Graphic Organizer for Note Taker

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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:** ● We should consider the distance to the school. ● The student ratio for student enrollment. ● All students have access to resources for students with special needs. ● Allocating classes in each area for specialized programs for proximity. ● Access to programs while making sure the school can handle the capacity. ● Students losing community/neighborhood friendships. ● Social, emotional, and mental wellness ● Keeping neighborhoods together and not splitting up streets in same neighborhood ● Home values ● Purchasing homes in areas that they specifically purchased for participation in specific programs. ● Programs at all schools and not only specific schools so students have an opportunity to participate.
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	**Information to Include in Boundary Review** ● Data from the CIP (Capital Improvement Plans) from FCPS. ● <mark>Use the Social & Emotional survey data from students.</mark> ● Time of travel (i.e. rush hours) ● <mark>Communication plan for boundary transition</mark>

or insights should we consider?	
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:** ● <mark>Consistency of programs in each pyramid</mark> ● Lower transportation cost ● Level out school overcrowding ● Lower classroom size (i.e. 25) ● Data on construction of homes, apartments, and condos in collaboration with Fairfax Government ● <mark>No change</mark>
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:** ● If we are redistricted, will students be allowed to remain at the school? ● Can we be grandfathered into our pyramid and stay in the pyramid? ● Will there be a time limit on students remaining at a school? ● What might be the timeline for this process for us to prepare? ● Are we making sure that the data reveals the need for boundary… ● How is the data being used to determine the path forward? ● What type of data are you looking to hit to indicate boundary changes? ● How are being transparent about the need for a boundary - based on data?

Additional Note Space for Question 4

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Question 1:	General challenges:

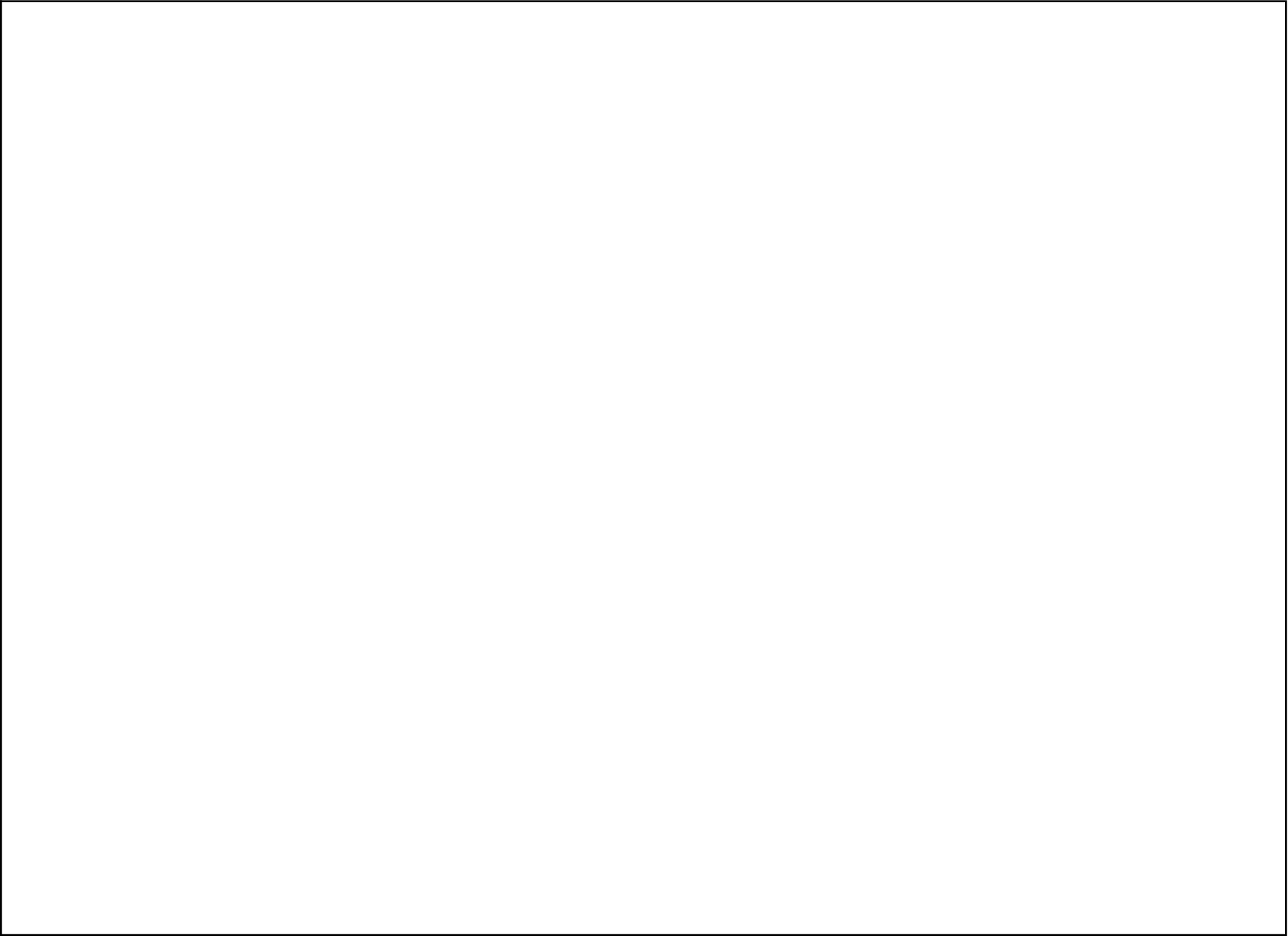| In the introduction, we explored various challenges related to the current school boundaries. Which of those do you feel should be the top priority when we create the boundary scenarios?	1. **Eliminating split feeders for schools** 2. **Changing boundaries may create issues/problems/challenges with districts, especially Langley. Could cause issues with property values, level of education. May create legal issues from one pyramid to another and the cost associated** 3. **Keep communities together for split feeders, stay in school with students that are in the same town so that kids are still playing sports, activities together and not increasing the commute or dividing communities** 4. **Keeping kids together in communities and extracurricular activities. Concern with removing kids from their social circles can have negative effects.** 5. **Consider proximity to the school when determining if boundaries will be changed, especially if it changes transportation (i.e walking vs taking the bus)**

	6. Financial impact on property value for the decision especially with the timeline as it can impact up to 30% of home values 7. Could impact taxpayers and the level of the education if taxpayers are removed from the neighborhood especially if residents have not asked for 8. Modular units updated and/or removed
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. The continuity of the group of students that go to school together-students could have option to be "grandfathered" in especially after being in school together for multiple years.** **2. Considering ways that students walk to school and the regulations that determine that** **3. Keeping communities, schools, and activities together and in close proximity**

	4. Property value is different because of the quality of education at the school, graduation rates, IVY league data. This data is linked to the property value, it can be a vicious cycle 5. Listening to stakeholders to determine if boundaries need to be changed 6. Acknowledge that any result will continue to be complex for various groups of people. Considering the multiple pathways for families and address major issues 7. Consider a gradual transition when changes are made for each level of school 8. Consider communities that do not have any interest in changing their boundaries. If they do not want it, it feels like a waste of resources especially for school pyramids that are not interested in changing the boundaries 9. Consider the makeup of district and inequitable boundaries
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. For Langley pyramid, do not see any positive outcomes and could have negative outcomes as far monetarily, quality of education, and could have legal ramifications. Schools can change based on funding and population and educational system. 2. Would like for all of my children to have the same path through the same schools. 3. Could support the entire division to think about the quality of education across FCPS and move towards an area where it doesn't matter where you live and that we all have ownership over the entire district and having the best education for all students at each school. 4. As little change as possible because of how it could disrupt their social circles 5. Reducing attendance islands, boundaries, looks like current boundaries may be results of gerrymandering throughout history of FCPS and having a reassessment

would be helpful.

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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. **When will we know if decisions will be made or communities will be affected? Will there be another step to see draft ideas and gather community input?** 2. **Will families impacted be given another chance to voice their ideas, opinions?** 3. **How will a change be implemented? At what stage will students not be moved (example seniors)? When will the shifts happen in a student's path? Will families**

	have a say in that change? 4. Why was this consultation company chosen? What was involved in this selection process? Where can that process/information be found to be reviewed by stakeholders? Will there be an opportunity to provide feedback to the company? Who is providing information to the company? How transparent is the process? 5. What data will be considered in this process? Will the public be able to see the data? How will the community provide feedback on the data? 6. What were the reasons for studying this even though it has been working for almost 40 years? 7. Why will this be reviewed every 5 years? As someone who is concerned about the negative impacts, don't want students to be jerked around every 5 years. 8.

Additional Note Space for Question 4

Share out:
- **General concern for changes based on the impact on students within their paths in schools: keeping communities together, social circles, extracurricular activities, educational journey, property value impacts especially with a quick turnaround time and the ripple effects that comes with that (funding for schools)**
- **Questions around if there will be another chance to voice input, especially for families impacted**

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	7. Consider a gradual transition when changes are made for each level of school
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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? | 1. **Current and Projected Capacity at Schools - current high school is 115% capacity and projected to grow**

2. ==**Future Capacity and will this lead to later changes if projections are wrong. Data doesn't match reality (previous capacity projections have been incorrect ie. look at the high school at 115% capacity)**==

3. **Proximity of elementary school and daycare centers. Distance vs. Travel Distance is different. Capacity, Distance, Travel Time should be considered.**

4. **Proximity - students are not walking distance to elementary school (cross a major highway).**

5. **Proximity - Safety - Can they walk home safety?**

6. |

Additional Note Space for Question 1:

==How accurate are future capacity projects? Evolution of Fairfax and how easy is it to get those projections?==

==FCPS could look at trends with High School students getting Driver Licenses.==

==Is the current boundary increasing private school enrollment at one level (elementary). Affect Projections?==

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. **Child Care Coverage - Before and Afterschool Care - Family Support Child Care/Affordable Child Care in the boundaries.** 2. **What did other school districts that recently completed a full review of boundaries learn and what are the best practices from those experiences?** 3. **Niches and Sub-Cultural Needs of the Community (Neighborhood). Can the Region Superintendents help guide the cultural and niches of the community in the discussions of the boundaries.** 4. **Is the footprint of the schools being considered as some may not be able to expand due to the size of the footprint?**

	5. **6.** **7.** **8.**

Additional Note Space for Question 2:

Will the pyramids change if the boundaries change?

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. **More equality in the schools - resources, access to resources, classes. Students are having different experiences at different schools.** 2. **Property values of the homes in the county will stay the same or improve.** 3. **Transition of change will be smooth and benefits will be seen shorter rather than later. Change will be bumpy but make it as smooth as possible.**

4. **Action! Change needs to happen. This has to be solved. This is unsustainable if change does not happen. Don't rush, take the time but action needs to happen.**

5. The school boundaries build community, so making sure that any changes would encourage more community. Speaking about proximity to schools.

6. **Action that is trusted. Dependable action.**

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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. **What are the next steps? (more clear communication about the steps/process is needed and should go into detail)**

boundary review process?	2. What does the implementation timeline look like? Will this take multi-years or a single year? More insight about this earlier may be better for the community. 3. Continue to communicate with the community and make it as clear as possible to continue with the transparency of decisions. 4. ==Review the way that information is packaged for the community. There is a large amount of information that can be hard to find or some may get overwhelmed. Plain language for the information. Make the communication about the boundary review come from one source only to increase consistency and increase trust.== 5. 6. 7.

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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?	1. **Space constraints in classrooms. Inability to meek Pre-K needs due to lack of space. Inability to have access to a diverse selection of programs.** 2. **Lack of one-on-one time with large class sizes. Smaller class sizes ensures more support for students and manage behaviors** 3.

	4. **Keeping friend groups together through school transitions. Losing friends from ES and MS because they attend different HS**
	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. **Burden of changing schools on the students (social, emotional, behavior, mental health)**

2. **Have any potential drawbacks of boundary changes been addressed? Have there been any attempts to make schools more equitable to reduce the need for boundary adjustments? Will new issues be created solving existing problems?**

3. **How accurate are the CIP projections? Are all available data sources being used?** |

Are formulas correct?

4. **How will military affiliated families be affected**

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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. Will there be grandfathering or phasing opportunities available? 2. Move resources to students instead of moving students to resources.

positively impact our community?	3. **Under served communities receive increase access to diverse programs** 4. **Positive: A boundary review can identify where needs are not being met. The process allows information to be collected** 5. 6. 7. 8.
Additional Note Space for Question 3:	

Question 4: What questions do you have about the next steps in this	**Questions about the Process:** 1. **What is the impact to existing high school students/family post boundary change?**

boundary review process?	2. What is the timeline?
	3. What is the meaning of community engagement? How strongly is community input considered? Would a strong negative response stop the process?
	4. Provide more transparency on what data points would trigger the need for a boundary adjustment? Provide quantitative data.
	5.
	6.
	7.
	8.

Additional Note Space for Question 4

KEY TAKEAWAYS
What is the timeline for a decision? What are the next steps after decision is made?
Will there be grandfathering or phasing in?
How impactful is community input in the decision making process?
What data is being used to support boundary adjustments? Is data accurate? Will all available data resources be utilized?

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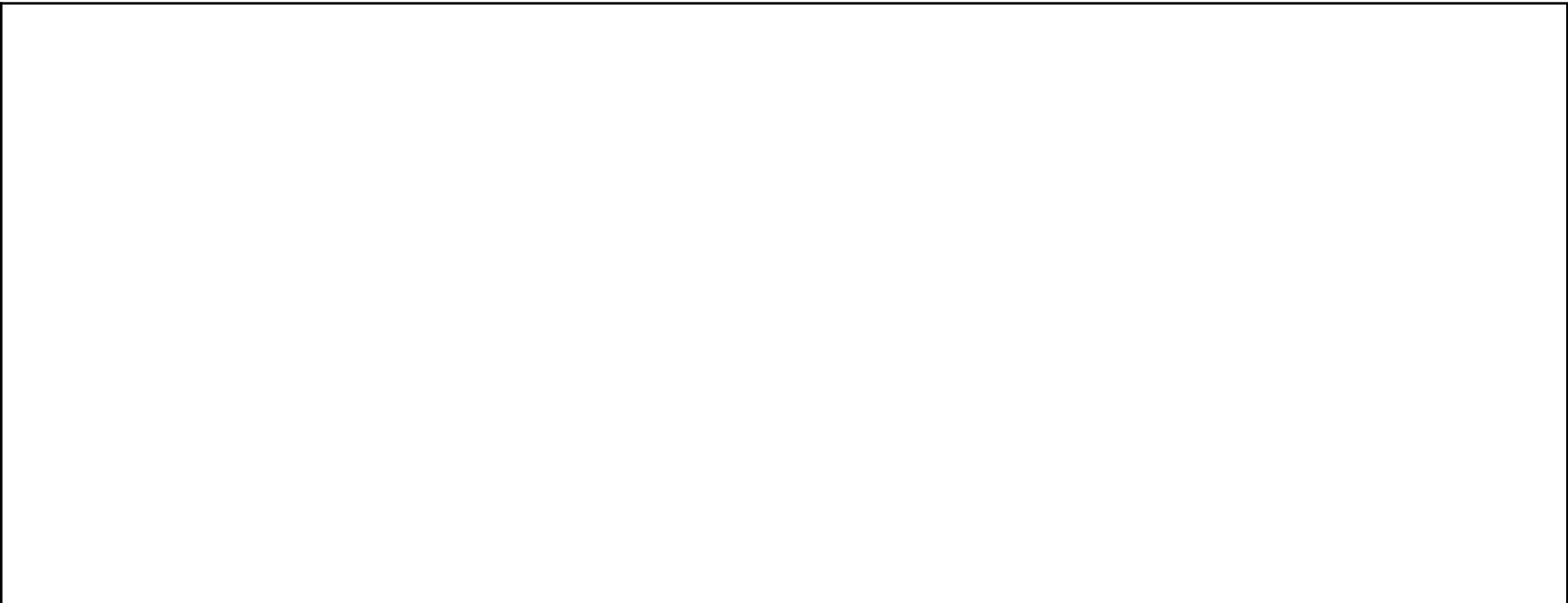5. **Proximity - Safety - Can they walk home safety?**

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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. **Child Care Coverage - Before and Afterschool Care - Family Support Child Care/Affordable Child Care in the boundaries.** 2. **What did other school districts that recently completed a full review of boundaries learn and what are the best practices from those experiences?** 3. <mark>**Niches and Sub-Cultural Needs of the Community (Neighborhood). Can the Region**</mark>

==Superintendents help guide the cultural and niches of the community in the discussions of the boundaries.==

4. ==Is the footprint of the schools being considered as some may not be able to expand due to the size of the footprint?==

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Additional Note Space for Question 2:

Will the pyramids change if the boundaries change?

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

1. More equality in the schools - resources, access to resources, classes. Students |

process will be? How could this review process positively impact our community?	are having different experiences at different schools. 2. Property values of the homes in the county will stay the same or improve. 3. Transition of change will be smooth and benefits will be seen shorter rather than later. Change will be bumpy but make it as smooth as possible. 4. ==Action! Change needs to happen. This has to be solved. This is unsustainable if change does not happen. Don't rush, take the time but action needs to happen.== 5. The school boundaries build community, so making sure that any changes would encourage more community. Speaking about proximity to schools. 6. ==Action that is trusted. Dependable action.== 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. **What are the next steps? (more clear communication about the steps/process is needed and should go into detail)** 2. **What does the implementation timeline look like? Will this take multi-years or a single year? More insight about this earlier may be better for the community.** 3. **Continue to communicate with the community and make it as clear as possible to continue with the transparency of decisions.** 4. **Review the way that information is packaged for the community. There is a large amount of information that can be hard to find or some may get overwhelmed. Plain language for the information. Make the communication about the boundary review come from one source only to increase consistency and increase trust.**

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In the introduction, we explored various challenges related to the current school	1.

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:

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.

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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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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.

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Additional Note Space for Question 1:

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

member, what are some important data or insights should we consider?	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?	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?	1.
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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. **Capacity issues are way over and way under, considering keeping neighborhood groupings together.** 2. **The way the pyramids work in some areas (split feeders) and continuity of cohort - peer groups – should be aligned / maintained better/stronger.** 3. **Attendance Islands avoidance, keeping boundaries consistent in the surrounding areas.** 4. **Proximity and transportation go hand-in-hand as a top priority.** 5. **High school drivers avoiding major roads (66, Beltway) is key to safety.** 6. **Walkability / ease of ways to school helps create a stronger community feel.** 7. **Magisterial districts don't match school boundaries / region assignments.** **KEY TAKEAWAY** **Proximity – as it helps keep neighborhoods together.**

| 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. **Current capacity and projected capacity – weighing in that data.**

2. **Major roads / neighborhood communities alignment.**

3. **Special programs at the schools, are there equal opportunities at each school?**

4. **Magnet programs, language programs, etc. throughout the county? Access to resources in general (including PTA programming).**

5. **Any thoughts on expanding school capacity usage? Architectural design, etc.**

6. **Are there plans for input from students (surveys)?**

7. **Any perceptions on student mental health, and regarding how invested they are in their school community?**

8. **AAP programs available in the county.**

9. **IEP, special education services and access to all students – how is availability in all schools?**

10. **What is the possibility of the 2E center actually happening?**

KEY TAKEAWAY

Equal access to programs at schools (including PTA programming). |
| | |

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. **Having the more consistent proximity based attendance, community and continuity.** 2. **Stable decision for many years to come – so we don't have to do this again for a while.** 3. **No change.** 4. **Positive impact is that it reopens lines of communication within communities, what is important to one person is not always shared with others (breaks us out of our bubbles).**
Question 4: What questions do you have about the next	**Questions about the Process:**

steps in this boundary review process?	1. Do any of the next steps involve new school construction?
	2. With the timeline as shown, will there be released proposed boundaries this spring and what does community engagement look like after this release?
	3. What sprung this to begin with?
	4. Will students/families be allowed to make an appeal if their school boundary was changed, to allow the student to remain at current school.
	5. What is the "grandfathering" or phasing plan?
	6. What is the possibility of the 2E center actually happening?
	7. What school year does this take effect?
	8. Is there any consideration to bussing students out of their local area to make schools equitable while maintaining the community togetherness.
	9. Will students be surveyed on this process, what is their level of engagement on potential changes?

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

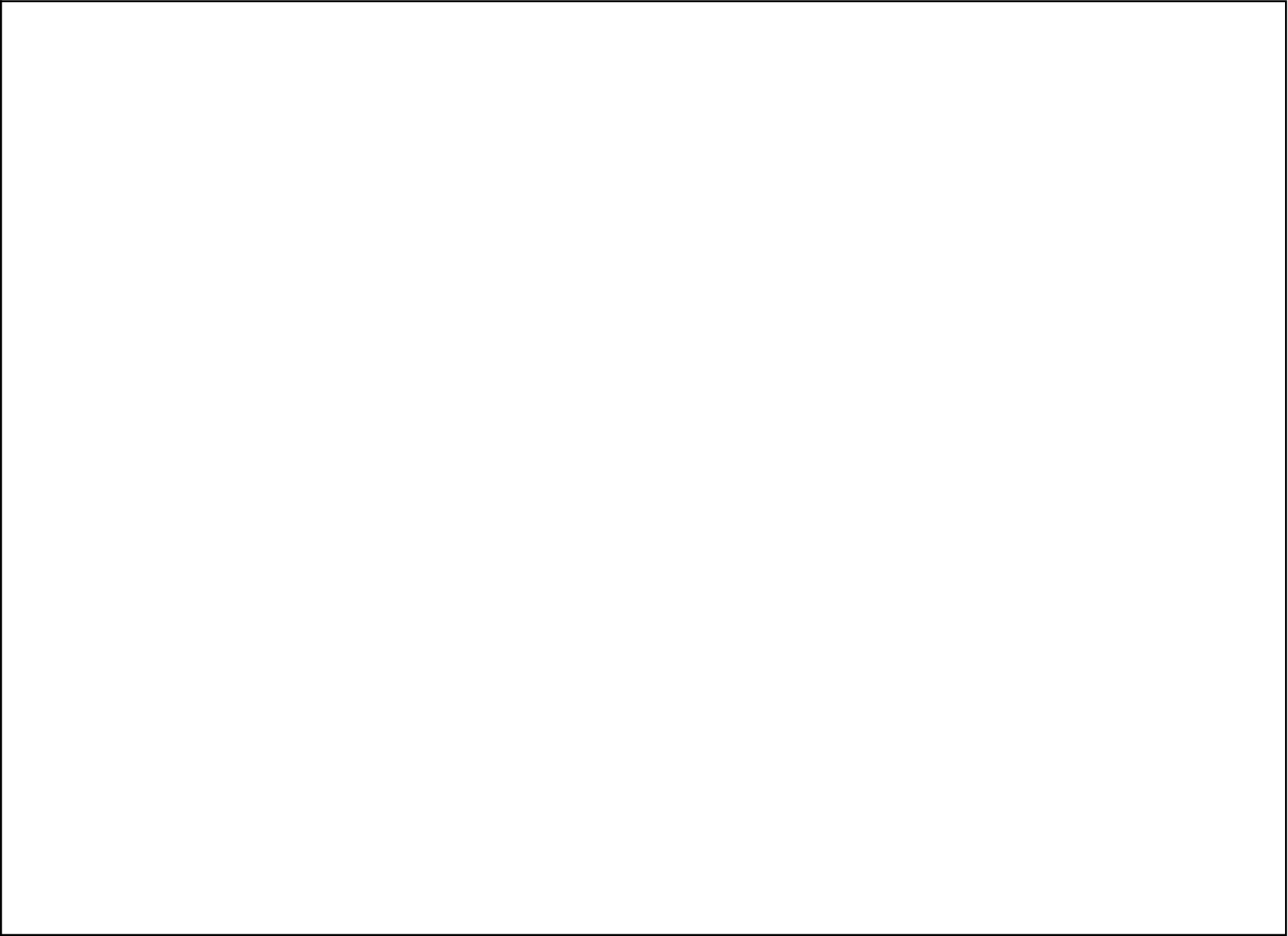| Based on your experience as a parent/caregiver and/or community member, what are some important data or insights should we consider? | 1. |
	2.
	3.
	4.
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	8.
Additional Note Space for Question 2:	

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 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. **Academic equity. Resources into schools that are lower performing is a better place to start. Some agreement.** 2. **Inclusivity can come in the form of choice. Attendance islands: do those families have a preference for which school? History with student. Agreement, some students like the schools/teachers/etc that they have been with. Minimize disruption to student and family life.** 3. **Split feeders, friends and communities get split up.** 4. **Bus travel time, 45-60 mins for some students.** 5. **The most important is imo to try not to break up communities of friends and familiar faces.**

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. **Currently being bussed out of the community to a 5th closest school. Wants to be brought back into their home community.** 2. **School rankings, HS in some areas are performing significantly differently which can hurt chances for state colleges. Worry about being moved into a school with lower achievement.** 3. **Looking for a home, will this boundary change effect people who bought homes for a specific school or district.** 4. **Capacity/overcrowding. Population data.** 5. **How will this impact access to resources like tutoring etc. Impoverished**

	families/Stonegate apts/Glade drive: Not enough tutoring resources and what we do have is not always easily accessible. Hughes MS offers after hours tutoring but not full bus coverage. Students can't physically get back home. Issue could become worse with a boundary change. Bus schedules. 6. Property value data 7. Pay attention to the academic performance of where kids are being moved to vs where they are coming from. 8. Phasing.
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. **Best performing school available for their child. Wants to stay in a high performing school.**

positively impact our community?	2. **Keep communities together and/or reuniting communities that have been split.**
	3. **First step towards a community-based school model. Increasing access to resources for all families to assist with academic achievement. Socioeconomic equity for all families in the county.**
	4. **Allow students to finish out their time at the school they are already at. Phasing.**
	5. **Is equity/resource distribution something the SB needs to take care of? Is it as relevant to the boundary review process?**
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Additional Note Space for Question 3:

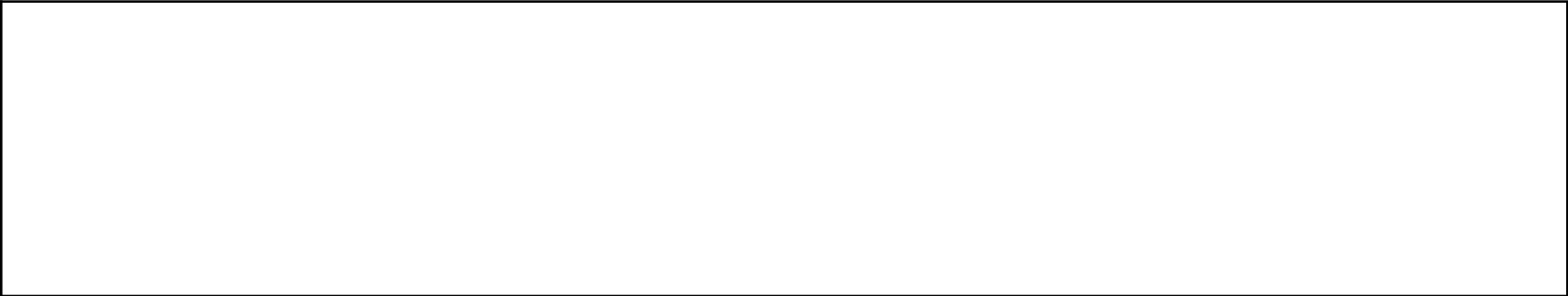|	
Question 4: What questions do you have about the next steps in this boundary review process?	**Questions about the Process:** 1. **Multiple options/scenarios explored?** 2. **Middle school start times? Will these issues be looked at together? The effect one has on the other. MS bus at 6:20 am.** 3. **Is there a consistent mile zone for determining attendance?** 4. **When will the final decision happen and when will it be implemented?** 5. **Voting/public input on potential options?** 6. **What is the ranking of priorities and who is making the decisions before it gets to the School Board?** 7. **Will entire pyramids be impacted? Or will certain levels in the pyramid (ES, MS, HS) be impacted more? What determines which level in a pyramid will be most**

	impacted? 8. Will the public be able to view feedback?
Additional Note Space for Question 4 **Key points: Travel time and distance, school/academic rankings, student/family life disruption, keeping communities together.**	

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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. ==If students are moved to a different pyramid, they should not be put into a pyramid that is a lower performing pyramid. Access to programming will be very important. We need to figure out why some of these schools are struggling. <u>Getting shifted to schools that are not highly ranked will be very hard for students.</u> The goal should be for all schools to be highly ranked.== 2. Look at the attendance zones and attendance islands. I hope they will be able to fix those up. Ensure alignment between the neighborhoods so that students don't

have to go to schools without their friends.

3. ==Once a student has started middle/high school, students should not be moved to a new school. That would take a huge mental toll on the child. (*many participants agrees with this statement.*== It is disruptive to move these students after they begin school in one location. It is really hard on students to transition them after they have already made a huge transition into a high school or middle school.

4. Any transparency that you can give parents in terms of attendance rates or information when these changes are made, along with the "why". We want to understand that "why" behind any transitions.

5. Access to programming should be highly considered. This is what a participant would put as the top boundary.

6. ==Parents buy homes based on the reputation of the schools. It is not equitable to move students. The possible threat of a boundary change will change the makeup of neighborhoods. We buy homes based on the school that our kids are going to. People buy homes and are moving for these reasons. Parents are concerned that they will get put into a different high school and that was the main reason they moved into our neighborhood.**Many participants echo this statement.**==

	7. **Make sure you consider communities who have been redistricted in the past years.**
	Consider communities who are being bumped in and out.

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. Look at the performance of each school/pyramid individually. See where they need help and put the funds into the schools that need it. Changing the boundaries doesn't help but boosts school scores. You bring in high performing students and the numbers go up. You brought in ringers and that needs to be weighed very carefully. 2. Look at the capacity levels for high schools. If schools are not at high capacity, don't focus on those schools. (*participant agrees) Parents carefully consider where to live based on schools and capacities. I hope they would not adjust schools that do not have any capacity issues. 3. Capacity issues are poor planning on the school board's part. We are above capacity now and parents are being penalized due to the school board's decisions. Expand the school and don't shift my student out of the school that we planned to attend.

4. Since we have a very large district, we need to be hyperlocalized in terms of how it is impacting people in different subdistricts. Average data does nothing when we are dealing with so many students.

5. Population growth - they sometimes get it wrong but I would hope that they would be exceedingly careful as they anticipate when growth will be. When they get it wrong, it affects our student's lives.

6. We can't necessarily rely on school success because high achievers are moving to these schools. What level of metrics would we want to see to show success?

7. If any data is being collected, everyone should have access to this data. (Population growth data) Transparency is key

8. I would like to know data in school zones in a similar size to Fairfax who did not do boundary reviews. What has happened to other school zones? Negative effects? How can we protect against that with minimal boundary changes?

9. If children can continue and finish out a school they started, it would be good if they considered students who have families in multiple schools. This would be difficult for the families if their kids are at two different high schools. There needs to be flexibility for this too.

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. ==I hope my boundaries don't change. That is what we are on here hoping for. We have spent years and years anticipating being in these pyramids and it is a mindshift thinking about being in other schools. (**participants agree) These changes have economic implications on the homes we have purchased. We don't think many parents will be happy with a boundary change. We need to be more precise in the changes and that this would be incremental. Small changes should occur over a period of time. (participant agrees with the smaller changes) We hope the school board isn't doing this to just check a box. We want them listening to the parents and community members. (*Most participants agree in the room with this statements.*)== 2. Make changes where is makes sense. Make sure if changes do happen that the county is flexible with the families that if that family wants to, their kids can finish out in those schools. This needs to be flexible and more of a long term transition. 3. Ideally, I do not want any boundary changes. 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. **When will we have a better idea about what is being proposed, what communities will be affected, and how?** 2. **Will all changes take effect at the same time or is it a phased approach over several school years?** 3. ==**It would be helpful to be transparent about what this will look like moving forward. When will this happen again so that we have some sort of expectation. Will this be re-reviewed? We need a process or timeline so that we have some stability. Besides timelines, are there other metrics they will be looking for? Is it only time based or something else that could cause another review? What is a district wide review vs a pyramid review? Maybe the triggers would be different for these different reviews.**== 4. **When will we be able to access what the community has said as a whole? Will we be**

able to see what other community members are thinking about this process?

5. <mark>How will we know as a community that our voices were heard in this process?</mark>

   <mark>*Participants agree*</mark>

6. For any changes that are proposed, can you please link to the public feedback that led to this decision? What group of data did you use to make this change. (example: if there are ten changes, each change should be linked to data to show the why) For any changes that weren't taken, link to data that shows why those changes weren't made.

7. Why is not more effort being put into supporting schools who actually need immediate change (with overcapacity)? This stretches out the whole process and in the meantime, the schools who are at overcapacity are left that way.

8. They say no changes in 40 years, but there have been smaller changes during that time? Is there any data to show what happened because of those changes?

9. For any changes that are made, what sort of data will you provide to us to show the success. For each change that they propose, they should tell us the impact and how they will measure success.

10. They say they will review boundaries every 5 years. Does that mean we will do this

process every five years because that will affect families who buy on the boundary lines. If there is a metric, that "if x happens, then we will have a boundary review", might be better than saying we will have to wait 5 years.

11. Moving forward how will they determine alternatives to doing boundary changes? If it is overpopulation, how do they decide to make it bigger or to build a school or to do a boundary change?

Additional Note Space for Question 4

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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	**General challenges:** 1. **MS and HS requires a bus/could walk or bike to a closer MS/HS. More exercise and could save $$ and time not being on a bus (transportation).** 2. **Need clear data that supports specific problems that we are solving - process in pursuit of a problem - needs clarification.**

create the boundary scenarios?	3. **Concern - minimizing disruption for students if transitioned to another school. Make sure to minimize that disruption.** 4. **One of goals- min. travel and distance time; we are halfway between 2 HS; travel time is vastly different; how will the county review - distance is not always the mileage.** 5. **HS: Title I school; 75% free/reduced lunches - priority to make the population more diverse.**
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. **Community surveys - have these been done? Will surveys be done - broader review? Student population data, declines due to COVID; what would draft plan mean in terms of enrollment, budget, etc.** 2. **Attendance Islands and irregularly shaped districts - minimize. Example neighborhood (example- Mainstone Drive, Fairfax)**

	3. Review the previous school boundary maps; area used to be a regularly shaped school zone, now different. 4. Surveys - can data be collected for incoming students, how will the school population grow?
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. Hope that no changes are made. If there are changes, how to create soft landing. Concerns about property values. We are equidistant to schools, see potential on countywide level, but on an individual level, worried about what happens next. 2. Hopeful that (Mainstone example) students can go to the same school as friends who live nearby.

	3. **Child starting next year in FCPS; vastly different program offerings in different schools. Hope that access to a great program isn't permanently tied to where we live; hope that student has access to everything FCPS has to offer.** 4. **If stay in same school district (Title I) - hope that school community can have more income diversity.**
Question 4: What questions do you have about the next steps in this boundary review process?	**Questions about the Process:** 1. **Where do we submit feedback or request information about the process, other than through these meetings?** 2. **What data will be used for decision-making for boundary adjustments?** a. **How much access will we have to the data and how the data is/was analyzed?** 3. **When is this process supposed to be finalized?**

4. Would the first year that students could change schools be Fall 2027?

5. Would changes be implemented across the county or for certain populations/groups – all at once, or phased?

6. How are the goals going to be balanced, there could be conflicts with the goals? What is the process to determine which of the competing goals is going to be the top priority?

Additional Note Space for Question 4

Key Takeaways for Breakout Room 4:

1. Data - what data supports the need for this work; what data will be collected, will the data be available to review? Understanding the data and data analysis.

2. Proximity to schools. Number of miles and also number of minutes (transportation); addressing irregularly shaped school boundaries; focus on keeping neighborhoods together.

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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. What happens to the student after the base school is changed? Does a HS student stay at their base school?** **2. Aren't academic programmes already available to all students?** **3. Provide those programs to the base school?** **4. Virtual learning (special programs) in the base school so they don't have to travel.** **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. **Switch pyramid, siblings**

2. **Friends will be separated after switching to the new pyramid**

3. <mark>**Psychological impact to the student and the community**</mark>

4. **What will make this less painful?**

5. <mark>**Current students be grandfathered in after the pyramid change?**</mark>

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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. **Painful process, bias question. What is the negative impact?**

2. **How is going to impact to the parents, students and community?**

3. **Concerns should be considered? Be open and honest**

4. **Provide data to support the decisions**

5. **Methodology behind for example any projections**

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. **What will be the actual plan in the next step for the community to review?** 2. **Split FCPS into smaller counties,too large.** 3. **Will a summary of all discussions be provided to the public? How will the responses to the questions raised here be provided?** 4. **Getting more details, what is the exact plan.** 5. **When the projected plan is finalized, will the community have final input. Or will it be a done deal.**

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Additional Note Space for Question 4

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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	General challenges: **1.** **2.**

create the boundary scenarios?	3.
	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.

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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:**
	
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Question 1:	General challenges:

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	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	**Information to Include in Boundary Review** 1. 2.

some important data or insights should we consider?	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?	**Favorable Outcomes:** **1.**

How could this review process positively impact our community?	2.
	3.
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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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| 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. **How do we keep kids at school where they are able to connect in these schools as opposed to just a place to go.**

2. **Need to keep enrollment capacity in mind, but keep the kids feeling connected to their school. We also need to keep transportation in mind so that the commutes are not long.**

3. **Access to programming - after the boundaries are drawn, how do we make sure to allow students to access the same programs that were at their previous schools that may not be available at new schools.**

4. **We don't want to change our boundaries.**

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. **How do we make sure that our schools are diverse? Example - Rt 1 has more lower-income families, and right now we are bussing children across the corridor to ensure diversity. How do we support the communities and not bus children for the sake of diversity, and how do we balance that.**
	2. **Walkability and access and safety of the students - how do we make schools more walkable? How can we partner with the county to make sure crosswalks are painted, and there's a crossing guard. How can we ensure safety not just during the school day but also for after school activities. We need to consider how walkable the school is and how we can make it more walkable. There are VDOT projects that are happening very close to schools, so we need to take that into account as we look at boundaries. We need to take new housing into account as we look at boundaries.**
	3. **We need smaller class sizes - what are the "right" sizes, not sure regulations? Can**

we aim for lower class sizes?

4. What about going to an elementary school that is 4.7 miles from your house, while the closest school is actually 1.7 miles away?

5. There are schools that pass by 3 other schools, yet they are bussed passed to attend a different school. (Centreville HS pyramid). Those are Title 1 students from Creekside neighborhood, and they are not being offered Title 1 services at the school that they are bussed to.

6. CIP needs to be taken into account, why are we building capacity while neighboring schools have capacity?

7. It is very important to hear from the kids as well, the kids need to be given an anonymous opportunity to provide honest feedback.

8.

Additional Note Space for Question 2:

Question 3: What do you hope the outcomes of this boundary review process will be?	**Favorable Outcomes:** 1. The hope is to build communities; the school should be the heart of the community and the hope is that it brings communities together. The best outcome is the

How could this review process positively impact our community?	**building of community.** 2. **Elementary schools change their classes every year. We need to keep ES classmates together so that they can establish connections with other students. It's difficult for ES students to have to reestablish friendships every year. This may be resolved through smaller class sizes.** 3. **Also AAP centers or immersion - the cohorts of students need to be kept together, if they are attending at AAP center, they can be in different programs or different centers.** 4. **This has to be about more than just making the "math" work, the hope is that everyone will be happy once this is done. Every school has a different "personality".** 5. **Positive outcome will be to fill in the gaps to the services in all schools.** 6. **Parents need to learn more about the potential new schools, every school needs to come up with their "top 10" list that people may not be aware of. Schools need to host open houses to allow the community to learn more about the new schools.** 7.

	8.

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 previous boundary adjustments, some communities were not listened to at all, so there was no hope of providing feedback. We need to ensure that the community feedback is actually listened to.** 2. **Transparency - people need to know what's happening, when, and why?** 3. **How can people learn about their new school?** 4. **When is the next step, the community needs to be engaged in the map drawing step, how does the community stay engaged?** 5. **What are the thresholds for grandfathering, especially for HS students?** 6. **What can we do as a community to help support the new incoming students, and help them learn about the new school to help them adjust?** 7. **If boundary changes are implemented, what support will be provided to students and families who may need to switch schools?**

8. **Who is getting them maps out? Who will be presenting that information and how will that be distributed to the community?**

9.

10.

11.

Additional Note Space for Question 4

Notes from chat:

Boundary Review Page: https://www.fcps.edu/about-fcps/maps/2024-2026-boundary-review

Meeting Slide Presentation
English

Meeting Agenda
Arabic | Chinese | English | Korean | Spanish | Urdu | Vietnamese

Mary Lloyd to Everyone 1:37 PM
What about going to an elementary school that is 4.7 miles from your house, while the closest school is actually 1.7 miles away?

Cathy Hosek to Everyone 1:48 PM
Submitting a boundary question or comment:
https://www.fcps.edu/about-fcps/maps/2024-2026-boundary-review/submit-school-assignment-or-boundaries-question

Cathy Hosek to Everyone 2:03 PM
According to the recent boundary policy 8130.8 that was passed by the School Board earlier this year, I found this information:

VII. PHASING OF ADJUSTMENTS When possible, adjustments under this policy shall be implemented through attrition and phasing. The School Board may approve a grade-by-grade phase-in of adjustments for students beginning with the incoming class at the middle or high school levels, when feasible. The School Board may adopt other phasing plans as appropriate to the individual boundary study. Parents of rising sixth (or fifth) graders, eighth graders, and twelfth graders affected by a boundary change may, at the discretion of the School Board, be provided the option of having their students remain in the school they attended prior to the change. https://www.fcps.edu/about-fcps/maps/2024-2026-boundary-review/superintendents-boundary-review-advisory-committee
Committee members: https://www.fcps.edu/members-superintendents-boundary-review-advisory-committee

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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. Differences in behavioral issues at schools, counseling resources to support students, extra staff to handle classroom disruptions; issues not addressed in the same way, especially after pandemic; teacher capacity to address non-academic issues; there are other schools where these issues are less present 3. Just moved from one FCPS to another; zoning was not necessarily fair for schools; how will FCPS determine specific boundaries and feeder schools; will families be allowed to continue at old school if they redraw boundaries (e.g., wait to switch until kids get to middle school?) 4. **Chose where to live based on schools in part**; we would prefer boundary changes based on the distance from home and ability to walk to school; when will we know about the change? 5. Number of students in each school, competition for resources (e.g. spots on a sports team); concern about transitions; clubs offered

	6. Teaching and communication with parents is not consistent across schools

Additional Note Space for Question 1:

Top Takeaways

- Minimizing unnecessary change for students, community and school stability prioritized even if schools change (so letting students remain at base school to finish out their time)
- Opportunity to address larger division concerns (such as behavioral issues, facility quality and conditions, teacher capacity/turnover, commute times, and crowding and student/teacher ratios) by redistributing students
- Transparency in the process (how will data be used? If there is public input and consensus, how will that impact what decision is made? Does the final solution actually address the top issue?)

- Considering student and family voice in ways other than these sessions (student demand, family input surveys)

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 interest in athletics, programs, after school activities, clubs (student demand)
	2. Insights into how school climate and capacity have changed since the pandemic; why are so many teachers leaving to go to other counties; **turnover rates by school (teachers, staff, front office, familiar faces)**
	3. How many students would have to change schools? **Minimize change for students**
	4. **Crowding**, forecasting changes in student population (will changes contribute to overcrowding in the future?); classroom sizes and impact on learning
	5. Consideration of building new schools and site planning
	6. Consideration of student choice based on abilities and passions
	7. Email with survey for parents and students to offer their opinion, similar to what was done around the academic calendar; questions could be similar to the ones discussed here but

	more forced choice; what accommodations or resources would increase satisfaction your current/proposed school; perceptions of issues (e.g., overcrowding) 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. Community and school stability, particularly for those who recently moved and had to transition schools 2. Reduced crowding and use of temporary structures (trailers) 3. Higher-quality facilities 4. School closer to home 5. More equitable resources (staffing, lunches)

	6. Transparency in the process (for example, sharing findings from these community sessions; if plans are voted on, make sure that is the final one; viewing a potential map of new boundaries to allow families to move if they have the ability) 7. Not making commutes worse than they are (for example, moving students to a school further from their home) 8. Not having to move homes to go to a better school (either because boundary did not change or boundary did change) 9. Solution matches the identified problem

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 students be permitted to finish our their time at their original school, regardless of current grade?

2. If you have a child with an advanced academics placement, is there an option for siblings to also attend that school?

3. How will the information collected through this process be used in the budget process? How will a boundary review affect resource allocation?

4. Will school choice be an option?

5. Is the Division considering building new schools as part of this process?

6. What will the rollout of the potential changes look like? Is there a different plan for elementary, middle, and high school assignment?

7. Is there a budget for implementation and what is the rollout process?

8. Why now? What is the desired outcome? Is there a single set of problems that FCPS is trying to solve? Response to community concerns?

9. What does overcrowding mean? Even schools with "small" number of students feel large to some families and students. Can we define terms? Are there enough spaces in the school to fit the number of students enrolled (by grade)?

10. How will boundary changes affect teacher and staff assignments? Will they be permitted to change schools? Any impact there?

Additional Note Space for Question 4

Graphic Organizer for Note Taker

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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	**General challenges:** 1. **Renovation is taking too long.** 2. **The over and under enrollment and class sizes.** 3. **Not enough teachers and/or availability of teachers. Student count is too high.**

create the boundary scenarios?	4. Family engagement becomes challenging in attendance islands due to distances. 5. Attendance islands and also distance is a challenge 6. Equity 7. Bring resources to every school. 8. Overcrowding. 9. Concern about moving outside of geographical area. 10. Concern about receiving same level of quality education if moved to a different school. Consistency in education. 11. The mods and renovation wait time stand out. Many of the mods have been around for a long time and are in terrible shape. For example, one of them at my child's elementary school has sparrows nesting in it! .Also my child's middle school is very much in need of renovation and isn't in the current Capital Improvement Plan (Luther Jackson)
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. **Sending kids to a different school will create a lot anxiety. Instead of rezoning/changing boundaries, build new schools.**

2. **Issues regarding having to move to a different residence due to kids schooling.**

3. **Property/Residence concerns**

4. **Anxiety felt by kids having to move to a different school.**

5. **Impact of family engagement. Being far from the school close to the family.**

6. **After the pandemic any change in kids' social life would present more challenges.**

7. **Equity. High quality education offered to all kids.**

8.

9. |

	10.

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. **Not rezoning and shifting kids to different schools and instead building new schools. Families are already established in their neighborhoods.** 2. **Families have long term plans in their current states, changing boundaries will disrupts plans/lives.** 3. **Increase accesibility** 4. **Expanding school capacity instead of building new school or changing boundary to address overcrowding issues.** 5. **Change in school will create anxiety to families.**

	6. **Concerns regarding property /pyramid changes.** 7. **Concerns regarding kids changing schools.** 8. 9.
Additional Note Space for Question 3:	
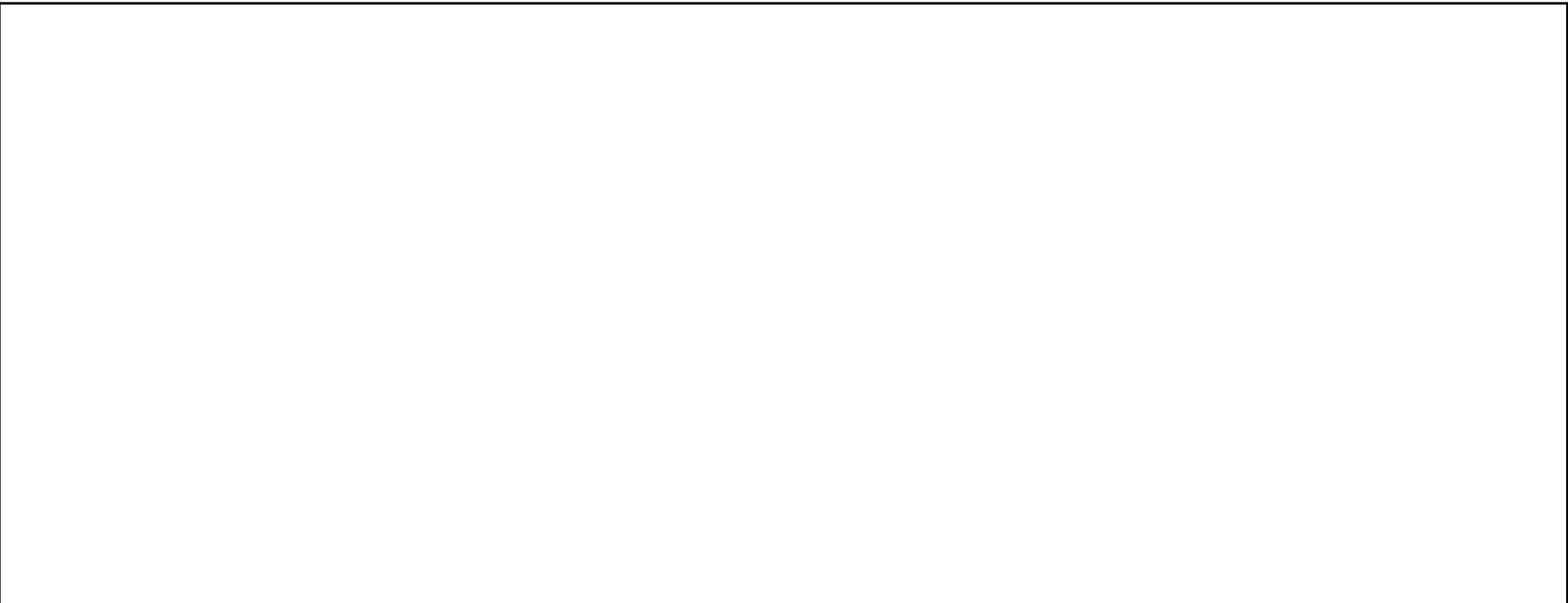
Question 4: What questions do you have about the next steps in this boundary review process?	**Questions about the Process:** 1. **Has there been/will there be a survey for family input that will be disaggregated by address/neighborhood and school in order to gauge family support/lack thereof for boundary changes specific to their current zone?** 2. **Will middle school start time change project affect the boundary change project?** 3. **When will be the potential implementation date?**

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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. 2. 3. 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	**Information to Include in Boundary Review** 1. 2.

or insights should we consider?	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?	**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.
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Additional Note Space for Question 4	

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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. Many moved to a particular community because of the school - had the programs, friends that we wanted. Concerned with being established at a school and then being changed. Families are invested in the area they chose 2. Travel time - proximity to house and school 3. Projected enrollment down the road. How to prevent future overcrowding and address overcrowding now. 4. Making sure the same kids stay together and not split again - stay together for some time before they switch. 5. Some activities may go away if you change schools because that changes the community 6. Underserved families may not be attending meetings, make sure outreach is done to give them a voice to participate.
Additional Note Space for Question 1:	

Will change infrastructures of support for families

Different start and end times of school - the impact on parents such as SACC care. May change the needs of some families. And many SACC programs are already at capacity

MIlitary families often move from out of state and put a lot of consideration into choosing schools and may not be aware of possible boundary changes. This could change where they intended to be. And can impact transitions

| 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. **Projected enrollment**

2. **Are trailers part of the overall capacity?**

3. **New housing developments and proposals for new house developments, look at the policies for housing areas and land use. Are those with concerns involved in the conversation? Are there plans for new schools?**

4. **County Demographic Data compared to demographic data of schools. Looking at the big picture of demographic data. Make sure changes aren't un-diversifying schools - not funneling single demographic group (cultural, language, socio-economic, etc) to one specific school/area**

5. **Different programs available at schools. Moving students from a school with a program they utilize to a school without that program.**

6. **Transportation - walkability, distance from school and timelines (how long it takes with current boundary) and scheduling of buses (some drivers have multiple routes). Will new boundaries complicate bus routes?**

7. **Childcare - review data regarding concerns and availability. On-Site SACC and** |

	off-site SACC - implications from new boundaries 8. Mental health of children regarding changes - how will it impact the students going through the transitions. Concerns about anxiety For example - Junior in HS having to switch schools. Also, will it have an academic impact on the students? 9. Exploring 3 grade middle schools, need the data on that conversation to see how it will impact - will it impact overcrowding? Will it change feeder schools?

Additional Note Space for Question 2:

Changing students during certain grades would have a negative impact. For example, juniors are preparing for college and working with counselors for recommendations and such, but switching to a new school to disrupt this

How does this impact students with IEPs and 504 plans and ESOL services and students? Have conversations with the experts in these areas.

Have other large school divisions done this recently? Look at best practices and the process to implement the new boundaries.

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. **Address current overcrowding in certain areas of the county. Those students are not being set up for success right now. Especially in some high schools** 2. **Lessen bus time for students.** 3. **Have it feel like it helped.** 4. **Communicating why the decisions were made. Clearly explain WHY a boundary is changed. Not everyone will be happy with the change, so need to be clear in order for parents to understand.** 5. **Grandfathering system to lessen the disruption for students in those transitional grade - like junior, 8th grader, etc** 6. **Better access to other programs. An opportunity for FCPS to add new programs to new schools.** 7. **Some courses (such as electives) or extracurricular activities have waitlists. If schools are not overcrowded, you'd have a better chance to access the program/activity. More access to programs. i.e. Dual Language Immersion** 8. **All students benefit from these changes**

Additional Note Space for Question 3:

While some boundaries need to be shifted, don't move a boundary just to move it. Be sure the shifts are strategic.
Don't change just for the sake of change - no cosmetic changes

Question 4: What questions do you have about the next steps in this boundary review process?	**Questions about the Process:**
	1. When FCPS sends out a survey, is there time to review the comments? It feels like the survey is often "a check." If you are doing a survey, I want you to listen to my comments. Questions from the survey should be addressed.
	2. Will there be enough time for parents to think about the situation before they address it? The process often feels rushed.
	3. Look at demographics, new schools, middle school options as moving forward
	4. What is the draft scenario? Be clear about the timeline. Be clear about the process? Will there be multiple scenarios for the community to provide feedback?
	5. Vision for how often they will change the boundary for an address? 5 years? 10 years? 15 years?
	6. Are they having separate meetings with school staff (teachers, admins, etc) to give input? How will this impact the school staff?
	7. What is the rollout? Will it all happen in one year? Or by region? Will it be rolled out over a time period?
	8. Has there been any consideration for the timeline being too short? Will they slow

	the process down if they realize they need more time to evaluate data? 9. The Advisory Council/boundary committee- where are they in this process? Are other professionals/experts looking at this data beyond the parents on the committee? Are there checks and balances to ensure things aren't overlooked.
	Final Thoughts **Putting the kids first - making sure transportation, their transitions, their experience, programs are all considered. Mental health not negatively impacted** **Communication be very accessible in "layman's terms" - very clear** **Childcare concerns** **Ensuring that underserved families are being represented**

Graphic Organizer for Note Taker

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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	General challenges: **1.** **2.**

create the boundary scenarios?	3. 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.

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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:**
	
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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. **Travel times in general, and particularly for specialized programs (like Special Education). Dealing with schools that are not evenly spaced.** 2. **Capacity of the school.** 3. **Ensuring equitable access to facilities** 4. **Equitable access to programs (consistency of elective offerings in elementary schools, and electives in MS and HS, and AP/IB in HS).** 5. 6.
Additional Note Space for Question 1:	

Question 2: Based on your experience as a	**Information to Include in Boundary Review** 1. Enrollment numbers

parent/caregiver and/or community member, what are some important data or insights should we consider?	2. **Community input from individual neighborhoods including from those that doesn't want to move schools** 3. **People purchased homes for the high school pyramid / school** 4. **Number 1 concern regarding purchasing home for the school** 5. **Schools that are split feeder are difficult for parents because of friendships and sense of community with the neighborhood or school** 6. **Avoid splitting neighborhoods and/or schools** 7. **Not having a blanket approach because priorities may differ for different schools / pyramids / areas** 8. **Concern about neighboring schools changing boundaries to address problems may impact their school that may not necessarily have any problems** 9. **Social economic integration - avoiding concentrating high income areas or low income areas.** 10. **Vulnerable students - students experiencing homelessness - foster care students. Stability for these students.** 11. **Transparent decision making process making sure that the proposed scenarios are proposed, conduct and equity impact assessment to understand how its impacting**

	vulnerable populations - seconded 12. Transportation burdens fall upon the vulnerable student populations 13. Schools with special education centers do not have AAP centers - would like more schools with both. Has a student that is twice exceptional that cannot get AAP services because the school only has special education service. 14. How can every student get access to all the programs they need (including both special education and AAP) 15. How does the county structure its programs in ways that are equitable? It's not just boundaries. 16. How long do these kids spend on busses to access the programs and services that they need? Where these services are located and equitable access to these programs are critical. 17. If you change where the centers, you change the expertise of the staff that staff those programs - make sure that it's not just changing the location of the program but ensuring that there are staff to support those programs with the experience and ability. 18. Specialized programs are important - some of these which result in significant

	travel times.
	19. When redrawing boundaries, how do we ensure that students have access to the programs they need (AAP, special education, AP/IB, etc.)

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. **No schools over capacity** 2. **Minimize travel time for students that travel to access programs and services and for neighborhood schools** 3. **Students have equal access to special electives nad programs (like STEAM) - example STEAM program was removed from a school that the student was accessing to have a reading program** 4. **Understanding that principals have flexibility on how they want to allocate staffing** 5. **If able to keep community input as a data point, to ensure that students in the same neighborhood remain in the same schools** 6. **If you change boundaries, may result in parents being unhappy which result in families pulling out of FCPS**

7. Neighborhood stability data point

8. Data on school choice to access certain programs / services - immersion program, AP/IB programs, magnet programs

9. Grandfathering where students current go to school - sixth graders, seniors, moving out of their current school would be disruptive - they should stay at the school they are already attending

10. In addition to grandfathering, siblings for those students above

11. How are changes phased in?

12. Future proofing boundaries - high growth area and how that impacts this project

13. High growth areas dependent on planning and zoning - needs to be a partnership where you cannot add high density housing without appropriate space at school - partnership between FCPS and government

14. Is the identification of new schools part of this project?

Additional Note Space for Question 3:

Question 4: What questions do you have about the next steps in this	**Questions about the Process:** 1. Is there going to be a draft given to the public and then have another community

boundary review process?	meeting?
	2. **Who comprises the advisory committee?**
	3. **How can neighborhoods let their opinions know whether they are open to moving or want to stay? How do they plan on getting input from individual neighborhoods to be considered?**
	4. **Will there be an equity impact review on the boundary scenarios?**
	5. **Will you analyze the racial, socioeconomic, and linguistic composition of schools and how proposed boundaries impact diversity?**
	6. **When there's a draft, what input can parents give? Will there be room for input?**
	7. **When they put out the draft scenarios, will that include information on locations of centers and specialized schools / programs as well as the default neighborhood school boundaries?**
	8. **More than draft scenarios - 3 or more**
	9. **Everything is so abstract - hard to understand until there are possibilities / scenarios. More concrete information once scenarios are presented. Hard to provide feedback until there are specific scenarios**
	10. **Encourage the consideration of splitting FCPS into multiple districts. If this were to**

	happen, will there be a concern about equity - some areas have higher concentrations of high income and low income areas. Ensuring that schools have funding even if they are in areas of high financial need
	11. How are schools funded? Is it pooled together or funded by neighborhood? Complicated to have multiple school districts for one county if were to split the division. County can pool taxes and redistribute if multiple districts. Title I schools get federal funding.
	12. Making sure there is transparency in the process along the steps. As they are drafting scenarios, listening to committee membership, transparency will be very important going forward.
	13. Transparency around committee
	14. Is the bulk of the work being done by the consultant and decision making by committee.
	15. Who are the consultants and what are their qualifications?
	16. When will this be implemented? Which school year?
	17. WIll the changes be phased in over multiple school years?

Additional Note Space for Question 4

Points to share to the group:

1. Consider the location of centers and specialized programs in addition to the school boundaries.
2. Community input from individual neighborhoods taken into account, particularly for those who do not wish to move schools. Would like to know how neighborhoods can make their views known to FCPS whether they wish to stay in their respective pyramids or whether they are open to movement.
3. What is the equity impact on the various boundary scenarios?

Chat log

Torrye Parker 1:57 PM

Adding my question here for time and hopefully you can copy and paste:

Will there be an equity impact review on the boundary scenarios?

Will you analyze the racial, socioeconomic, and linguistic composition of schools and how proposed boundaries impact diversity?

Torrye Parker 2:03 PM

Just FYI, it's a company called Thru Consulting

Annie Patton 2:11 PM

Here's my top issue: Community input from individual neighborhoods taken into account, particularly for those who do not wish to move schools. Would like to know how neighborhoods can make their views known to FCPS whether they wish to stay in their respective pyramids or whether they are open to movement.

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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. **Travel distance for students to school.** 2. **Less crowded/Right ratio (class size, cafeteria size related to staff).** 3. **Avoiding unnecessary or frequent changes of schools and peer groups.** **Continuity/stay with the same group or pyramid and/or group of students (from K to**

	12).
	4. Avoiding Island groups.
	5. Taking into consideration the academic trajectory that students are following at their schools.

Additional Note Space for Question 1:

6. Consider how families bought houses based on the school's reputation and boundaries are going to change and how this is going to affect them.
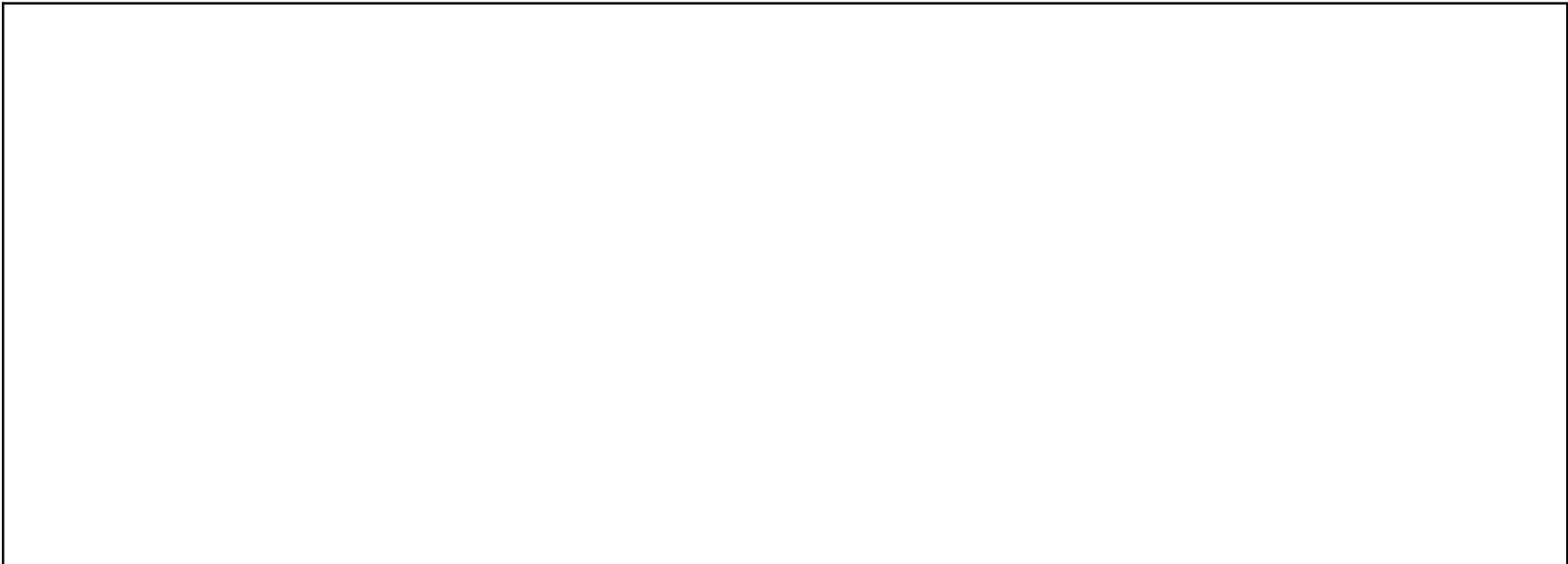
Question 2: Based on your experience as a parent/caregiver and/or community member, what are some important data or insights should we consider?	**Information to Include in Boundary Review** 1. **Class sizes (huge component)/ratio)** 2. **Peer groups, keep students together.** 3. **New housing developments, create overcrowding.** 4. **Timing transition and minimizing disruption for students moving from one school to**

another school.

5. Consider a diverse mix of economics and demographics (low and high-income students)

6.

7.

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 outcome**: consistency. **The Impact:** is to remove the tremendous amount of uncertainty. 2. **The outcome:** Have a better school with enough teachers and resources. 3. **The outcome:** Socio-economic balance, access to specialized programs, hoping to see full transparency for decision-making. 4. **Better education for our children.**

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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. Timeline when can we expect changes after 2026. 2. How are they going to handle people that are going to be disappointed with the decisions and the new boundaries? 3. How are they going to make this ultimate decision?

	4. How they are going to prioritize the community's feedback? 5. How flexible will the district be with students that specific academic programs that aren't available in their new boundaries school? 6. How long would it take to implement all of these changes? 7. 8.

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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. **Current student population size versus proposed student population size** 2. **Support programs, IEP, AAP classes, training programs, how will that factor in?** 3. **Travel time, making school the community center (not wanting to ship students)** 4. **How will boundary shifts impact renovations and capital improvement road map and timelines, will that cause some to be pushed down and up; will there be a reshuffling of priorities?** 5. **Ensure we are talking with the county planning board to know what is in the work with new developments** 6. **Students well-being and relationships they have with friends within the neighborhood; social-emotional health of students** 7. **Impact these changes could have on students**

Additional Note Space for Question 1:

What are the reasons for boundary redistribution? Is it more than student population, student travel time, ect..?

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. ==Distance/travel time (Why might students be zoned to a school that is not closest to their home?)== 2. Supports offered to school that align with student needs (AAP, Special Education, Trade programs) 3. Current student population size and projected student population size 4. Projected county population growth 5. Travel time it takes for students to get to school 6. How many students will the boundary change be affected? Of those affected how many families will find it favorable and how many will find it unfavorable? 7. Considering that some families moved to a particular neighborhood/zipcode because of the school/pyramid the children would attend

	8. Students well-being and relationships they have with friends within the neighborhood; social-emotional health of students 9. Extracurricular activities of students 10. Prioritize decisions based on the registered students;

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. **Truly equitable distribution of students and services that happens with each pyramid to alleviate over stressing of resources, buildings, faculty, staff** 2. **Process continuing being transparent, more engagement with the community before decisions are made, how will this feedback will be incorporated and the outcomes** 3. **Families would prefer for neighbors to attend the same schools that their children**

	do
	4. No family or child is forced to change schools if they don't wish to (maybe students who are already registered at a school, can be grandfathered in so that students don't have to change)
	5. Considering how these decisions can impact students
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Additional Note Space for Question 3:

When might these boundary changes occur to minimize student disruption and negative impact?

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

steps in this boundary review process?	1. **What will the school board be doing about miscommunication and inaccurate information on social media, emails, ect..?**
	2. **Are there certain areas of the county that need to be looked at more closely than others? (regions/pyramids)**
	3. **In terms of the challenges they identified, are there other solutions that would solve some of the problems less drastically? Where there other solutions considered aside from boundary shifts?**
	4. **What is the economic impact on the school and district budget?**
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Additional Note Space for Question 4

Points to Share Out to the Whole Group
- Truly considering students social-emotional well-being as a result of the decisions such as travel time, programs at school, communities being divided, economic impact and impact of students relationships if schools change
- Wanting to have clear transparency within this entire process, to mitigate problems down the road, all decisions should be in the interest of students

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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	**General challenges:** **Uneven distribution of students due to under- and over-enrollment, resulting in temporary classrooms and modular buildings at many schools** **● Suboptimal instructional program locations (taking students out of their high school pyramids)** **● Lack of space to meet demand for additional programming, such as pre-k** **● Increased travel times for students caused by current school boundaries** **● Numerous split feeder schools and attendance islands** **● Longer facility renovation wait times and high renovation costs**

priority when we create the boundary scenarios?	1. Uneven distribution contributes to the other factors. 2. Lack of good instructional programming 3. <mark>Property values are a concern.</mark> 4. <mark>Lack of space to meet demand and overcrowding.</mark> 5. Some issues can be addressed by the school board. 6. Potential to have less diverse schools. Would like to see diversity considered as a factor. 7. Space at the high school is an issue. 8. Distance is a priority because students are passing multiple schools to get to another school. 9. Size and availability of the before and after care program. (SAC)

Additional Note Space for Question 1:

==Property Value - People buy to get into a pyramid. They pay more to get into a school with a higher ranking. People are willing to pay for what is the best school. If I move to a less desirable pyramid they will pay less for my home.==

Will the community to get a chance to see the data? Showing the data will go a long way in justifying how the decisions being made.

When will be the first day of school implementation? What does the 18 month process look like?

| **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. ==School planning and housing planning data need to be correlated.==

   2. **Population growth in pyramids information.**

   3. **More visibility in the size of the student population growth to determine possible** |

class size outcomes.

4. <mark>Populations of students that need certain programs</mark>. Can you offer classes at different schools to adjust population size?

5. SAC enrollment

6. Student address verification - will this be apart of the data?

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Additional Note Space for Question 2:

Would like to see the data and how it is applied.
Under fairfaxcounty.gov it gives a lot of community information
https://www.fairfaxcounty.gov/demographics/community-profiles
FCPS could put a link to community data on their site.

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>Hoping for a measured change. Students will not have to move during their Senior year. Having the least amount of disruption as possible.</mark> 2. <mark>All schools have a good reputation and the property values become less of an issue.</mark>

3. Publish the differences in school areas. What is the educational difference in a title 1 school and a non title 1 school? How is the boundary change going to improve this overall situation?

4. Maybe it is better to look at growth of child vs proficiency

5. How is the school board making the decisions?

6. Disparities in course offerings will be eliminated.

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Additional Note Space for Question 3:

https://www.fcps.edu/about-fcps/maps/2024-2026-boundary-review/superintendents-boundary-review-advisory-committee

School board members are doing community tours and meeting with constituents about their needs.

Question 4: What questions do you have about the next steps in this boundary review process?	**Questions about the Process:** 1. How are the priorities going to be balanced against each other? Is one more important than the other? Will there be a process to balance this? 2. What is the decision that the community can make? 3. Are there proposed boundaries out there already?

4. **What is the school based administration input? What are they experiencing with safety and security, travel times, and enrollments?**

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Additional Note Space for Question 4

Virtual option was greatly appreciated for those that are unable to make it to an in-person meeting.

Graphic Organizer for Note Taker

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.

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	**General challenges:** **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.

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.

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.

5.

6.

7.

8.

Additional Note Space for Question 4