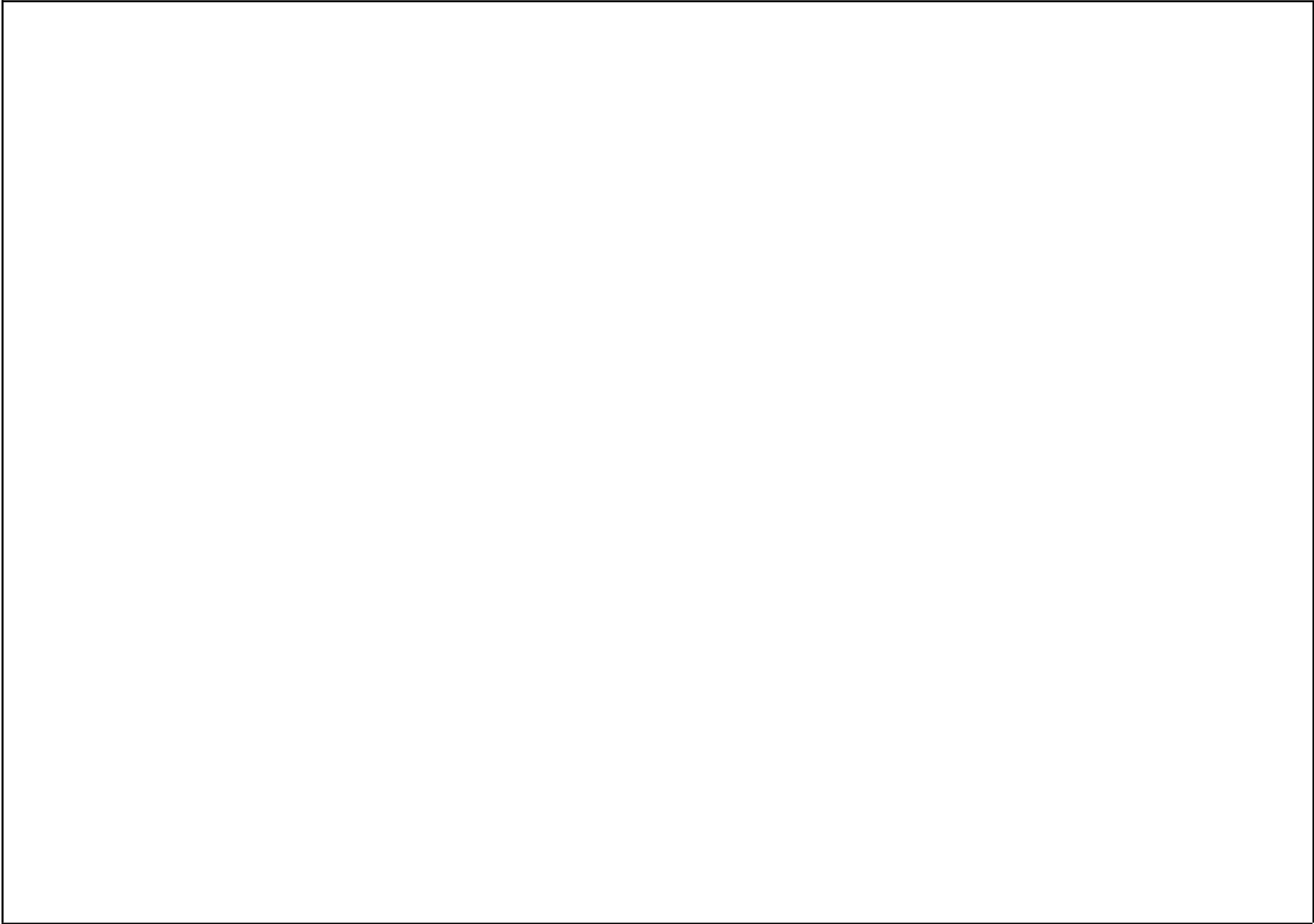|	
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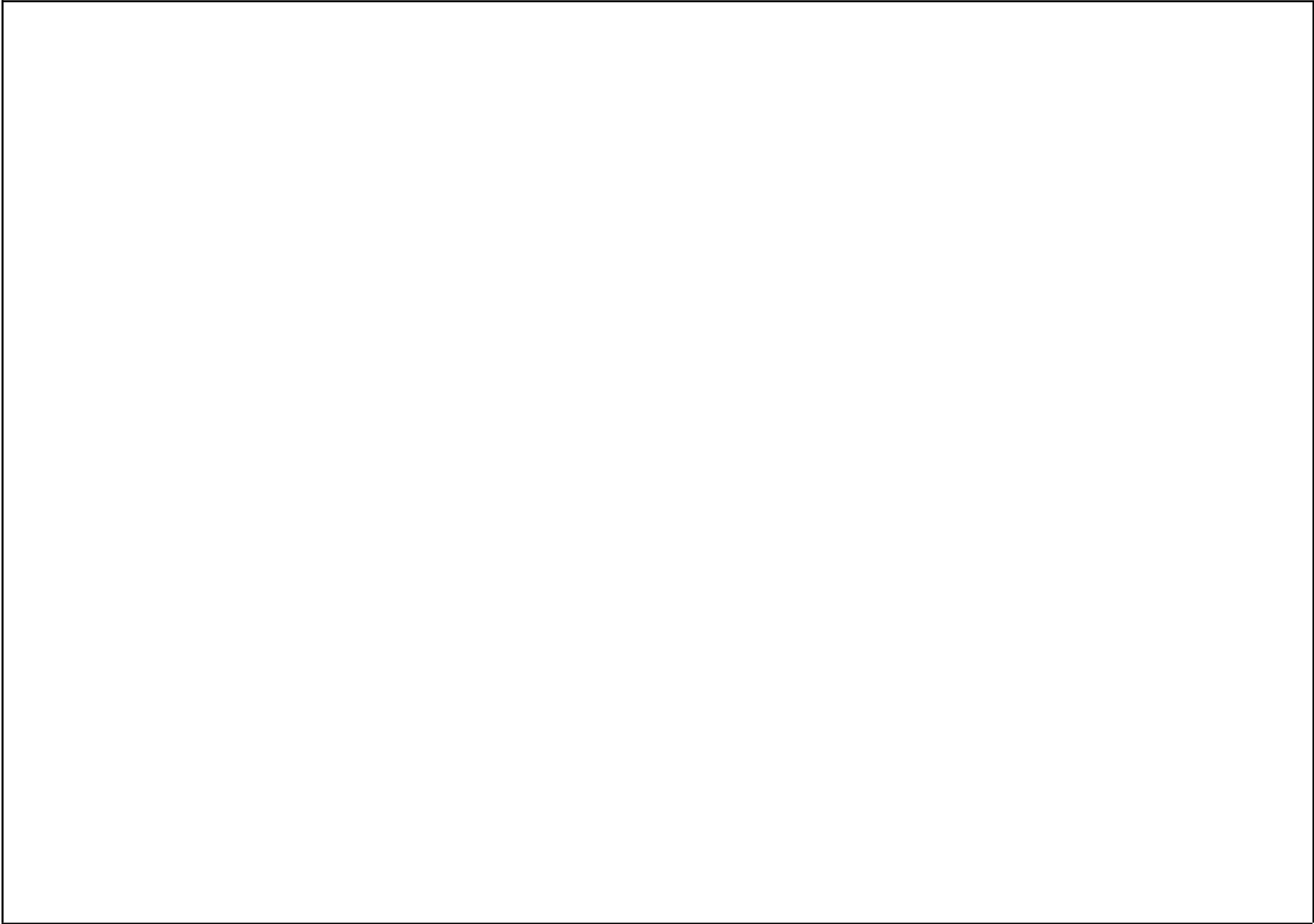| **Question 4:** What questions do you have about the next steps in this boundary review process?	**Questions about the Process:** 1. 2. 3. 4. 5. 6. 7. 8.

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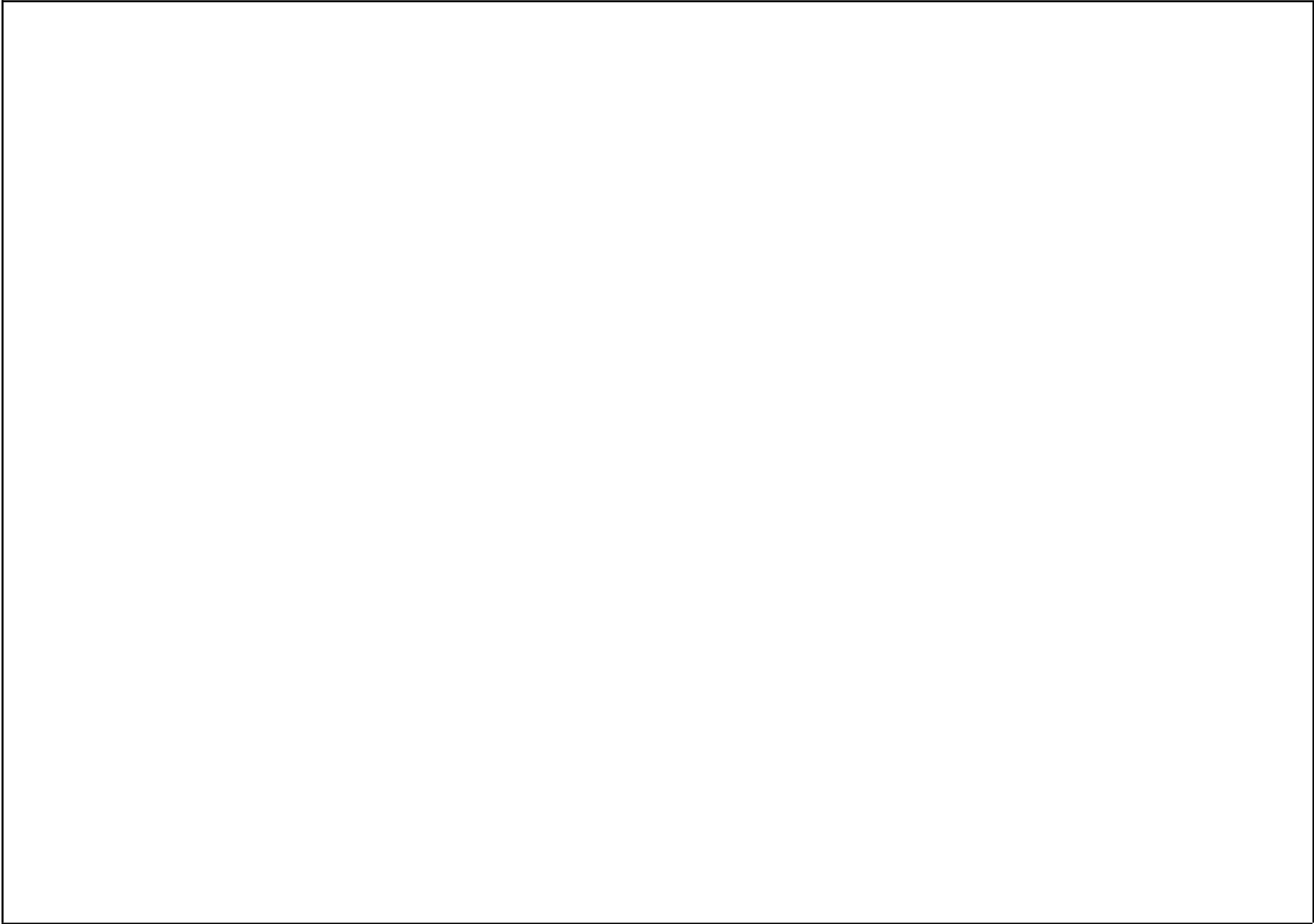| **Question 1:** In the introduction, we explored various challenges related to the current school boundaries. Which of those do you feel should be the top priority when we create the boundary scenarios?	**General challenges:** **Children in middle and elementary, what does that look like long term. What does that mean for them? Parents look ahead to graduation and this could change the path parents expected. Will students be grandfathered in? And if so, what are the criteria?** **Receiving and accepting real feedback. The correct stakeholders are not always asked. Want people to be heard in a meaningful way. Will opinion matter?** **Dealing with stakeholders that are invested in many different ways. How to balance changing communities that people moved into.**
Additional Note Space for Question 1:	

Question 2:	Information to Include in Boundary Review
Based on your experience as a parent/caregiver and/or community member, what are some important data or insights should we consider?	1. **Capacity in the different grade levels - when the school is overcrowded, it's not beneficial. This is why we're doing this. It helps with buy in, if we know the capacity of each school. People can see what schools are at capacity or overcrowded.** 2. **Travel time to and from school. How long does it take to get to and from school.** 3. **Current occupancy of each school vs the planned occupancy for each school.** 4. **Class size - as it is different than school capacity**

Additional Note Space for Question 2:

Question 3: What do you hope the outcomes of this boundary review process will be? How could this review process positively impact our community?	**Favorable Outcomes:** 1. If your child is lucky enough not to be redistricted and gets to stay at the school they want. On the flip side, some may not want to stay at their current school. 2. Rebalancing the overload of schools, but could be seen negatively or positively. If you go to smaller class sizes, that's good. But then if you go to larger class size (small school population to larger population) it could be negative. 3. Not sure if this will change access to programs…such as world languages. Students will still have to go to a different school for that course. 4. Will this change how we center schools for AAP and special needs? And how will it impact their transition into higher grades? 5. AP VS IB: What happens to an IB student who gets redistricted to another school that doesn't have IB, for example?
Additional Note Space for Question 3:	

Question 4: What questions do you have about the next steps in this boundary review process?	**Questions about the Process:** 1. Knowing the major milestones and decisions throughout the process. 2. Who are the decision makers? 3. How practical will this look? Will there be examples of maps and opportunities for families to provide feedback? Is that the survey that was mentioned in phase 2? 4. What will the transition into the new boundaries look like? 5. Will the proposed redistricting be able to quantify the "near-term" metrics by "neighborhood" for class size, and transportation time to each school? 6. What is their qualified "success" at the end of this? What is the ultimate goal?

Final Thoughts/Take aways

Everyone needs to understand the real goal for this and what the problems are we are trying to address so in the end we ensure the new mapping is meeting those goals and addressing the problems via quantified metrics.

Will the proposed redistricting be able to quantify the "near-term" metrics by "neighborhood" for class size, and transportation time to each school?

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	2.
	3.
	4.
	5.
	6.

Additional Note Space for Question 1:

Question 2:	Information to Include in Boundary Review
Based on your experience as a parent/caregiver and/or community member, what are some important data	**1.** **2.**

or insights should we consider?	3.
	4.
	5.
	6.
	7.
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Additional Note Space for Question 2:

| **Question 3:** What do you hope the outcomes of this boundary review process will be? | **Favorable Outcomes:**

1. |

How could this review process positively impact our community?	2.
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Additional Note Space for Question 3:	

Question 4: What questions do you have about the next steps in this	**Questions about the Process:**
	1.

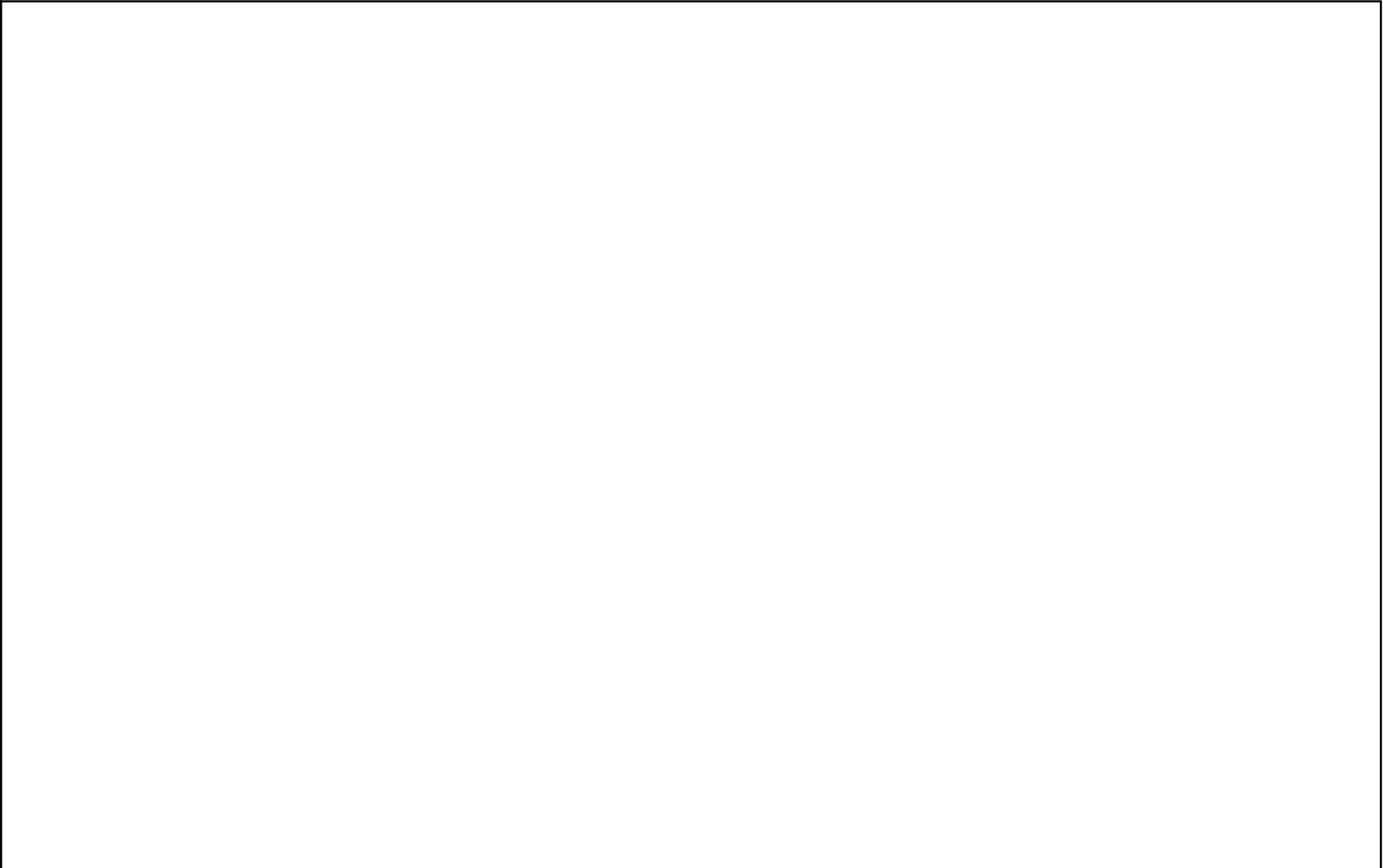| boundary review process? | 2. |
	3.
	4.
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| **Additional Note Space for Question 4** |

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	2. **Travel time to and from school. How long does it take to get to and from school.**
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	4. **Class size - as it is different than school capacity**

Additional Note Space for Question 2:

Question 3: What do you hope the	**Favorable Outcomes:**

outcomes of this boundary review process will be? How could this review process positively impact our community?	1. If your child is lucky enough not to be redistricted and gets to stay at the school they want. On the flip side, some may not want to stay at their current school.
	2. Rebalancing the overload of schools, but could be seen negatively or positively. If you go to smaller class sizes, that's good. But then if you go to larger class size (small school population to larger population) it could be negative.
	3. Not sure if this will change access to programs…such as world languages. Students will still have to go to a different school for that course.
	4. Will this change how we center schools for AAP and special needs? And how will it impact their transition into higher grades?
	5. AP VS IB: What happens to an IB student who gets redistricted to another school that doesn't have IB, for example?

Additional Note Space for Question 3:

Question 4: What questions do you have about the next	**Questions about the Process:**

steps in this boundary review process?	1. Knowing the major milestones and decisions throughout the process. 2. Who are the decision makers? 3. How practical will this look? Will there be examples of maps and opportunities for families to provide feedback? Is that the survey that was mentioned in phase 2? 4. What will the transition into the new boundaries look like? 5. Will the proposed redistricting be able to quantify the "near-term" metrics by "neighborhood" for class size, and transportation time to each school? 6. What is their qualified "success" at the end of this? What is the ultimate goal?

Final Thoughts/Take aways

Everyone needs to understand the real goal for this and what the problems are we are trying to address so in the end we ensure the new mapping is meeting those goals and addressing the problems via quantified metrics.

Will the proposed redistricting be able to quantify the "near-term" metrics by "neighborhood" for class size, and transportation time to each school?

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challenges related to the current school boundaries. Which of those do you feel should be the top priority when we create the boundary scenarios?	**Children in middle and elementary, what does that look like long term. What does that mean for them? Parents look ahead to graduation and this could change the path parents expected. Will students be grandfathered in? And if so, what are the criteria?** **Receiving and accepting real feedback. The correct stakeholders are not always asked. Want people to be heard in a meaningful way. Will opinion matter?** **Dealing with stakeholders that are invested in many different ways. How to balance changing communities that people moved into.**

Additional Note Space for Question 1:

Question 2:	Information to Include in Boundary Review
Based on your experience as a parent/caregiver and/or community member, what are some important data or insights should we consider?	1. **Capacity in the different grade levels - when the school is overcrowded, it's not beneficial. This is why we're doing this. It helps with buy in, if we know the capacity of each school. People can see what schools are at capacity or overcrowded.**

2. **Travel time to and from school. How long does it take to get to and from school.**

3. **Current occupancy of each school vs the planned occupancy for each school.**

4. **Class size - as it is different than school capacity**

Additional Note Space for Question 2:

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In the introduction, we explored various challenges related to the current school boundaries. Which of those do you feel should be the top priority when we	1. 2. 3.

create the boundary scenarios?	4.
	5.
	6.

Additional Note Space for Question 1:

Question 2: Based on your experience as a parent/caregiver and/or community member, what are some important data or insights should we consider?	**Information to Include in Boundary Review** 1. 2. 3. 4.

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Additional Note Space for Question 2:

Question 3: What do you hope the outcomes of this boundary review process will be? How could this review process positively impact our community?	**Favorable Outcomes:** 1. 2. 3. 4.

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Additional Note Space for Question 3:

Question 4: What questions do you have about the next steps in this boundary review process?	**Questions about the Process:** 1. 2. 3.

4.

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Additional Note Space for Question 4

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challenges related to the current school boundaries. Which of those do you feel should be the top priority when we create the boundary scenarios?	2. 3. 4. 5. 6.

Additional Note Space for Question 1:

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Additional Note Space for Question 2:

| **Question 3:** What do you hope the outcomes of this boundary review process will be? How could this review process | **Favorable Outcomes:**

1.

2. |

positively impact our community?	3.
	4.
	5.
	6.
	7.
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| **Additional Note Space for Question 3:** |

Question 4: What questions do you have about the next steps in this	**Questions about the Process:**
	1.

boundary review process?	2. 3. 4. 5. 6. 7. 8.
Additional Note Space for Question 4	

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Additional Note Space for Question 1:	

Question 2:	**Information to Include in Boundary Review**

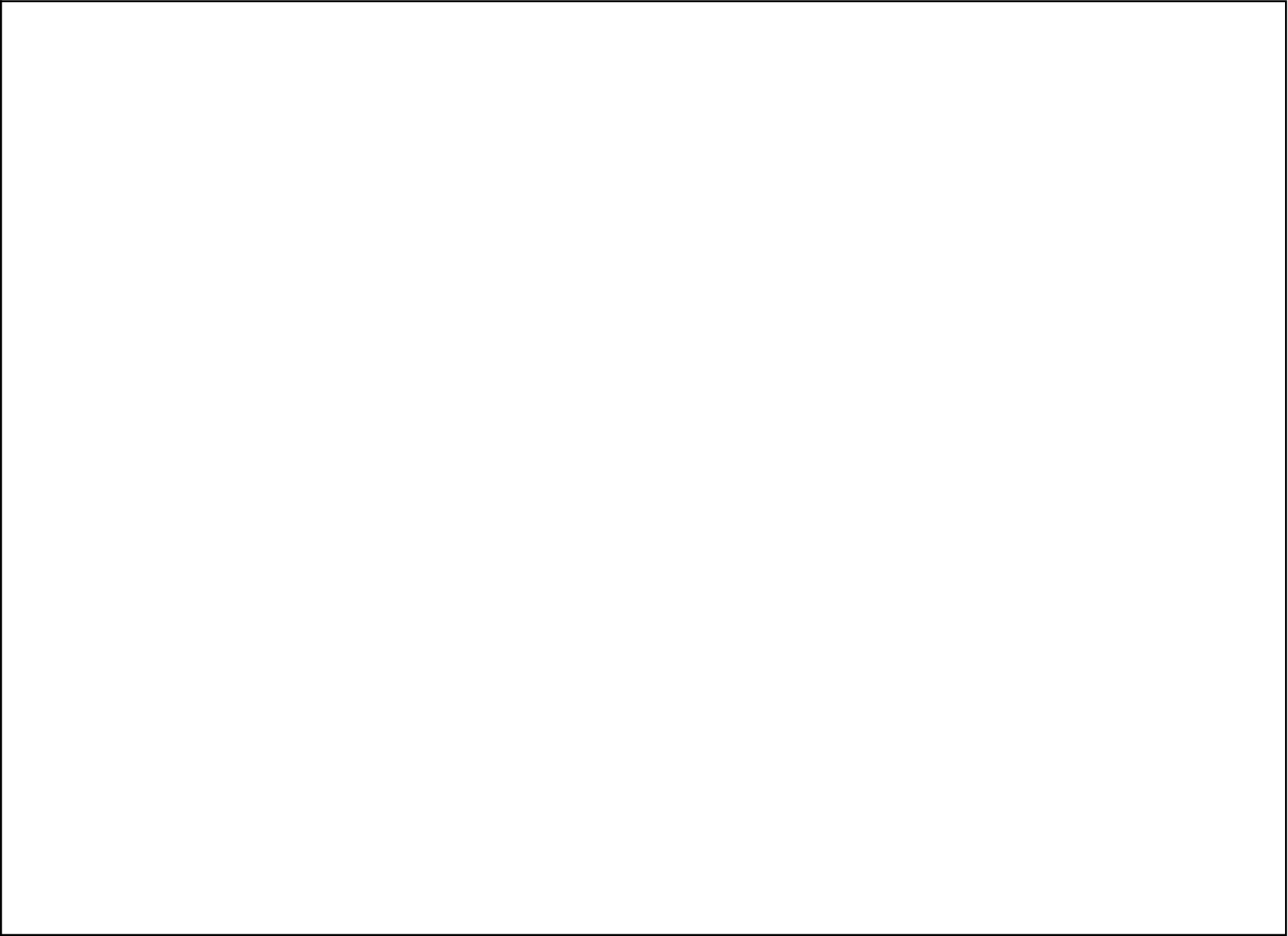| Based on your experience as a parent/caregiver and/or community member, what are some important data or insights should we consider? | 1. |
	2.
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Additional Note Space for Question 2:	

Question 3: What do you hope the outcomes of this boundary review process will be? How could this review process positively impact our community?	**Favorable Outcomes:** 1. 2. 3. 4. 5. 6. 7. 8.

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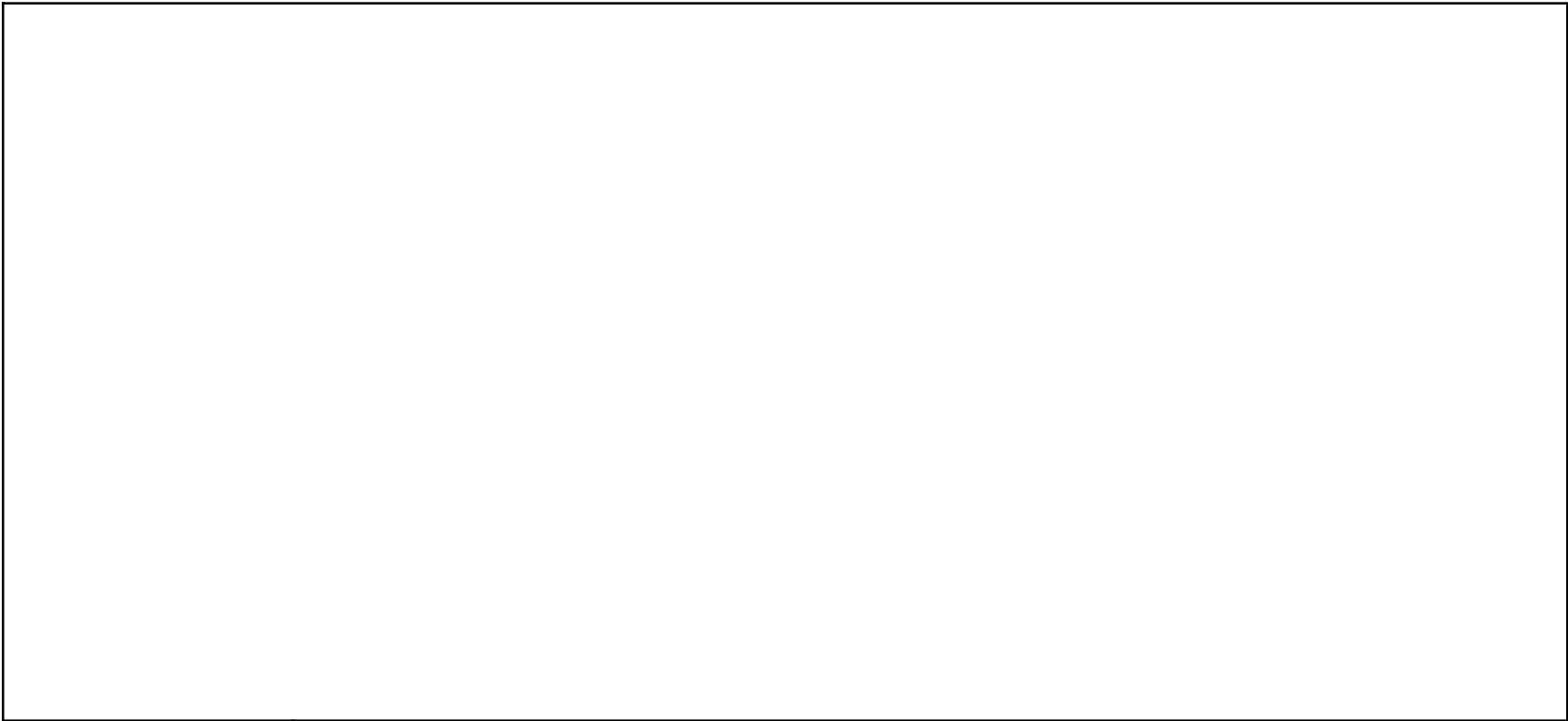**Additional Note Space for Question 4**

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	9. Instead of reassigning students out of schools, maybe the more the more equitable option is to
	10. Equitable access -even with boundaries are being moved, will that address equitable access if programs are still located in certain parts of the county
	11. District transparency teacher hiring - what enrollment pressures may mean for schools? Quality of teachers. If enrollment gets overemphasize,
	12. Would not want a drop off with the expectation of schools but then may find that students willl attend a school that is not as good.
	13. Will boundary change ultimately help address the quality of schools?

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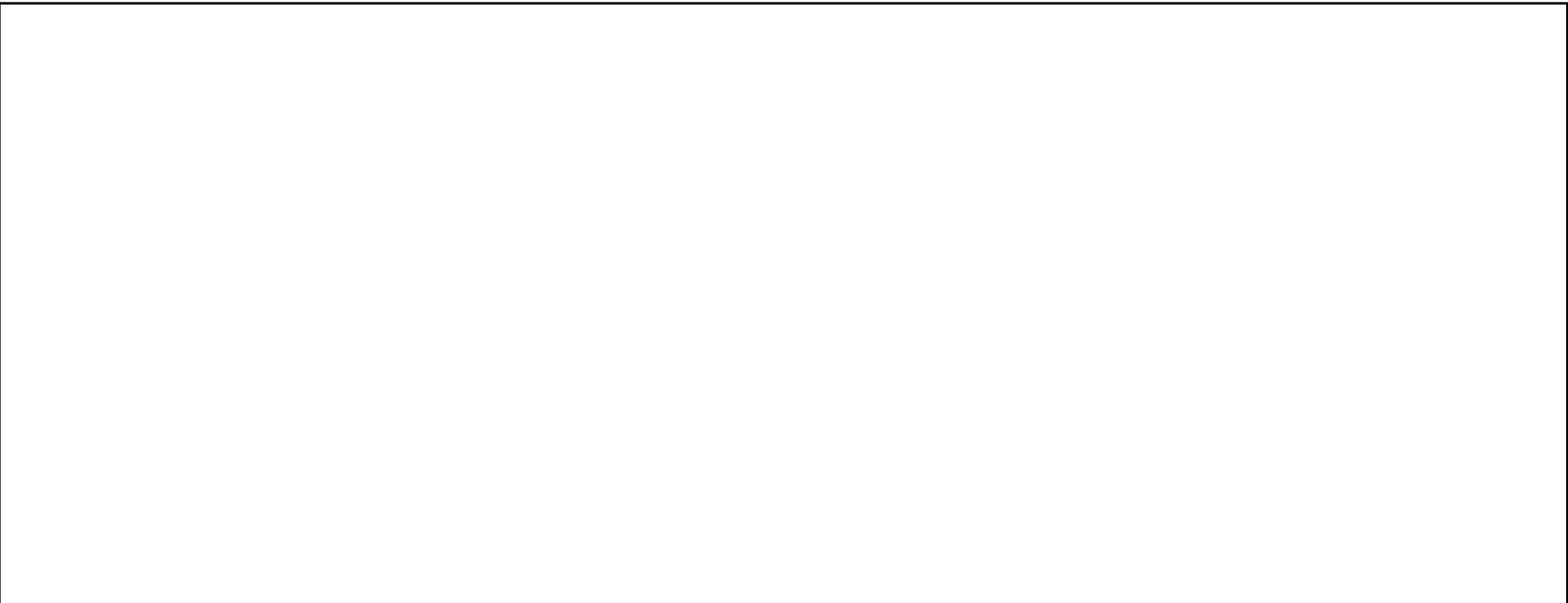
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	6. The quality of education does not change for their kid - they don't find themselves in a different school or pyramid that takes them away from the relationships they have already built which would be disruptive 7. Continuity of information from counseling staff seems to be consistent within the pyramid but if the boundary adjustment were to divide a school in the pyramid, may impact the quality of counseling - boundary considerations that may be against that 8.
Additional Note Space for Question 2:	

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1. Moved to where they currently live to have access to their program and school to that location so as outcome, would want to have that same access and program and school where they moved for.

2. No change for their students

3. What problem are we trying to solve for?

4. Specifically moved to where they live to attend the school that they are assigned to.

5. Hard to say how the boundary adjustment could solve for other parts of the county |

because not sure what the problems are

6. Best outcome would be no change.

7. Might help understand, data presentation across the county about where there are capacity problems or transportation problems. Where are the sore points?

8. Without understanding where the problems are, unable to have a discussion other than how it impacts themselves.

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13. Stretched financially to move where they currently live to specifically attend that school - concerns that those expectations will be impacted by the boundary review

14. There are other ways to improve a school and how does a boundary adjustment help that?

15. What is the problem trying to solve for example related to program access?

16. Transparency in data so that people can understand the problems the district is seeing.

Additional Note Space for Question 3:

Question 4: What questions do you have about the next steps in this boundary review process?	**Questions about the Process:** 1. What are the next steps? 2. What are the problems that FCPS is trying to solve, where does it exist, and what the data that supports that there is a problem? 3. We are trying to solve for programming in certain areas, how would moving a boundary going to help? 4. Lots of transparency for problems and data and what are the potential solutions to address to those problems? 5. Not splitting ES - how the problems are interacting with their priorities and the potential solutions being considered. 6. Data for the solutions presented in the front end rather than the backend. 7. Lead with data and information would be better to engage families 8. When you come in with we are going to change the boundary without the data, we don't understand why. 9. Is the timeline realistic?

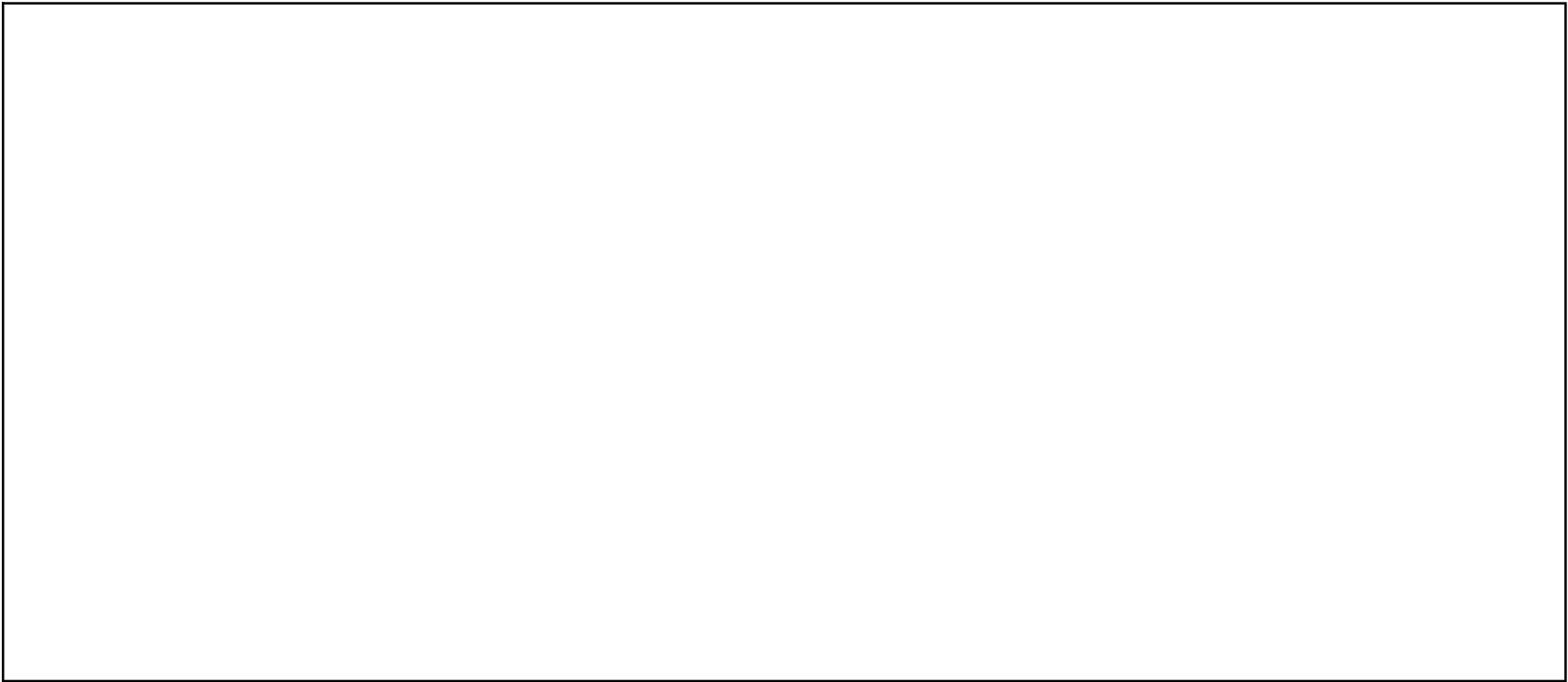|	
	10. When will the changes go into effect? Which school year?
	11. Allowing the scenario out front so that families can make informed decisions and react.
	12. More transparency and the earlier that transparency that can be shared with the community would be good.
	13. See that the comments that people are making are actually being implemented into the scenarios.
	14. Better to be having the hard discussions earlier.
	15. Ultimately, providing data early adds legitimacy to the process because people have stakes with their students education and asset - give people time to react.

Additional Note Space for Question 4

Key Takeaway:

One key takeaway overall is transparency during the process. What are the problems the district is facing and trying to resolve, and where are these problems in the school division? What is the data that shows where the problems are? What are the scenarios, what problems are these scenarios specifically trying to fix, and how do the potential scenarios fix those problems?

Another key takeaway is for this process to not disrupt a child's education, the relationships they have built already with others in their current schools, or the education expectations.

==

Boundaries may or may not solve the problems identified. What is the scenario the problems solving for and how is the scenario fixing that?

How can boundaries solve things other than capacity, some proximity issues, and facility ages?

How does boundary change solve program access equity?

If the district are leaning on specific factors or a specific problem they are trying to solve, they should identify that so that community members can look at that.

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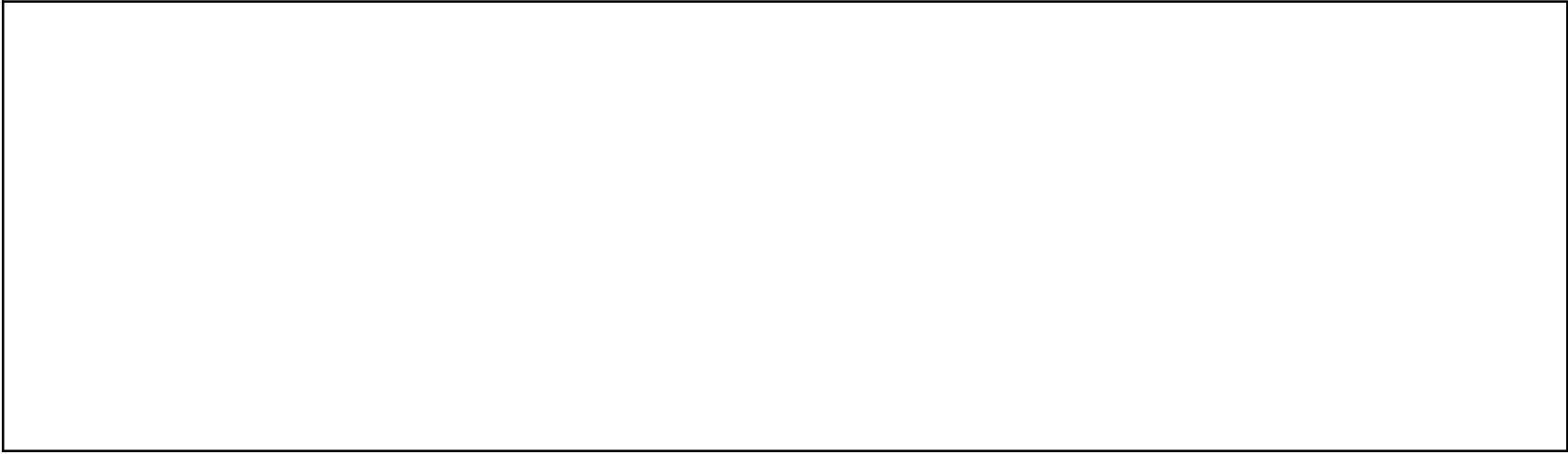|	
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Additional Note Space for Question 1:

Question 2:	Information to Include in Boundary Review
Based on your experience as a parent/caregiver and/or community	**1.**

member, what are some important data or insights should we consider? 基于您作为家长/看护者和/或社区成员的经验，有哪些重要的数据或见解是我们应该考虑的？	2. 3. 4. 5. 6. 7. 8.
Additional Note Space for Question 2:	

| **Question 3:** What do you hope the outcomes of this boundary review | **Favorable Outcomes:**

  1. |

process will be? How could this review process positively impact our community? 您希望这次边界审查过程的结果是什么？这次审查过程如何对我们的社区产生积极的影响？	**2.** **3.** **4.** **5.** **6.** **7.** **8.**
Additional Note Space for Question 3:	

Question 4: What questions do you	**Questions about the Process:**

have about the next steps in this boundary review process? 关于边界审查过程的后续步骤，您有什么问题？	1. 2. 3. 4. 5. 6. 7. 8.
Additional Note Space for Question 4	

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	move to find a suitable placement for their student. 7. **Class size is a concern for many families. We want teachers to be able to focus on individual students which is more difficult with large classes.**
	Additional Note Space for Question 1:

| Question 2:	Information to Include in Boundary Review
Based on your experience as a parent/caregiver and/or community member, what are some important data or insights should we consider?	1. **Class sizes** 2. **School performance (Better resources, higher test scores, & better educated teachers) should be a priority. Resources should be equitably shared across the division** 3. **Look at *Great Schools* and consider why there are such differences in school ratings within the same district.** **Also Niche.org and the FCPS demographic pages that show individual school scores compared to state and national** 4. **What does the district use to project population growth/decline in areas within the county?**
Additional Note Space for Question 2:	

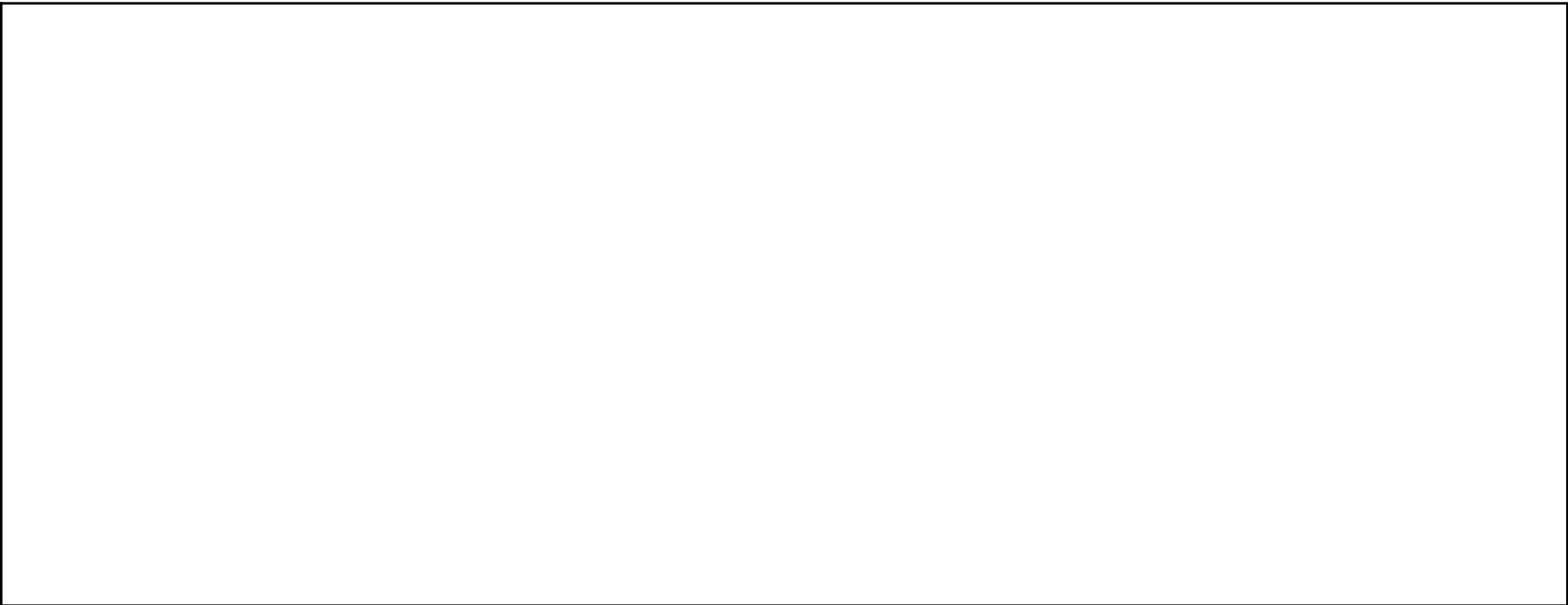|	
Question 3: What do you hope the outcomes of this boundary review process will be? How could this review process positively impact our community?	**Favorable Outcomes:** 1. **Smaller class sizes** 2. **More equitable distribution of resources and access to programs** 3. **Proximity to highly rated schools–geographically close to homes, no matter the neighborhood** 4. **Access to after-school programs to help build skill sets** 5. **Create base-line of excellence across the county**
Additional Note Space for Question 3:	
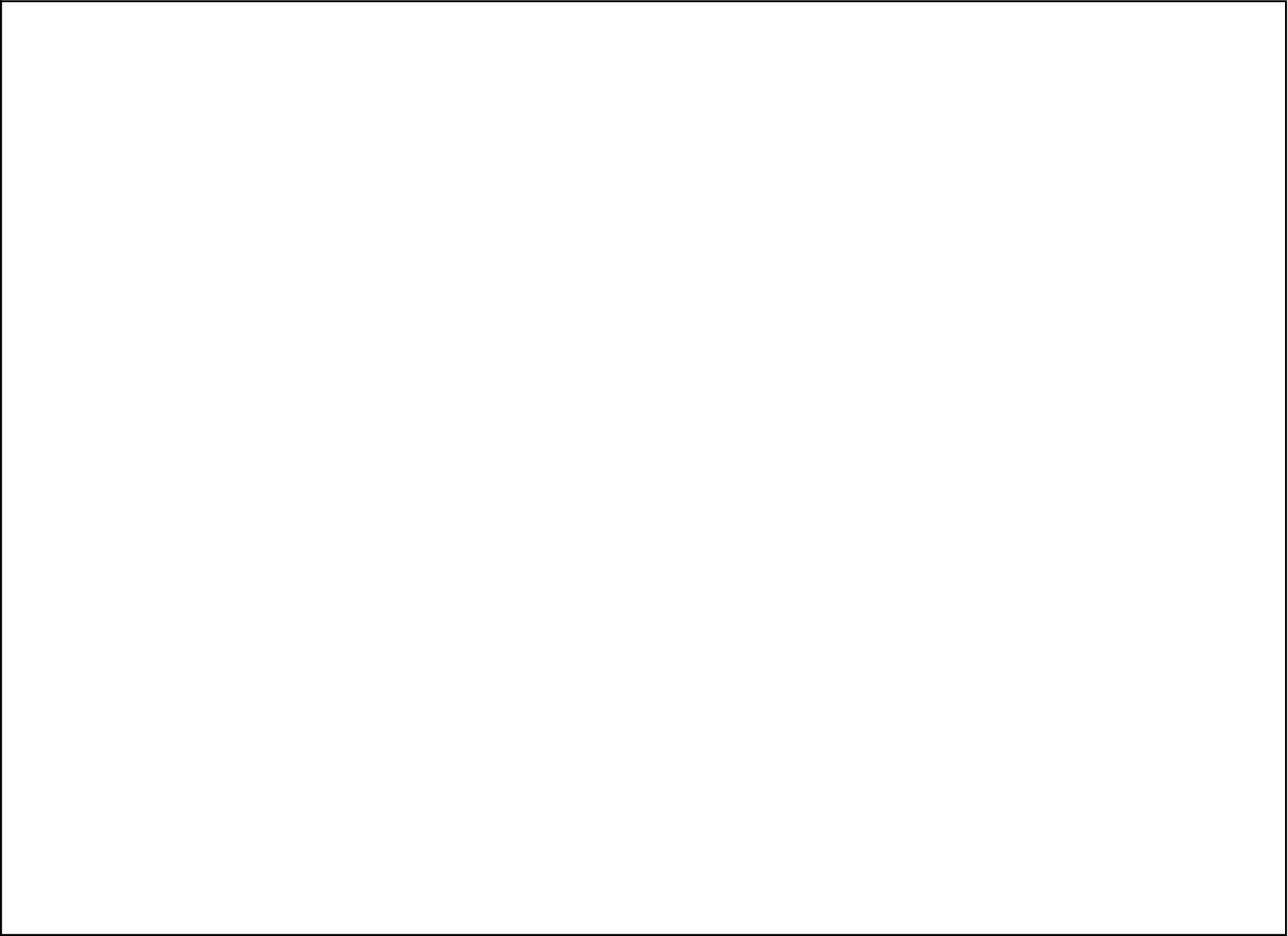
Question 4: What questions do you have about the next steps in this boundary review process?	**Questions about the Process:** 1. What will be used to project future population growth? 2. How will they disseminate the information once decisions/recommendations are made? How will families find out if their schools have changed? 3. Will there be a grace period before students/families have to move schools? 4. When will the changes take place? 5. What problems are being identified in specific areas that warrant a change in school boundaries? Is there a blanket criteria being applied?
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boundaries. Which of those do you feel should be the top priority when we create the boundary scenarios?	2. Students leaving friends with change of boundaries; transition years for students 3. ==Students being on buses longer; from the teacher-perspective: larger class sizes== 4. Not splitting up neighborhoods and not splitting up feeder schools 5. Access to academic programming; how will students who want to stay at certain schools for their programming be impacted? 6. Will this be done every five years? How long will the boundaries be in place?
Additional Note Space for Question 1:	
Question 2: Based on your experience as a parent/caregiver and/or community member, what are some important data or insights should we consider?	**Information to Include in Boundary Review** 1. Make-up up the neighborhoods in order to ensure a diverse school community 2. Daycare programs - ex. SAC - do these programs get "grand-fathered" in? 3. ==School-based survey to gather feedback from individual school populations; each school community is going to have unique concerns== 4. Language-immersion programming - for applicable students wanting to stay within that program 5. Housing values in the various boundary communities

Additional Note Space for Question 2:	
Question 3: What do you hope the outcomes of this boundary review process will be? How could this review process positively impact our community?	**Favorable Outcomes:** 1. <mark>Hopeful that concerns are being listened to and utilized; please take concerns to heart</mark> 2. Hope for no/limited changes for this particular group of care-givers (ex. Wolf Trap students stay together) 3. Focus on over-crowded schools 4. Not easy to change housing in this area 5. <mark>If change must be made: consider grand-fathering concept with limited disruption at certain grade levels</mark> 6. Those currently enrolled in Kindergarten or above are not moved 7. Consider those students who have special relationships formed within classrooms (ex. Autism classes)
Additional Note Space for Question 3:	
Question 4: What questions do you have about the next	**Questions about the Process:** 1. <mark>Is the long-term plan for five-year periods of time or (hopefully) longer?</mark>

| steps in this boundary review process? | 2. How will this feedback be factored in (will there be surveys or other avenues of feedback explored rather than simply anecdotal)? |
| | 3. What year will the plan be put into place? (Fall 2026?) |

Additional Note Space for Question 4

Graphic Organizer for Note Taker

| Question 1:

In the introduction, we explored various challenges related to the current school boundaries. Which of those do you feel should be the top priority when we create the boundary scenarios? | **General challenges:**

1. **Overcrowding is an issue. Students having to travel far beyond their pyramid. Cost is a concern, as well.**

2. **Already at a school that was rezoned. Did not have to change schools; nice to see trailers disappear. Schools that can accommodate students in their area without having to experience changes would be beneficial.** |

3. **#1: How it affects currently at the school(s); how dramatic a change will it be?**

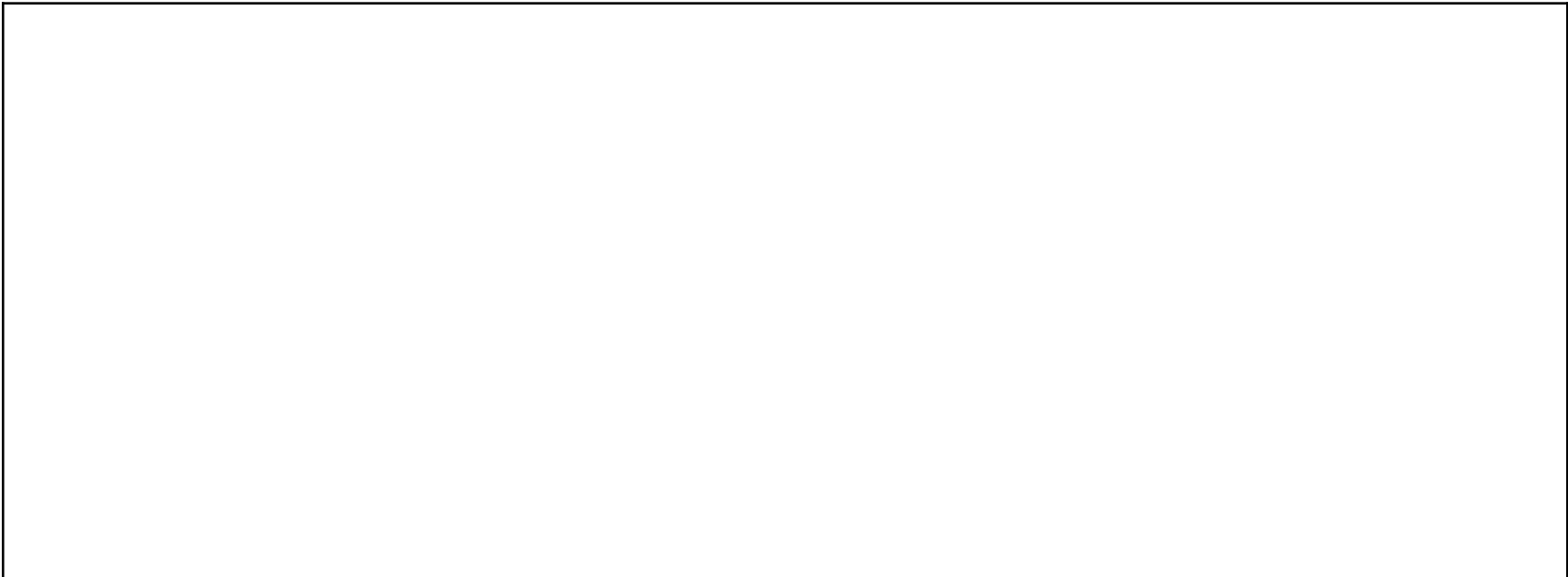   **Student well-being/student welfare for every grade.**

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Additional Note Space for Question 1:

The school system has hired experts to oversee this audit. We are relying on their expertise to ensure that decision making is optimal.

| Question 2:

Based on your experience as a parent/caregiver and/or community member, what are some important data or insights should we consider? | **Information to Include in Boundary Review**

1. **Demographics is important; travel time; population/overcrowding. Regarding demographics, how close people are to the school. Demographics can be a lot of things; proximity is important. A lot of middle school students/elementary travel very far. Is it possible to rotate staff so that students learn from the "best teachers?"**

2. **Do we have any schools that are not at capacity? How will class sizes be impacted?** |

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Additional Note Space for Question 2:

Question 3: What do you hope the outcomes of this boundary review process will be? How could this review process positively impact our community?	**Favorable Outcomes:** 1. **Reservations about the boundary change; want to understand the boundary conditions better. Experience with programming and staff make it desirable to keep things the same.**

	2. IEP/504 programming is well understood at current high school; huge reservations about changing schools due to "starting over" with a new staff. (Madison) 3. Most favorable outcome ideally: whatever happens, an equitable distribution of resources is an imperative. Everyone needs the same facilities, and everyone needs to get what they require. For example, students with disabilities need to be able to attend local schools so that students do not have to be moved to schools far away from their homes. (e.g., pre-K special education programs are not available at every school.) 4. 5. 6. 7.

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Additional Note Space for Question 3:

Question 4: What questions do you have about the next steps in this boundary review process?	**Questions about the Process:**
	1. If students are in their final year, for example, would they be grandfathered/allowed to remain at their current school until they graduate, or would they need to change for their final year ("senior status")? *Will considerations be made, in particular, for students with social emotional needs/transitional needs?
	2. Has there been a discussion about families who moved specifically to their neighborhood for their school(s)?
	3. Where can we find a repository of all the questions that are being asked, as well as the responses?
	4.

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Additional Note Space for Question 4

As your group discusses each question, please take notes in this graphic organizer. There is a main page for each question and an additional page if you need extra space. Please write as neatly as possible so that the notes can be transcribed. At the end of the breakout group share-out, leave these notes on your table, and we will collect them.

Graphic Organizer for Note Taker

Question 1:	General challenges:
In the introduction, we explored various challenges related to the current school boundaries. Which of those do you feel	1. **Overcrowding is an issue. Students having to travel far beyond their pyramid. Cost is a concern, as well.** 2. **Already at a school that was rezoned. Did not have to change schools; nice to see**

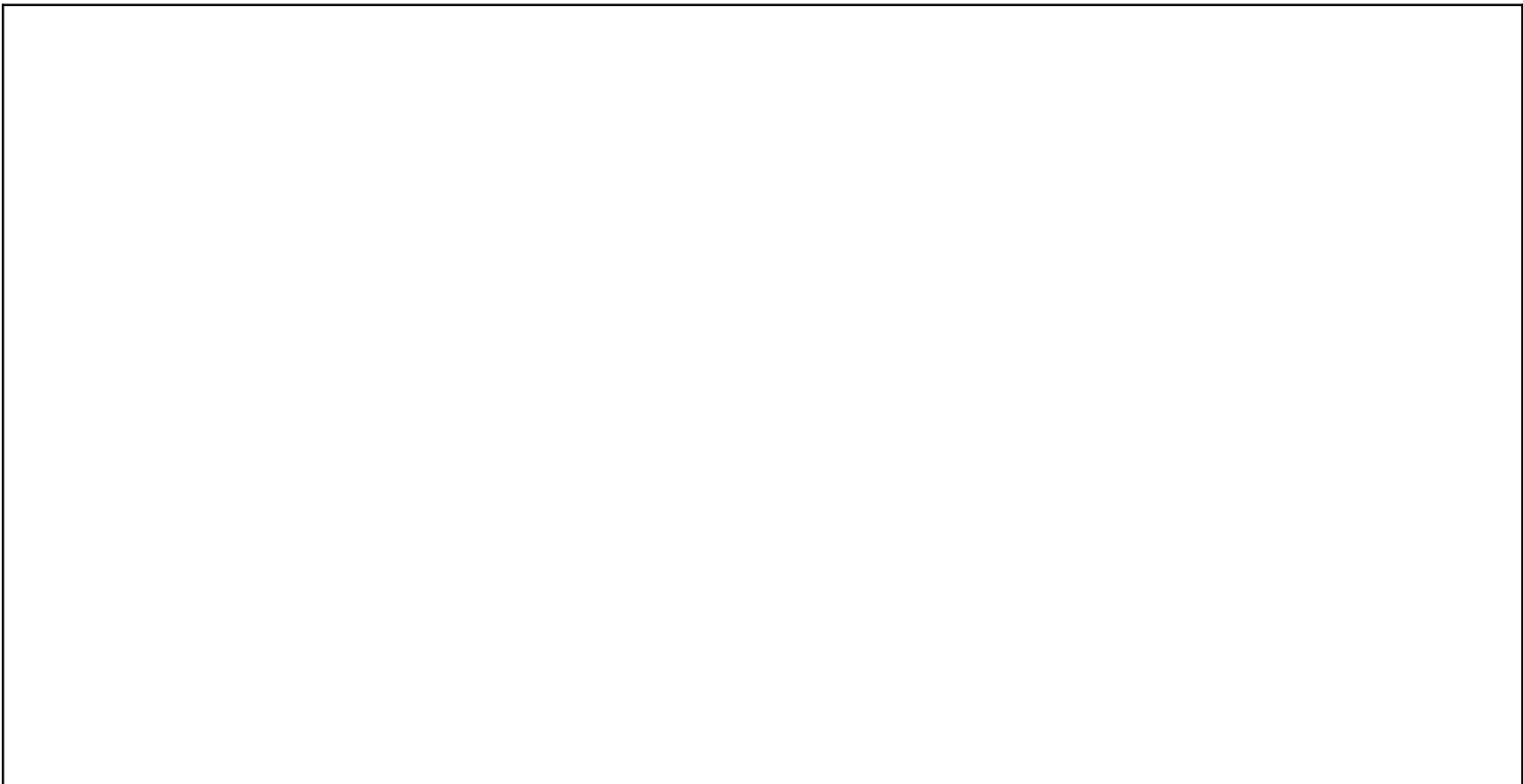| should be the top priority when we create the boundary scenarios?	trailers disappear. Schools that can accommodate students in their area without having to experience changes would be beneficial.
	3. #1: How it affects currently at the school(s); how dramatic a change will it be? Student well-being/student welfare for every grade.
	4.
	5.
	6.

Additional Note Space for Question 1:

The school system has hired experts to oversee this audit. We are relying on their expertise to ensure that decision making is optimal.

Question 2:	Information to Include in Boundary Review
Based on your experience as a parent/caregiver and/or community member, what are some important data or insights	1. **Demographics is important; travel time; population/overcrowding. Regarding demographics, how close people are to the school. Demographics can be a lot of things; proximity is important. A lot of middle school students/elementary travel very far. Is it possible to rotate staff so that students learn from the "best**

should we consider?	**teachers?"** 2. **Do we have any schools that are not at capacity? How will class sizes be impacted?** 3. 4. 5. 6. 7. 8.
Additional Note Space for Question 2:	

Question 3: What do you hope the	**Favorable Outcomes:**

outcomes of this boundary review process will be? How could this review process positively impact our community?	1. **Reservations about the boundary change; want to understand the boundary conditions better. Experience with programming and staff make it desirable to keep things the same.**
	2. **IEP/504 programming is well understood at current high school; huge reservations about changing schools due to "starting over" with a new staff. (Madison)**
	3. **Most favorable outcome ideally: whatever happens, an equitable distribution of resources is an imperative. Everyone needs the same facilities, and everyone needs to get what they require. For example, students with disabilities need to be able to attend local schools so that students do not have to be moved to schools far away from their homes. (e.g., pre-K special education programs are not available at every school.)**
	4.
	5.

| | 6.

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| **Additional Note Space for Question 3:** |

Question 4: What questions do you have about the next steps in this boundary review process?	**Questions about the Process:**
	1. If students are in their final year, for example, would they be grandfathered/allowed to remain at their current school until they graduate, or would they need to change for their final year ("senior status")? *Will considerations be made, in particular, for students with social emotional needs/transitional needs?
	2. Has there been a discussion about families who moved specifically to their neighborhood for their school(s)?
	3. Where can we find a repository of all the questions that are being asked, as well as

the responses?

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Additional Note Space for Question 4

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Graphic Organizer for Note Taker

Question 1:	General challenges:

In the introduction, we explored various challenges related to the current school boundaries. Which of those do you feel should be the top priority when we create the boundary scenarios?	1. **Eliminating split feeding to create a sense of community** 2. **Minimize time in the bus** 3. **Minimize disruption in learning** 4. **Students being able to grandfather the original school especially high school students** 5. **The boundaries should remain as they are right now** 6.

Additional Note Space for Question 1:

Question 2:	Information to Include in Boundary Review
Based on your experience as a parent/caregiver	1. To look at the financial impact these changes may have and also if we are able to take it.

and/or community member, what are some important data or insights should we consider?	2. **Considering polling to take into account parents/community input. We think these changes are coming from FCPS not parents. We should have a voice in the decision to make these changes.** 3. **We think that parents are the ones who contribute to great schools with their participation , involvement in their children's education. FCPS already provides access to students resources to provide equitable access and boundary changes won't contribute to making schools more equitable.** 4. **Are the number of students equal to the number of families providing proof of residency?** 5. 6.

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Additional Note Space for Question 2:

Question 3: What do you hope the outcomes of this boundary review process will be? How could this review process positively impact our community?	**Favorable Outcomes:** 1. **Students could sleep in if transportation routes don't take the amount of time from them having to travel a long time.** 2. **Don't see any positive impact at all in our neighborhood.** 3. **Hope students can stay together to keep a sense of community and friendship.** 4. 5.

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Additional Note Space for Question 3:

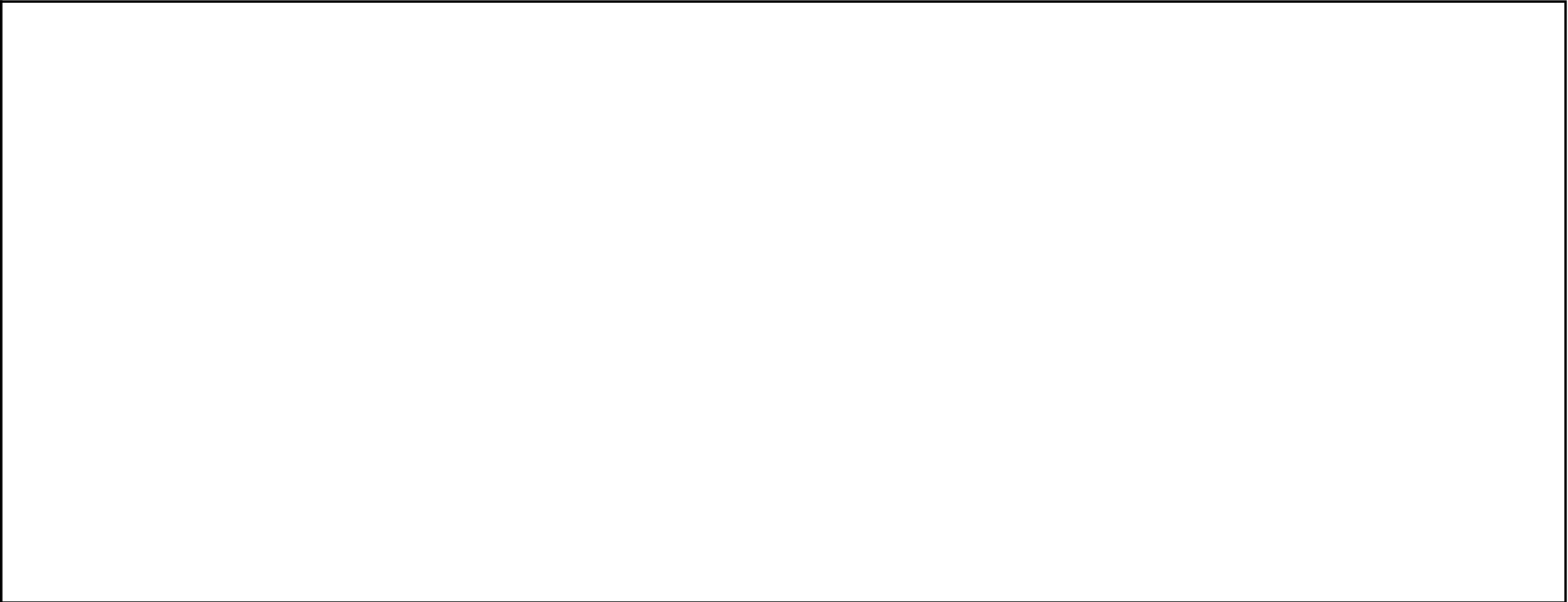|	
Question 4: What questions do you have about the next steps in this boundary review process?	**Questions about the Process:** 1. **Will the parents/community have a say before the final implementation of these changes?** 2. **If parents have a say then questions will be asked.** 3. 4.

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Additional Note Space for Question 4

Graphic Organizer for Note Taker

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Question 1:	General challenges:
In the introduction, we explored various challenges related to the current school	1. ==Equitable resources for all schools. Making sure all students in all schools have access to the resources they need. For example, in schools with high incidence of==

| boundaries. Which of those do you feel should be the top priority when we create the boundary scenarios?	<mark>ESOL or FRM students, we need to ensure that the right programs are available to them. Boundary shifts might endanger that availability. Or, Title 1 students who rely on meal assistance might lose that service if they are to be moved due to boundary change.</mark> 2. <mark>In situations where homes were chosen because of quality of schools and where parents are paying high property taxes, we want to avoid boundary shifts reducing home values by as much as 20 to 30%.</mark> 3. Kids who have friends they might lose because of boundary shifts should be a consideration. 4. <mark>The challenge of social networks being torn apart.</mark> 5. Varying occupancy rates at similar nearby schools. 6.
	Additional Note Space for Question 1:
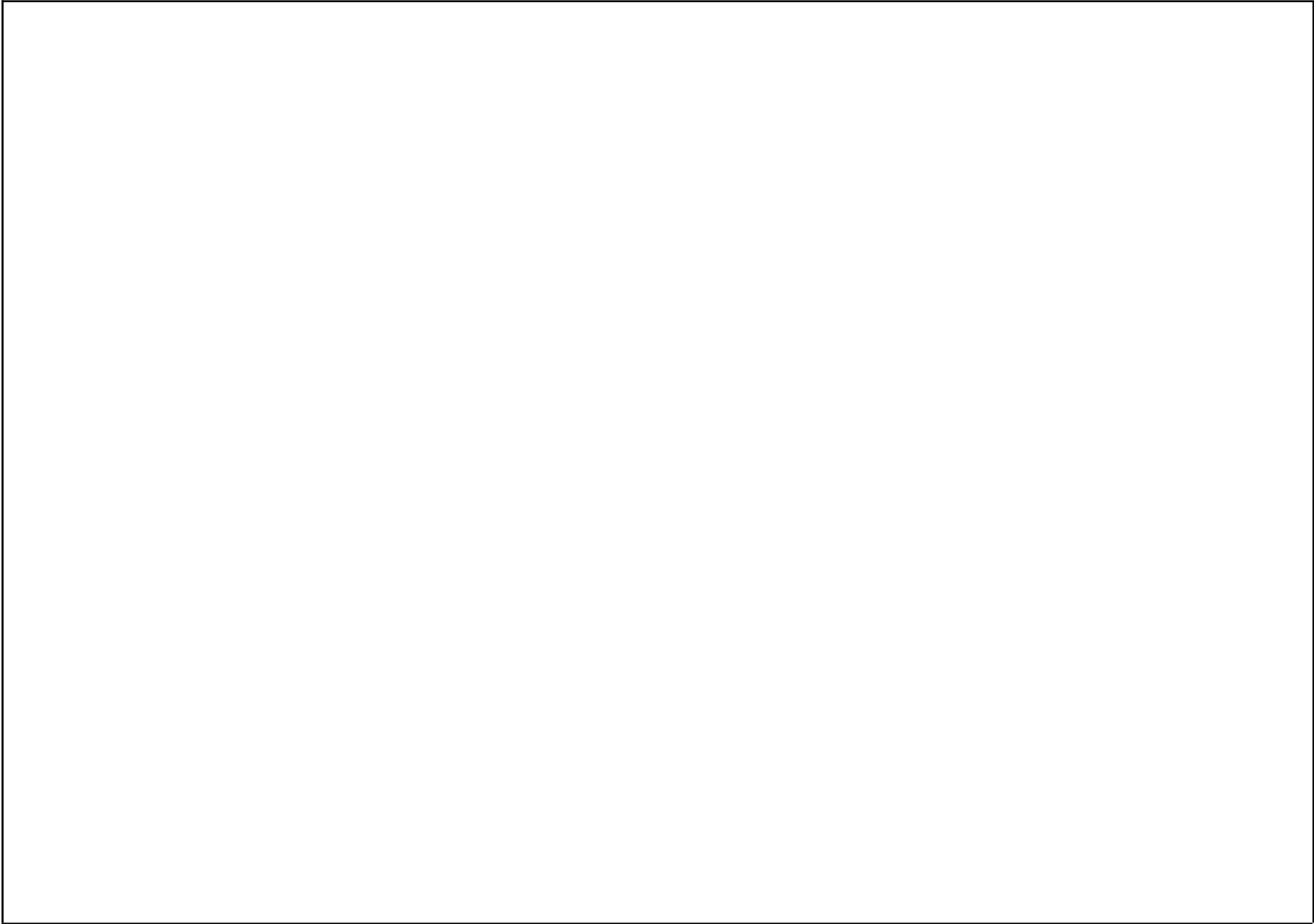
Question 2:	Information to Include in Boundary Review
Based on your experience as a parent/caregiver and/or community member, what are some important data or insights should we consider?	1. **Student demographics and how they will change due to boundary changes. For example changing the demographics of a TItle 1 school like Pine Spring ES causing them to lose that designation.** 2. **School population: Boundary shifts need to consider school occupancy rates so that schools that are overcrowded, for example, will find relief.** 3. ==**How will boundary changes impact teacher population, considering teacher shortage and demand for certain content area instruction**== 4. **What effect will boundary changes have on plans for capital improvement?** 5. **We should consider the opinions of EVERYONE in the county, even those of individuals who are not able to make such meetings as this. Possibly a survey that reaches everyone.** 6. **If boundary shifts cause middle schools to go from ⅞ to 6/7/8** 7.

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Additional Note Space for Question 2:

| **Question 3:** What do you hope the outcomes of this boundary review process will be? How could this review process positively impact our community? | **Favorable Outcomes:**

1. Reduction of split feeders which will help preserve student relationships

2. The elimination of modular classroom in favor of instruction taking place in the brick and mortar building.

3. No more "bad" schools. Overall improvement in test scores.

4. Not much change. No rocking the boat. We hope that boundary changes will not have a distracting effect on status quo.

5. Community awareness and support for the eventual plan. Whatever plan emerges is supported by the vast majority of the population.

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Additional Note Space for Question 3:

Question 4: What questions do you have about the next steps in this boundary review process?	**Questions about the Process:** 1. **In cases where residents are looking for a new home, is there a way to provide updates as decisions are made.** 2. **Is there a resource on the FCPS website that provides succinct updates on decision-making milestones and such. Where in the process we are should be made available to residents.** 3. **Information about the consultants and their backgrounds.** 4. **Measures or efforts are being made to ensure that residents from the non-English-speaking community are being heard.** 5. **A simplified description of how the process is going.** 6. **How is the outreach happening? Email, flyers, etc.** 7.

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Additional Note Space for Question 4

Graphic Organizer for Note Taker

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Question 1:	General challenges:
In the introduction, we explored various challenges related to the current school boundaries. Which of those do you feel should be the top priority when we create the boundary scenarios?	1. **Mom is very happy her elementary school but she's worried about her middle school and her high school. Her priority is the safety of her kids (regarding substances like drugs, inappropriate use of the phone, supervision)** 2. **A safe route either by walking or by bus/transportation.** 3. **Meetings with teachers and principals when problems arise with the students, more transparency.** 4. **Periodically meetings with teachers and the principals.** 5. **Culturally, for the Hispanic people, it is important to have the one one-on-one**

	meetings versus the electronic communications. **6.** **7.**
	Additional Note Space for Question 1:

Question 2: Based on your experience as a parent/caregiver and/or community member, what are some important data or insights should we consider?	**Information to Include in Boundary Review** 1. **Guaranteed transportation/route to come back and forth home safely.** 2. 3. 4. 5. 6.

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Additional Note Space for Question 2:

Question 3: What do you hope the outcomes of this boundary review process will be? How could this review process positively impact our community?	**Favorable Outcomes:** 1. The hope is that our kids have the appropriate school in their neighborhood. 2. In cases of emergencies or in cases of no transportation it will be more accessible to have a school within walking distance. 3. If the school is nearby it will improve attendance. 4. I want this process to impact our community in a way that our kids can attend their local school with the guarantee to receive quality education. 5. 6.

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Additional Note Space for Question 3:

Question 4: What questions do you have about the next steps in this boundary review process?	**Questions about the Process:** 1. **She wants to be informed along the way of the process and of the outcome!** 2. 3. 4. 5. 6.

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Additional Note Space for Question 4