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:	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. Agree w/ the idea of 'grandfathering' current enrollment to minimize disruption of current school community connections, relationships, and supports. 2. Consider realignment of resources (programs) as opposed to reassignment of students that will cause disruption for families. 3. Explore the feasibility of having "school choice" in the process to help minimize student/family-level program continuity 4. As these decision are being made, please ensure that equity is a continuing priority throughout this process - access, opportunity and impact

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. Proximity is important. Please keep that a focus of the process. 2. ==Safety (dark early bus stops) and early child supervision needs to be a factor. Ex. Older siblings who provide child care to younger students after school.== 3. Consider what happens when a bus doesn't show up or is missed…proximity of school plays a significant role 4. ==STUDENT INPUT: Please be attentive to the impact on transportation loads and workload on staff who have to attend to student needs in transit==

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. As transportation models are reviewed, remain focused on transportation safety and avoid creating challenges (mixed age groups on buses) that might be addressed with other initiatives (middle school start times, transportation efficiency, etc.) 2. Confirm that the boundary study is COMPLIMENTARY to Goal 4 work that is focused on academic access, opportunity, and enrollment. 3. Is there any work being done to explore the feasibility of virtual learning to address some of the program accessibility factors.

Question 4: What questions do you have about the next steps in this boundary review process?	Questions about the Process: 1. How closely does FCPS work with the FC development team to ensure accurate predictions are made with school attendance enrollment? 2. See above - do the same as it relates to school improvements (CIP) - make sure those projections align with the decisions that are made

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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. **Safety is our priority for our children! Thinking aout our travel time for student drivers - we predict traffic will continue to get wrose over time.**
	   a. **Groveton elementary → West Potomac is a distance when there is a closer HS (Thomas Edison).**
	   b. **If we are close to a school ..but boundary may put you to a different school which might be far away**
	2. Being mindful of student to teacher ratios - keeping those numbers down so we can maintain the integrity of the classroom environment.
	3.
	4.
	5.

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. **Distance from the school - being mindful to place students at the closest school. When calculating distance use actual travel distance instead of straight line distance. Take into consideration traffic, lights, weather, return to work so additional traffic, etc.**
	   a. **Walking or biking options specifically for high-school in the boundary**
	2. Projected enrollment numbers of students - are more people moving away or in, new construction
	   a. Are there schools operating above capacity at this time?
	3. Diversification of student body to allow for more inclusivity

Additional Note Space for Question 2:

Question 3: What do you hope the outcomes of this	**Favorable Outcomes:** 1. Lowest commute time - with enough buses maximize bus routes

boundary review process will be? How could this review process positively impact our community?	a. Less travel, ease of access
	2. Reduce peers/friends splitting up in the neighborhood
	3. **Diversification of student body to allow for more inclusivity**
	    a. **Being mindful to not draw the lines so that certain populations of students don't have to go further than others**
	4. **More schools to have higher level courses (AAP, AP/IB) so students dont have to transfer to receive these resources**
	    a. **Elementary, middle specifically**
	    b. **Eleminate center schools - distribute the higher level courses to all**
	        i. **Forest Edge lost some of its diversity after additional schools started offering higher level services and this diversity was missed. Just being mindful of how the population shifted.**
	5. Increase immersion opportunities in our elementary schools and high school credit language options in middle.
	    a. Language options such as Spanish and others (not just Spanish)
	6. Can we offer additional after school programs - middle and high school. This could include clubs, activities, and potentially sports.
	7.

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. **Is this going to cost the county a lot of money - do they expect a high return on investment?** a. **How do we expect these boundaries to lower county educational cost. Does it? Can it?** 2. **How will they relay what information they are looking at to the community beyond the community engagement meeting.** 3. **When will decisions will be released? What can we expect going forward? Will there be further opportunities for community engagement?** 4. 5.

	6. 7.
	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:**
~ 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

1. **Eliminating Attendance islands. - How do we resolve those.**

2. **Access to programming in the Mt. Vernon area**

3. **Madison Pyramid - split feeders based on zoning**

4. **Lives close to Crossfield, but gets bussed to a school 20 minutes away for** |

elementary school. Middle school kids get bussed to Thoreau

5. Will families be split in the move?

6. <mark>Geographic and transportation logistics</mark>

7. Everyone has access to quality programs.

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. **Future home development** 2. **Age of residents in a community (Census data?)** 3. **What programs do communities want** 4. **Walkability** 5. **Zillow public data - check and see if they have data sets** 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. **People will have a better understanding of FCPS.** 2. **Communities will support schools** 3. **<mark>Keeping cohorts together</mark>** 4. **Grandfathering students in** 5. **<mark>All schools can have programs that parents can access</mark>** 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. ==How will there be considerations for the regions in the county to ensure that needs are based on the area and not just generalized.== 2. Clear information about the timeline. 3. 4. 5. 6. 7. 8.

Additional Note Space for Question 4
Priorities
Attendance islands and being assigned to the closest school
Look at data sources to predict enrollment patterns
Keep students together - do not have children in families split at different schools
Provide access to programs at all school so that students do not have to travel
Would like for decisions to be region-specific and based on those needs and not a broad decision for all

Graphic Organizer for Note Taker

Room 2- Facilitated by Sara Tae

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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 <mark>top priority</mark> when we create the boundary scenarios?	**General challenges:** 1. Walking to the base school is important 2. Commuting time is important. 3. The high school at the end of the pyramid is the most important to families. That is why families selected which neighborhood they moved to 4. Survey or other methods of hearing parent/guardian who can't attend community meetings 5. Community experiences which families have established such as after school programs, activities etc.
Additional Note Space for Question 1:	

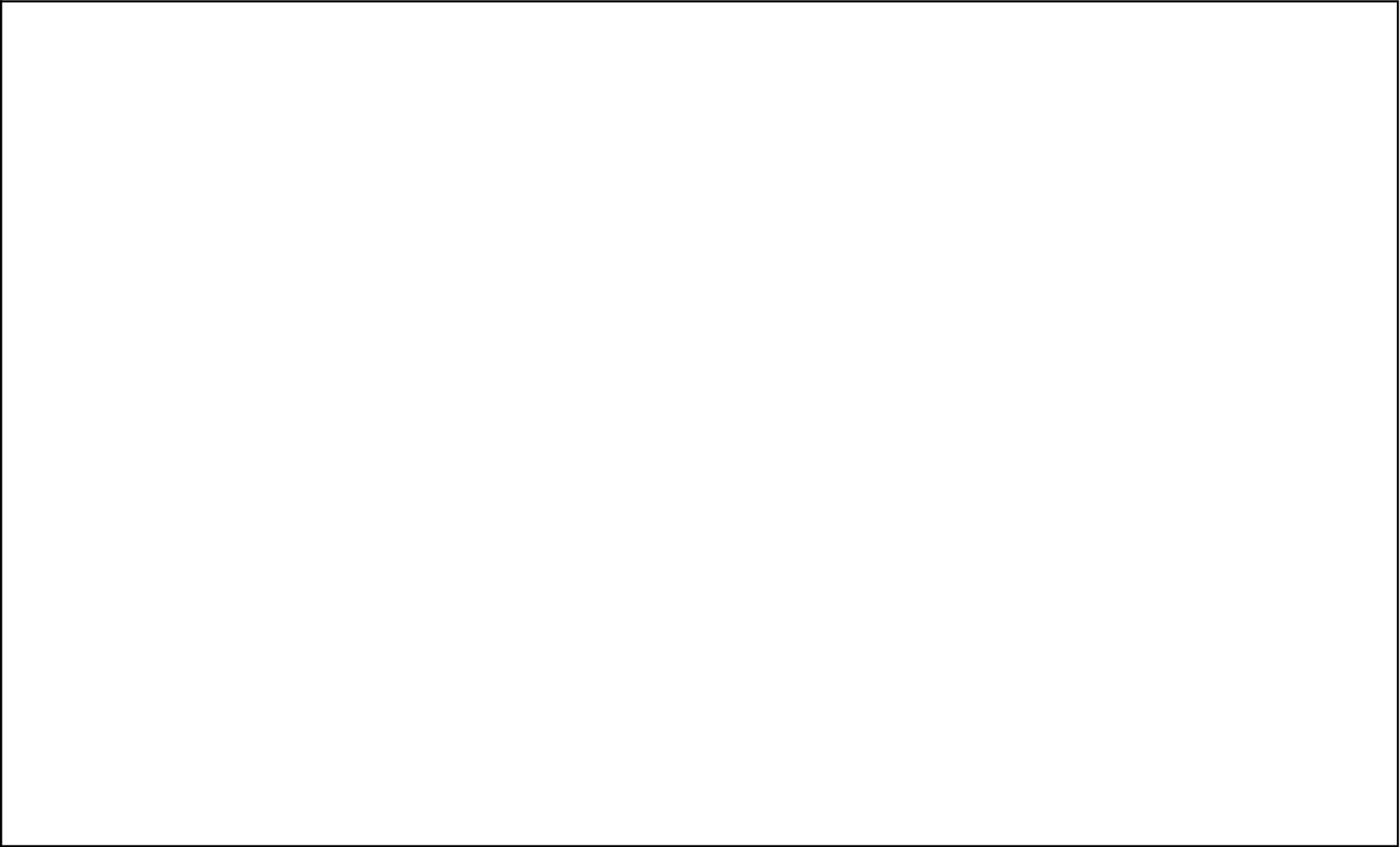| **Question 2:** Based on your experience as a parent/caregiver and/or community member, what are some <mark>important data or insights</mark> should we consider?	**Information to Include in Boundary Review** 1. Qualitative and quantitative data such as surveys accessible to the families before the second phase 2. Equity and quality programs such as AAP etc, teacher retention data (teacher veteran vs novice teacher) 3. Things important to include (though probably already considered): Location of schools vs location of where child lives; available programs at schools (including before/after care), class size and support staff availability
Additional Note Space for Question 2:	

Question 3: What do you <mark>hope</mark> the outcomes of this boundary review process will be? How could this review process positively impact our community?	**Favorable Outcomes:** 1. All children can have a high quality of education, not just checking in the box. High quality of teachers, and students' quality of learning experiences. 2. District can use other methods (using trailers, temporary classrooms) to resolve overcrowding issues, not just moving around kids, and families. 3. There are many advantages to having a very large school district. This review may have the unintended consequence of letting staff consider if there would be a way to subdivide the district into zones that can have some autonomy (snow days, for example). But, that may be a bit naive.

Additional Note Space for Question	
Question 4: What <mark>questions</mark> do you have about the next steps in this boundary review process?	**Questions about the Process:** 1. How would it impact the families who have already established their neighborhood? 2. How committee can incorporate from previous boundary change process, not keep changing (one example-west springfield HS, moving back and forth with lewis HS) 3. How long does the boundary review process take? 1 year, 2 years? 4. Do Students are engaged during the process?
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. **Academic programming availability, different pyramids, teacher capabilities, people choose to live where they can get services they need and offer. Offerings are different per school(AAP services, Level IV, social bus for 45 minutes) Every school offer the same programming so families do not need to buy home for particular services.** 2. **Start times for elementary school 9:05am, can't get to work, SAC availability, telework/no longer. Demand for SAC will sky rocket. Morning care/no sibling preference/** 3. **Beyond SAC waitlist, bus takes work and childcare** 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?	1. **Teacher to student ratios, all schools providing services, teacher flexibility to move to different schools to meet school** **High school - violence data, will restricting reduce violence** 2. **High school - violence data, will redistricting reduce violence** 3. **Families pay to have their children go to the schools they want to go to - real estate value** 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. **Robust excellent school system for All students** 2. **Greater training for teachers, what are the Langly kids getting that other** 3. **Look at growth data** 4. **Community is better off with economic diversity**

5. Teacher should be included in the converversation we are eall affected.

6.

7.

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Additional Note Space for Question 3:
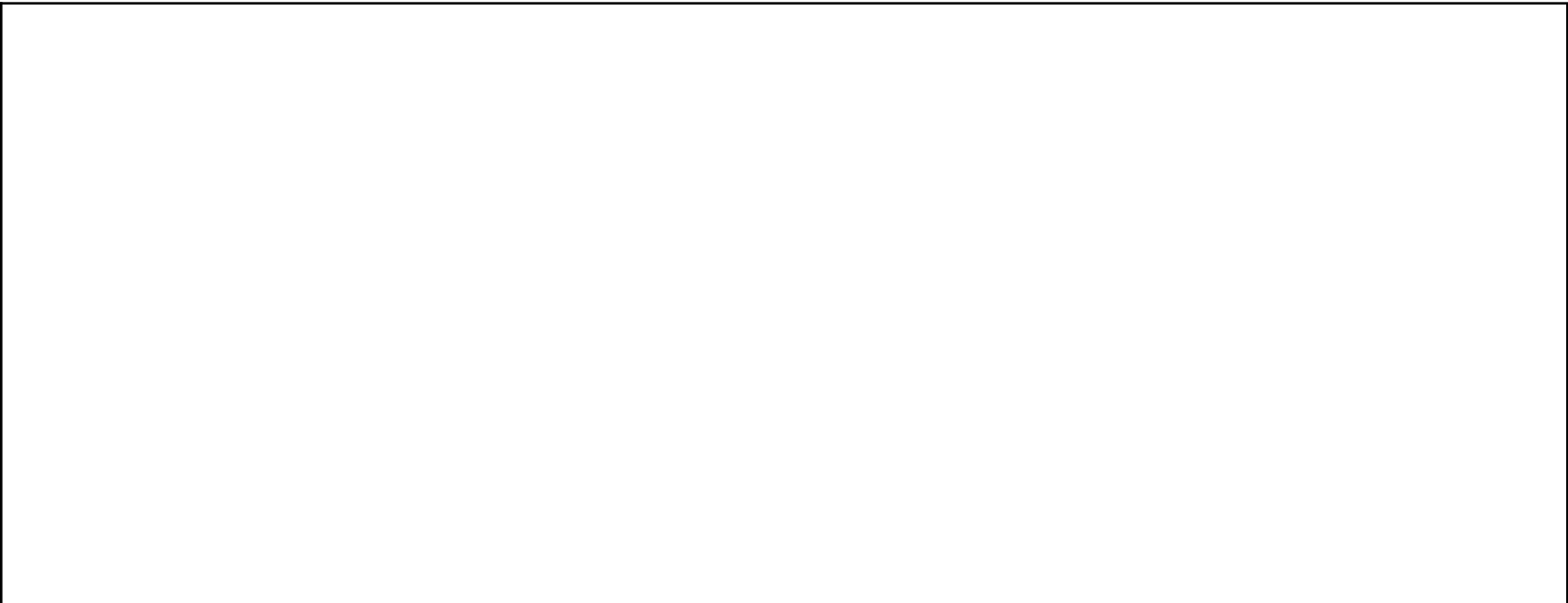
Question 4: What questions do you have about the next steps in this boundary review process?	**Questions about the Process:** 1. **Other stakeholder groups - business community, teachers,** 2. **PTA budgets as it relates to school quality** 3. 4.

5.

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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	General challenges: 1. It would be helpful to know what changes are under consideration location 2. Proximity

boundaries. Which of those do you feel should be the top priority when we create the boundary scenarios?	3. +1 proximity
	4. How important is enrollment?
	5. Bought house under the understanding that it is in the Woodson Pyramid - people make decisions to buy houses with school boundaries - will affect home values?
	6. Proximity as most important as their child can walk to woodson and frost - wouldn't be able to walk
	7. Some families are assigned to Woodson - but live beyond
	8. Walkable to the high school
	9. Boundary shows only a small section on one side but extends far on the other sid
	10. Langley / McLean
	11. What would reassigned families to one school to another? What factors would be considered?
	12. If we would be reassigned - how far ahead of time would families be informed?
	13. How often does the boundary studies occur?
	14. Where to find data on enrollment and capacity? Where the database can access the data?

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. Timing of the implementation - family has a 3rd grader, if looking at spring 2026, she may be leaving the school where she has been at since Kindergarten 2. Social - emotional impact of reassigning student during their last year 3. Data capacity - enrollment - where is the data is available to look at 4. Grade-by-grade phasing - what is the factor? 5. What neighborhoods are in consideration to be moved? Can help alleviate concerns of people if they aren't in the areas of considerations 6. Will the data be available that is being used to analyze and draft the scenarios? 7. Heard Dunn Loring Elementary school - what areas would that school be alleviating?
	Additional Note Space for Question 2:
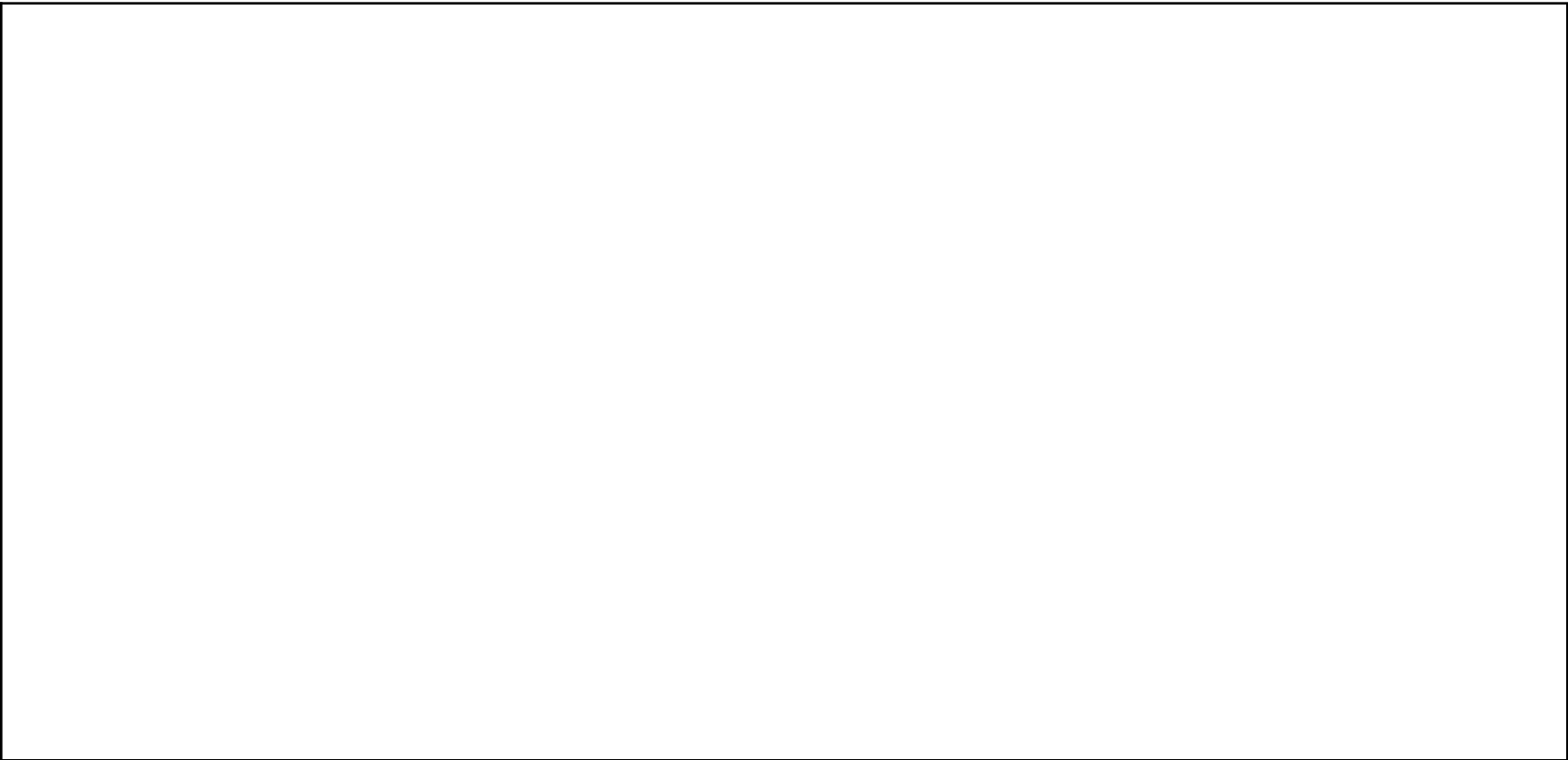
Question 3: What do you hope the outcomes of this boundary review process will be? How could this review process positively impact our community?	**Favorable Outcomes:** 1. Temporary classrooms - what schools have trailers? Where on the property is it located? 2. Heard that we are trying to avoid using temporary classrooms 3. Mantua ES - trailers 4. One family stated that proximity is more important than trailer use - not as a concern for

	them.
	5. Would prefer that they would not be impacted by the change
	6. Whitman MS - all of the students are bussed - doesn't make sense that the students are not able to walk to the school
	7. Positive impact that students can walk to school - it doesn't make sense that the students are bussed in
	8. If we are going to have change, would rather have it impact to a school that they will be going to (example changing to a middle school after graduating from elementary school) not impacting the school the student is attending currently
	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. Data collection - what data is being collected other capacity, transportation, proximity? 2. Are you asking community, parents, teachers? 3. Where are you collecting the data from? How is it being collected? 4. Where can the data be accessed? It's important to understand what data goes into the

decision making.

5. Is there is going to be a survey sent out to families on their feedback on whether their should be changes / views on the boundary study?

6. Helpful to know once the boundary changes are announced, do people have the ability to remain at their existing schools?

7. If we are doing this every five years, does that means that it will be hard to make decisions like purchasing a house?

8. What is the impact of doing a review every five years?

9. Every five years seems excessive - what does that mean to review the boundaries every five years? Seems excessive - not even a full term for an ES student

10. Is there a trigger to help understand what schools to worry about during the five year process

11. Would it be helpful to have conversations based on regions or areas? Concerns and specific situations are more knowledgeable within each region?

12. Which schools are of concern to help understand what schools would be potentially impacted?

Additional Note Space for Question 4

One of the major points of our group's discussion was regarding data transparency, reiterating one of the other groups' highlights. It would be important to provide the community with the data from the data collection process such as enrollment and capacity, transportation, proximity information. Additionally, being able to see what and how data is used to make decisions regarding the proposed school boundaries.

===

Chat log:

It would be helpful to know what changes are under consideration

Location

Proximity

Proximity +1

how important is enrollment?

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

1. **Logistics with transportation with schools that students are zoned for. Parent has 4 kids two high school and two middle. Children in the same family are zoned for different schools. Time management issue with long (45 minutes) bus rides, for example, are created by a zoning change.**

2. **Students of teachers might have difficulty getting kids to schools on time.**

3. **In neighborhoods where children have relationships, zoning can break up those relationships because of different schools to attend. Such situations can cause major trauma in the children.**

4. **Zoning might make it so a student who was attending a stand alone MS would now have to attend a secondary school.**

5. **Zoning might compel students to attend lower ranked schools and force parents to pay for and send children to private school OR to move.**

6. **New boundaries might impact teachers and create further issues relating to parent participation and engagement.** |

Additional Note Space for Question 1:

Question 2:	Information to Include in Boundary Review
Based on your experience as a parent/caregiver and/or community member, what are some important data or insights should we consider?	1. **Class size. Equity in class size across the county,** 2. **Will new zoning preserve demographic diversity.** 3. **Preserve high quality schools across the district.** 4. **Similar activities, programs, and resources.** 5. **Zoning needs to improve school travel times.** 6. **What new schools are to be built in the next few years and how will that impact zoning?** 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. New boundaries will hopefully promote community volunteering and parent population that is more engaged in the community they are part of. 2. Positive impact on the students: For instance, new zoning might make participation in multiple programs more manageable. A student who is in AAP and soccer is finding it difficult to excel at both. 3. Students being forced to move to a new school would be allowed stay and graduate from their existing school.The preservation of current friendships - maybe even allowing students to live out their enrolments that might be otherwise broken up with a zoning change. For example, a senior 4. Decrease in class size will alleviate issues with scarcity of resources and teacher engagement. 5. If moves are made necessary due to boundary change, new schools must be fully staffed with similar programs and resources. Seamless transition. 6.

7.

8.

Additional Note Space for Question 3:

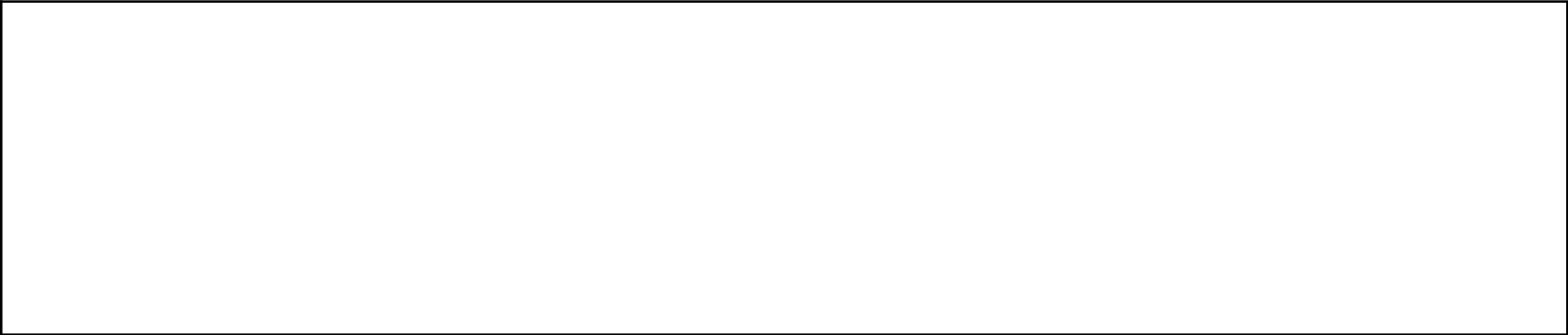|	
Question 4: What questions do you have about the next steps in this boundary review process?	**Questions about the Process:** 1. **Another chance to get feedback from the community after draft guidelines are drawn up.** 2. **We hope that the managers of this process will listen to the community and follow up with their plans for zoning changes.** 3. **Transparency with the process as things progress. Make sure that the community is communicated with and informed about developments as they occur.** 4. **Are we seeking input from students and can we see what students are saying?** 5. 6.

7.

8.

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. **Student well-being. Changing boundaries would be a disruption to their ecosystem. Military families could be particularly impacted if boundaries change, as their lives are constantly changing with military moves.** 2. **Keeping school feeders as is. Bought home because of a specific high school in the feeder.** 3. **Neighborhood community is not geographically connected with other neighborhoods feeding in the next closest high school, if the boundary was**

	changed. 4. Disconnect between the current community and the possible changed community is real. 5. <mark>Why not uplift the schools that don't have the programs that are in other schools.</mark> 6. <mark>Movement of students is not necessarily the answer.</mark> 7. Students in temporary classrooms (mobile units) can be okay, if needed for temporary relief.
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. <mark>Communities stay together. Connectivity is hampered by the logistics (road system, etc.)</mark> 2. <mark>Community is larger than the neighborhood where they live.</mark> 3. Major roads/freeway system, shopping complex between two feeder high schools. Ties more into the connectedness vs disconnectedness. Student drivers could face more challenging traffic patterns. 4. Consider this change in concert with other changes students face. Any opportunity

for stability for a student – if there is an answer other than moving students – move to that.

5. Not having split-feeders is important, as long as it won't be changed every few years due to enrollment changes.

6. How does immersion program enrollment for students out of boundary impact over/under utilization.

7. If high achieving students are moved to an underperforming school, there is deep concern of students being impacted academically. Hoping that high achieving students moving to an underperforming school to help bring that school up in ranking is not the main reason for the change.

8. Extra curricular activities and involvement as a student moves along in their current cohort is important. Implications to college applications.

9. Numbers can be manipulated, data is important but not everything can be easily quantified.

10. How is student input being considered in this equation?

Question 3: What do you hope the outcomes of this boundary review process will be? How could this review process positively impact our community?	**Favorable Outcomes:** 1. If the transportation was more effective, if it made sense, it could help traffic patterns. Shorter commute times for students could be good for their mental health, safety, etc. 2. ==If we focused more on the offerings at schools and not moving students around, all of our schools would be better. If schools had the same programming, could level out desire to live in a particular school feeder.== 3. There could be positives to the county as a whole, but concerns that it could be catastrophic to the individual student/family.
Question 4: What questions do you have about the next steps in this boundary review process?	**Questions about the Process:** 1. Feeling like we are dropping into this blind. What are the potential moves, what boundary changes are being considered? 2. Is there more transparency in the process of developing the potential scenarios? Or will it be a big reveal without community input of the changes? 3. Is the past a predictor of the future (neighborhood has been moved in previous

	boundary changes, will that happen again)?

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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. **Equity**

2. **Transportation**

3. **Capacity of schools and not putting a strain on the resources**

4. **Keeping the neighborhoods together.**

5. **Programs shouldn't be so school specific Language Immersion**

6. **Residents that have purchased their homes for a specific program - can we duplicate the program for the new school they are assigned to?**

7. **Proximity - consider proximity when assigning boundaries, some students are not attending the closest school.** |

	8. More language immersion opportunities.
	9. Transparency on how neighborhoods are divided
	10. Concern on how these boundary adjustments will impact property values.
	11. Ensuring there are no discrepancies between socio economic communities.
	12. Not wanting to change the existing boundaries.
	13. Not wanting to change the school if the rating of the school is lower than the existing ones.
	14. Not be dismissive of the school rating system - the one the parents are seeing. (Zillow - Great Schools)
	15.
	16.
	17.
	18.

19.

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. **Zillow and Great Schools information for school ratings.**

2. **After school programs that pick up students for the parents. There is concern if that can no longer happen.**

3. **How are school scores impacted by ESL students?**

4.

5.

6.

7.

8.

9. |

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. More equitable distribution of access for all children. Resources, programs. 2. Transparency about the changes. 3. Equitable/even distribution of resources. 4. Reduces the class sizes. 5. Reduces overcrowding 6. Creates a truly diverse learning experience. Not consider socio-economic backgrounds. 7. Shorter commute times to school. 8. Having a cap on school fundraising or a percentage of those funds go to other schools that need the funds. 9. 10.

Additional Note Space for Question 3:

==**Takeaways for this group**==

1 - Concern about home values, and what a boundary change would do to them - how it would affect them.

2 - Ensuring equity with any new alignment. By adding resources where necessary.

Question 4: What questions do you have about the next steps in this boundary review process?	**Questions about the Process:**
	1. How much of the decision about the boundaries will be done by the contractor.
	2. Clarity, transparency with who is making the decision - the contractor, the FCPS staff? The superintendent?
	3. How many scenarios will be considered? Is it one and done? Or something else?
	4. Are the 6 criteria weighted equally? Or is one more important than the other?
	5. Will parents get clear explanations that reflect the process?
	6. Do the contractors that are working on this boundary project have children that attend FCPS?
	7.
	8.
	9.
	10.
Additional Note Space for Question 4	

Chat for group/breakout room 7
Gina Kramer to Everyone 9:48 AM
Eqiuty

Justin Brantley to Everyone 9:50 AM
transportation

Gina Kramer to Everyone 9:51 AM
Know there are some schools with higher student populations, which puts a strain on resources
Agree

Gina Kramer to Everyone 9:57 AM
More language imersion oppotunities
Maybe anu derstandi g of how neighborhoods are divided
OR PLACED?

Justin Brantley to Everyone 10:01 AM
Ensuring there are no discrepancies between socio economic communities?

Gina Kramer to Everyone 10:08 AM
Suspect scores reflect ESL learners, which should not reflect on scores
What is the impact of ESL learners on school scores?

Gina Kramer to Everyone 10:13 AM
How are school scores impacted by ESL students?
More transparency about the changes. More even didtribution of resources

Justin Brantley to Everyone 10:18 AM

Creating a truly diverse learning experience

Wendy Pagonis to Everyone 10:20 AM
Thank you, yes

Gina Kramer to Everyone 10:20 AM
I know that schools zones in higher socioeconomic areas have more parent involvement
Would like to see a cap on school fundraising or possibly a percentage of those funds go to other zones that need the funds

Gina Kramer to Everyone 10:26 AM
It will be an easier pill to swallow if parents are given clear explanations that reflect these processes
Based on the feedback from parent/community input
Excellent question!

Gina Kramer to Everyone 10:32 AM
I need to leave the meeting. It was a pleasure to be part of this group. Thank you Wendy and Justin for speaking! Thumbs up for Equity
Take care

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:	General challenges:
In the introduction, we explored various challenges related to the current school boundaries. Which of those do you feel	1. **Resolving split feeder schools** 2. **Equitable distribution of programs across all schools**

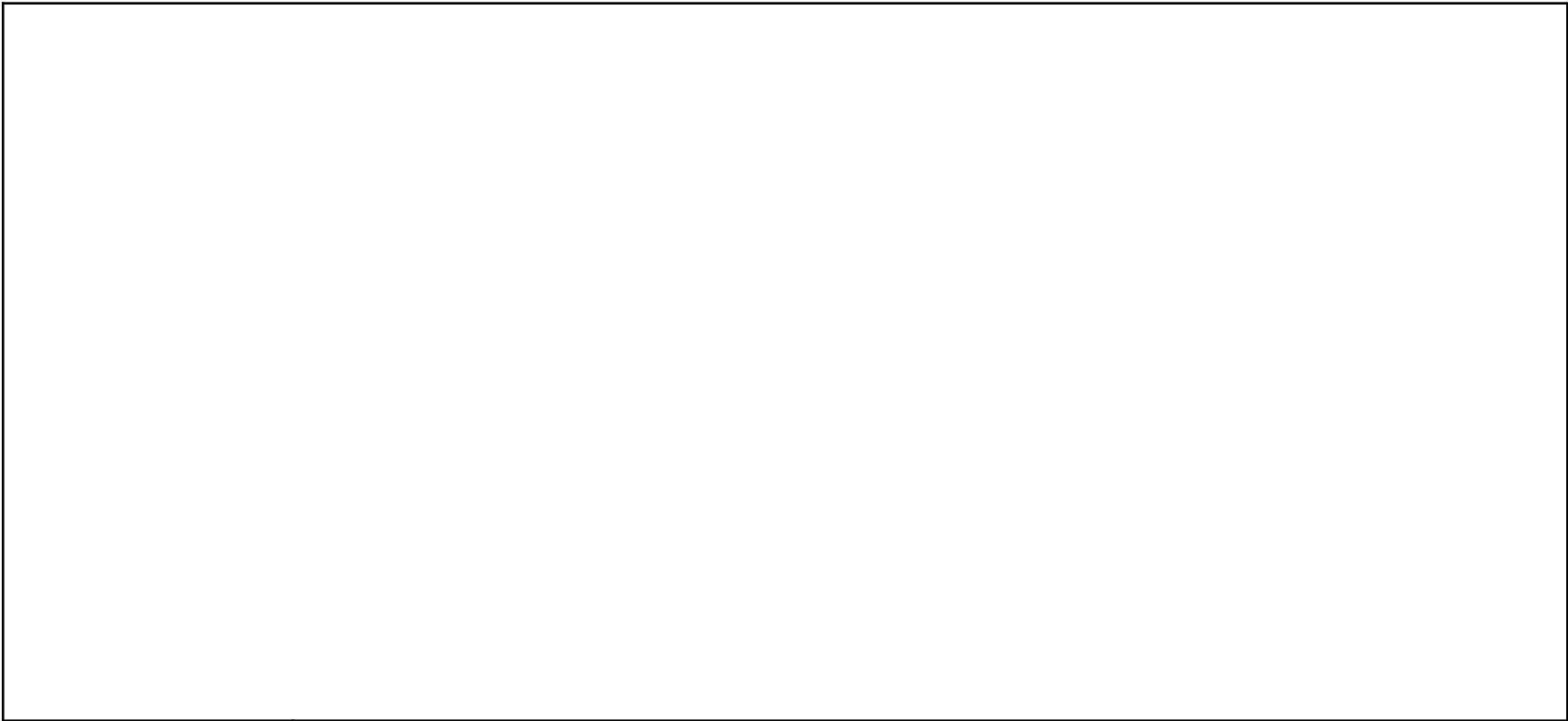|	
should be the top priority when we create the boundary scenarios?	3. **Balance overcrowding** 4. **Not fair to go from higher ranked schools to lower rated schools with discipline issues** 5. **Providing absolute clarity and transparency in justification for changes** 6.
	Additional Note Space for 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. **Consider why there is such a large disparity between school pyramids** 2. **Past/future enrollment projections** 3. **Development/future development in certain area**

4. Gather pyramid specific feedback on issues, challenges, desired outcomes

5. Demographic disparities (MLL and socioeconomic status), finding ways to help improve students that are falling behind where they are

6. What needs to be done to provide equitable program options at every school? What needs to be done to provide equitable access to

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. Provide more funding for schools to have equitable access to program options, to help students where they are. Identifying which schools need which resources

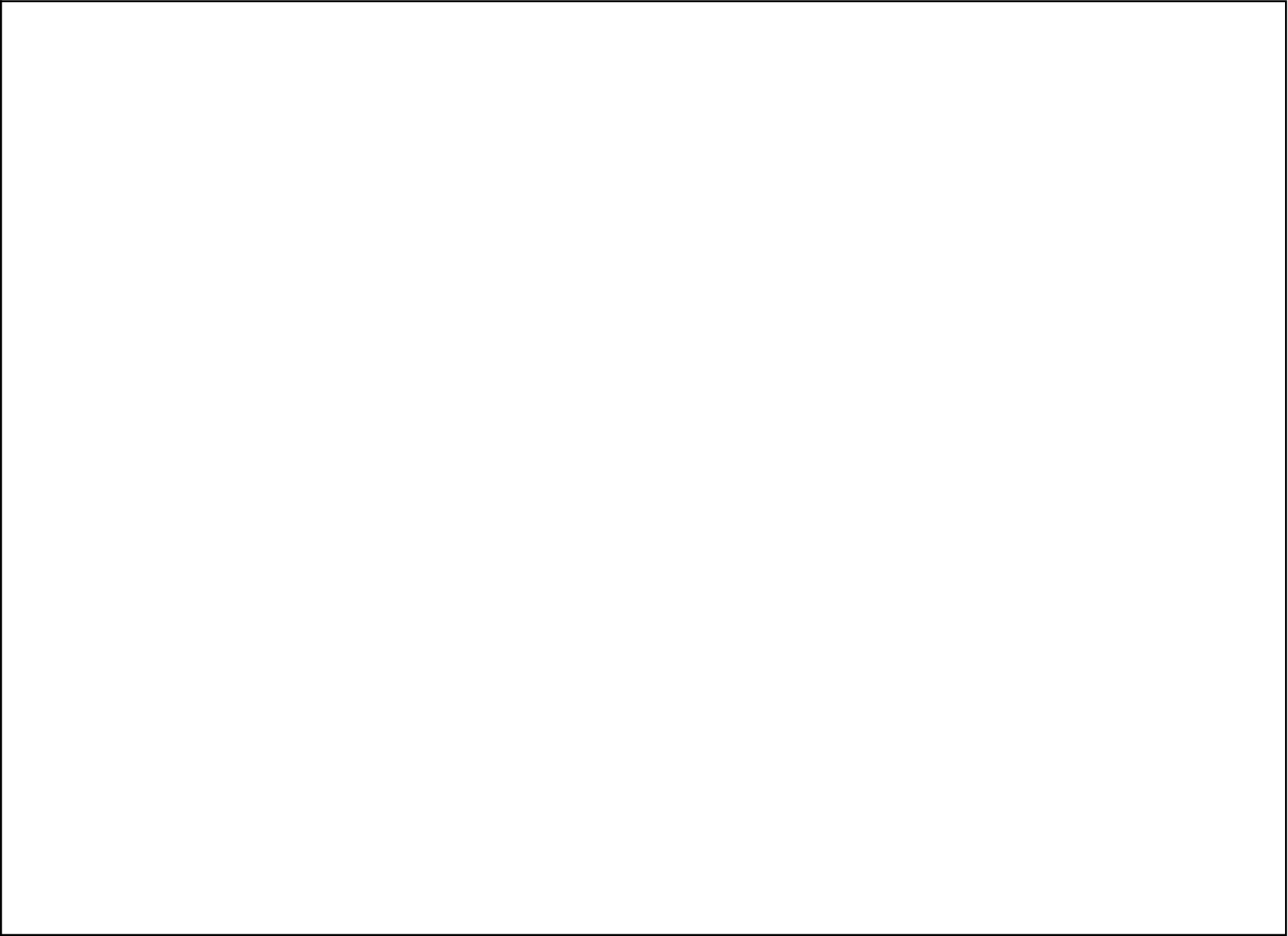| How could this review process positively impact our community? | 2. **Potentially attending a school closer to their community** |
	3. **Better resource allocation,**
	4. **Reorganization of split feeder pyramids**
	5. **Gives an opportunity to take a holistic view of attendance areas from a countywide level.**
	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. How can we use our multi billion dollar budget to improve quality of lower ranked school 2. What will the grandfathering or phased-in process be? What is the plan for implementation? Maintaining friendships and communities 3. Grandfathering or phasing in of students could ease community concerns and create trust. Careful consideration and implementation 4. Will draft scenarios be shared publicly? Show boundaries, streets, provide detailed maps 5. Would siblings be allowed to follow path of older siblings 6.

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8.	

Additional Note Space for Question 4

1. Focus on split feeders, with intent to preserve existing communities. Especially for middle and early high school students
2. Encourage transparency, share data and how its used to inform decisions
3. Re-examine how money is being allocated to ensure equitable access to resources and programs compared to other schools in the county.
4. Acknowledge that sometimes not all problems can be fixed by redistricting
5. Exhaust all other options before considering redistricting(moving programs, looking at transfer programs)

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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	1. Not splitting kids within the neighborhoods within the same pyramids. It will be best for them to stay together from K-12, allowing kids to stay together, and allowing students to grandfather in their original school even if they have to provide their

should be the top priority when we create the boundary scenarios?	==transportation).==
	2. **Allowing access to diversity in Langley. Some families are excluded from participating, and the families from the apartments are excluded.**
	3. **Busses take 1 hour because they can't cross the main street, there is not enough bus drivers. There are no crosswalks or sidewalks, to get to his school. Build sidewalks that have flashing lights to eliminate bus routes and enable students to walk safely to their neighborhood schools.**
	4. ==**When selecting middle school and high school placements that match with elementary schools, do your best to select middle schools and high schools that are closest to the homes of students from those elementary schools. Do not select middle schools and high schools that force students to have longer bus routes and that take them past middle schools and high schools that are much closer to them.**==
	5. **Keep existing students able to attend their existing schools in a post-2026 approach to boundaries to allow students to stay with friend groups, and teachers, familiar with school, bands, orchestras, sports and other extracurricular activities.**
	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. **Keep existing students able to attend their existing schools in a post-2026 approach to boundaries to allow students to stay with friend groups, and teachers, be familiar with school, bands, orchestras, sports and other extracurricular activities, be able to grandfather, (either providing their nown transportation).** 2. **Advance academics should be available in all schools not in a few schools.** 3. ==**The committee needs to consider how the new boundaries may impact property values. Higher-ranking schools generate higher values.**== 4.

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. **I would like the impact to current students added to the considerations to boundary changes. I think the four priorities listed in the presentation are important, and I agree we need to plan for the future. However, I don't want to see current students** |

positively impact our community?	should be negatively impacted in the process. The emotional, mental, and academic impact on these students--particularly middle and high school students--can be enormous. These students have established friend groups, worked to earn spots on athletic teams, established leadership positions in clubs, etc. 2. <mark>Walkability is important and can keep kids together and save FCPS and taxpayers money, by reducing busses, bus drivers, and bus routes. FCPS should consider building more crosswalks with flashing lights for safety to increase the number of students walking and biking to school.</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:** 1. **Please show the maps and boundaries that you're considering changing to re-balance and considering changing before making those changes.**

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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. ==Reducing split feeders. Addressing attendance islands, particularly at Herndon, where some attend Langley where they were previously designed to attend Herndon.== 2. Access to programs. If students can still be pupil placed to another school, how impactful will the new boundaries be? 3. Is it possible that Fairfax City lose their "autonomous" functions as part of the boundary review?

	4. Would there be any grandfathering in, especially for siblings as boundaries change? What would be the length of time that the grandfathering would happen? 5. School proximity should be a top priority as well as reducing split feeders.
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. Number of students placing in or out of a school for various reasons…athletics, AAP, etc. This might shed light on desired programs, or other things as well. 2. New development and potential student populations related to housing development. Anticipation of single family neighborhoods being converted to multifamily housing.

	3. How WILL real estate values be considered during this process? Some feel it should not be the driving force. Others feel home valuation is critical. Self-inflicted devaluation of home prices would have consequences and may be challenged legally. Stakeholders interest is important. 4. Some hear "this school is better" and "this school is best". Let's understand what makes a school "better" or "best". Why can't other schools be "best" and "better" without devaluing other schools? Families clearly should and do have choices in where to live and motivations differ in that. 5. The process of boundary review and the motivations have not been made clear and some are concerned about why this is happening. They feel that questions have not been answered. The process is absurd and unreasonable. Who initiated this?
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. Nothing positive. These meetings are a circus and we are wasting our time here bc our questions are not being answered.

2. It's important to reassess academic and non-academic offerings and programs based on census data and rebalancing access to desired programs.

3. Wanting student travel to be reduced. Safe and efficient travel for students no matter if they drive, walk, or bus to school.

4. ==We should look at other ways to improve schools rather than doing it via redistricting. How does school performance improve by redistricting? There is no way that redistricting will magically improve school performance.==

5. ==That unfair processes will be addressed thru this overhaul and reassessing boundaries== |
| **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 our questions be answered? We are upset about the initiative and the process.**
	2. **If there are boundary changes, what school year would this take effect?**
	3. **Is there a date by which we can expect to see the proposed boundaries? In the introduction, there were time frames for completing the boundary review. I apologize if this was in the introduction.**
	4. **How will decisions about grandfathering be worked into the process?**
	5. **We have concerns about what data is being reviewed.**

Additional Note Space for Question 4

Evelyn Garner 9:13 AM

Where do we find breakout room assignments

Room 7 - Lynn Miller to Everyone 9:14 AM

email from yesterday 6:30pm

Evelyn Garner to Everyone 9:14 AM

Thanks!

Patricia Suri to Everyone 9:49 AM

I am sorry -- This is my first meeting and I am still trying to figure out what the issue is and why these meetings are happening. I also missed the introduction so i may be listening for a bit. Thanks!

You to Everyone 9:49 AM

THank you Patricia.

Andrea Eliason to Everyone 9:51 AM

I do not have a speaker of my current device. May I just use the chat?

Patricia Suri to Everyone 9:52 AM

Thank you for that Gretta!

Melissa Morrison to Everyone 9:54 AM

apologies - i lost connection with zoom

questions - will the consultants report be provided to the public and what experience does this consultant have?

Patricia Suri to Everyone 9:58 AM (Edited)

if there are boundary changes, which school year will they take effect?

Patricia Suri to Everyone 9:58 AM (Edited)

the sibling question is a good question for me too

Andrea Eliason to Everyone 9:59 AM

I think proximity to the school should be a top priority, as well as reducing split feeders. I'm not sure if this is a boundary issue, or if it goes along with split feeders, but our Level IV elementary AAP center is at a school that does not feed into the same middle school (the middle school is an AAP center school, even though none of the feeder elementary schools are AAP centers). As a result, many parents choose to keep their children in "cluster classes" at their local elementary school. It would be nice if there was some continuity between the AAP elementary school boundaries and the middle school boundaries.

Patricia Suri to Everyone 10:08 AM

BRB kids need something.

I am back.

Andrea Eliason to Everyone 10:32 AM

Is there a date by which we can expect to see the proposed boundaries? In the introduction, there were time frames for completing the boundary review. I apologize if this was in the introduction.

Thank you.

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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. 2. 3. 4. 5. 6.

Additional Note Space for Question 1:

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

or insights should we consider?	3.
	4.
	5.
	6.
	7.
	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.
	4.
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	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.**

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