

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.

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| <p>Question 1:</p> <p>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?</p> | <p>General challenges:</p> <ol style="list-style-type: none">1. School Size & Capacity2. Location and proximity; to include consideration of transportation times of student on buses3. Social supports and continuity of those supports (both in school and community) are an important piece of the puzzle when - also academic benefits as well4. Timing of notification to families so that they can plan accordingly to support a smooth transition5. Continued access to special academic opportunities programs and supports |
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| <p>Question 2:</p> <p>Based on your experience as a parent/caregiver and/or community member, what are some important data or insights should we consider?</p> | <p>Information to Include in Boundary Review</p> <ol style="list-style-type: none"> 1. Safety and sibling supervision are definitely an important consideration to keep in mind - keep siblings 'aligned' 2. Pedestrian and bus stop safety (both distance and time of day) 3. Potential impact on school start times 4. Graduation rates and attendance data (as well as other performance data) to explore the possible influencers of a boundary study and additional impacts/benefits 5. While we appreciate the need for a boundary study, please remain mindful of school quality and performance - work to ensure consistent experiences for students |
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| <p>Question 3: What do you hope the</p> | <p>Favorable Outcomes:</p> |

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| <p>outcomes of this boundary review process will be? How could this review process positively impact our community?</p> | <ol style="list-style-type: none">1. Continuity is an important factor when families choose homes to buy2. Really want/need and appreciate the focus on overcrowding already a part of the process. We really want to make sure that schools are neither over nor underenrolled to ensure consistent experience3. What if we explored a more localized approach to recommended changes as opposed to a full scale overhaul?4. Can there still be a 'parent voice' when it comes to proposed changes (if any) from this process? Consider 'grandfathering' families when requested and if possible/feasible |
| <p>Question 4: What questions do you have about the next</p> | <p>Questions about the Process:</p> |

Facilitator: _____

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steps in this boundary review process?

1. What of the feasibility of grandfathering students to try and minimize impact on families?
2. Will there be consideration on the impact a redistricting might have on SACC enrollment and accessibility? Sure would be nice to eliminate or, if a family is redistricted, can they have priority in SACC accessibility?
3. Can we get a more detailed overview of the roll-out of the boundary study recommendations?
4. Can there also be a deeper look at the 6-8 Middle Schools and whether that initiative continues and ensure alignment with the rest of the county? 6th graders in middle school has an impact on both elementary and middle school enrollments, programming, etc.

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| <p>Question 1:</p> <p>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?</p> | <p>General challenges:</p> <ol style="list-style-type: none">1. Proximity to school, split feeders are a challenge when talking about student friendships and community (especially at the MS level), distance to MS 2. No matter where a student lives in the county they should have access to excellent choice programs (core and elective) 3. Equitable programming, AP vs. IB is a typical barrier to students studying areas of interest, elective options/academy programs only available in certain regions/schools 4. Transportation - long bus rides to schools and start times that are very early don't make for safe transportation<ol style="list-style-type: none">a. Many students use a bus from outside of FCPS to get to programs like immersion programs |
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b. Not all streets where schools are located have clear school zones

5. Overcrowding is a concern within some pyramids

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Additional Note Space for Question 1:

- How do we make transportation smarter?
- How do we help parents understand the nature of busing?
- How can we be creative with the size of school populations in a district as large as FCPS so all students have access to resources and programs that some students might not have access to?

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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. Analyze student to teacher ratios**
 - 2. Connect with PTAs and family liaisons to learn more about what communities are expressing as needs and gather ideas on how to support family**
 - 3. What unintended consequences might result from redistributing demographic groups?**

a. How do we maintain strong senses of community if boundary shifts change the makeup?

4. Reflect on past trends in population growth and look ahead to see when/where we might grow as a county

**a. What options are available for those schools that are already overcrowded?
Will it be busing or construction that best meets the needs?**

b. Do we currently connect with Fairfax County gov to know where new developments are going up or where new businesses will be headquartered?

5. Data to consider: Tysons plan published by the county, grid expansions and plans for future developments

6. Student enrollment data and trends over the last decade and how that matches policy changes and shifts to determine how enrollment might shift in the next decade

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7. Consider using US Climate Resilience Toolkit for planning purposes, how will climate change impact where buildings are placed and development
([toolkit.climate.gov](https://www.toolkit.climate.gov))

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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. Transparency - how were the boundaries determined? We want to know that they were created with care, not arbitrarily**
- 2. Action rather than just assessment. What changes are we actually making rather than just talking about changes? Avoiding “Analysis paralysis”**
- 3. Is it better to do this in smaller pieces? Do we solve for pieces like transportation or overcrowding instead of whole county change all at once?**

4. Relief - relieving the burden for overcrowded schools without negatively impacting staff. How do we make changes that don't hurt full time employment for staff?

5. Prioritizing based on the most immediate need and addressing issues in order of highest need

6. Change management is going to be important in this process. It impacts a lot of people and we need to consider what happens after action is taken.
 - a. How do we make sure we save some resources to support the aftermath instead of allocating all of our resources on the initial change itself?

7. How are we bringing all voices into the room so change is done "for people instead of "to people"?

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Additional Note Space for Question 3:

- We have to focus on bringing as many people to the table as possible so we do not miss opportunities to support all members of our community
- How will we make sure we are being agile as we implement new processes?
- How will we evaluate whether the changes are successful? What are our success criteria? Establishing the metrics now so we can check our progress.

Question 4: What questions do you have about the next steps in this boundary review process?

Questions about the Process:

- 1. What is the timeline? The longer the process is drawn out, the less relevant the changes become**

- 2. Are there measurable goals already in place? Do we have specific things we want to achieve? Something like a SMART goal to meet the rapidly changing landscape**

- 3. Transparency - Is there an established set of tasks that we need to get through to complete this process?**
 - a. Are we benchmarking with other counties that might have gone through a similar process? Can we gather data and expand it to suit the size and scope of FCPS? Consider places outside of the immediate area**

- 4. What are the budgetary projections or proposed allocations for this plan? Are all of**

the people who control the money involved in the conversation to make sure we have enough to complete the changes?

5. How are we considering socioeconomic status in our conversation around demographics and student population to have a better understanding true equity of programming?

a. We can't "minoritize" all non-white students. Lacks nuance and we need to consider all pieces of our community.

6. Small scale boundary studies have been started and abruptly stopped. Where is the data collected from those previous studies and how might that play into this larger boundary review process?

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Additional Note Space for Question 4

Most pressing points:

- **Ensuring equity in transportation, services, facilities for students and staff**
- **What is the plan for measuring progress in this process and how fast will the process actually happen?
Drawn out processes often mean less timely or relevant changes**
- **Action rather than just assessment. What changes are we actually making rather than just talking about changes? Avoiding “Analysis paralysis” and helping everyone manage change in humane ways**

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| <p>Question 1:</p> <p>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?</p> <p>~14 Minutes</p> | <p>General challenges: No Participants - Supported another room</p> <ol style="list-style-type: none">1.2.3.4.5. |
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Additional Note Space for Question 1:

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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

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Additional Note Space for Question 2:

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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:

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Question 4: What questions do you have about the next steps in this boundary review process?

Questions about the Process:

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| <p>Question 1:</p> <p>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?</p> | <p>General challenges:</p> <ol style="list-style-type: none">1.2.3. |
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Additional Note Space for Question 1:

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- Information to Include in Boundary Review**
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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:**
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Question 4: What questions do you have about the next steps in this boundary review process?

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| Question 1: | General challenges: 1. Preserve current pyramids. Seconded |

A

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?

- 2. Access to programming, does not think boundary changes would be the answer**
- 3. Current elementary schools to stay together, don't split**
- 4. Preserve friend groups**
- 5. Property values are a concern, don't want values to sink.**
- 6. What impacts will a new president have on this.**
- 7. Pulling students to private schools if redistricted**
- 8. Build additional schools**

Additional Note Space for Question 1:

- 9. Focus money on existing schools to resolve capacity issues**
- 10. More developments and more people, where will they go to school?**
- 11. Infrastructure of county not keeping up with amount of people moving in.**
- 12. Do the schools maintain the development data?**
- 13. Transparent process, is it more data driven?**
- 14. Do developers have to pay if there is development.**

Facilitator: _____

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Question 2:

Information to Include in Boundary Review

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Based on your experience as a parent/caregiver and/or community member, what are some important data or insights should we consider?

- 1. Area was transient, and now people are more permanently here, more community ties. Many purchased homes based on the pyramid. Would negatively impact home value.**
- 2. What are the tax/revenue impact on the redistricting? What involvement does the local government have?**
- 3. Real estate values are concern.**
- 4. Significant impact on the expense of consultants for each process.**
- 5. Fairfax County to see if it aligns with equity and current administration.**
- 6. Has Fairfax County looked at schools that are not crowded, to fix the root cause of the problem.**
- 7. Schools about to lose accreditation, not being supported enough; solution would**

A

not be to move them to those schools. Better approaches to improve those schools.

8. Schools provide better programs to keep the kids at the schools.

9. Make sure we use data to drive things.

10. Invest in local schools, if school has more needs invest in it. *

11. Invest directly in community, people will move into those areas.

12. What other solutions have been considered based on the problems identified?

Additional Note Space for Question 2:

Facilitator: _____

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A

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

Favorable Outcomes:

- 1. Preferred outcome, no change. Potential lawsuits.**
- 2. No changes to the boundaries; finding other ways to improve access to**

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positively impact our community?

programming and capacity.

3. Find an alternative to the boundaries. Share the data around what the goals are.

Fairfax County is a destination for education, would like to keep it that way.

4. If changes occur, make sure it is the least amount of disruption and is gradual.

5. More investment in under performing schools.

6. Tired of paying the car tax. Seconded.

7. See significant parental input. Concern is that they can do this process every few years.

8. Source driving the boundary study? When a decision is made can it be reversed?

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9. See kids continuing to study and be happy in FCPS. Kids will not be happy moving schools, and being separated from friends and family.

Additional Note Space for Question 3:

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Question 4: What questions do you have about the next steps in this boundary review process?

Questions about the Process:

- 1. Clearer understanding of the timeline.**
- 2. What say does the community have with what they present as a solution? What are the parents rights to appeal if they do decide to redistrict?**
- 3. Post analysis community feedback in the summer when many are away. How will the community feedback be taken into consideration? Will people come up as they do in a school board meeting?**

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- 4. Has FCPS already redrawn boundaries for their own assessments going forward?

- 5. What data is being collected? Do we have access to the data directly?

- 6. Car tax a big concern, reiterated

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Additional Note Space for Question 4

Key Takeaways

- 1. Property values are a concern. Tax revenue impact for the county. Destination county for schools.
- 2. Maintain current pyramids, minimize change, if change occurs grandfather in the students. Don't want kids in one family going to different pyramids. Expand schools if needed.

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3. Investment in underperforming schools as opposed to transferring students from higher performing schools to raise test scores rather than addressing underlying performance issues.

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Ken Halla Facilitator

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| <p>Question 1:</p> <p>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?</p> | <p>General challenges:</p> <ol style="list-style-type: none">1. Bought house based on where the kids will go to their chosen school.2. Home value being decreased.3. Will children be able to stay in their current school? Have a current 9th grader and would like to finish at the same high school.4. Have an elementary, middle and high schooler and do not want any of them to change their current schools. |
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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. Commute time to each of the schools. Buses come at 630 am to get kids to their high school.
 2. Class offerings for high schools. Are they different at different schools?
 3. Current high school pyramid involves them getting involved at elementary levels in various extracurricular activities. Don't want to see this go to waste.
 4. Careful consideration of schools where the kids go. In one person's neighborhood, it depends on the side of the road for which school children attend.

Additional Note Space for Question 2:

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

Favorable Outcomes:

1. To make it fair and equitable. Want all of the kids to have the same opportunities. Doesn't know what is great or the challenges in other locations
2. **Asking for flexibility for students staying at current school versus making it so black and white. This would include students that need various accommodations.**
3. Keeping whole neighborhoods together rather than cutting up a street.

Additional Note Space for Question 3:

Question 4: What questions do you

Questions about the Process:

Facilitator: _____

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have about the next steps in this boundary review process?

1. **When is the entire process finished?**
2. **When will parents start seeing scenarios?**
3. **Once scenarios are decided, how long until they are enacted?**
4. What year will this impact? What fall class will this impact?

Additional Note Space for Question 4

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| <p>Question 1:</p> <p>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?</p> | <p>General challenges:</p> <ol style="list-style-type: none">1. AAP program center, are these on the chopping block?2. Any program center, AAP center etc, it needs to be done equitably for all schools, across the county, not just instead inside the beltway3. Overcrowding potentially caused by rankings of schools, decisions of families, language program choices. Allowing for equity and balancing of schools is a challenge with this.4.5.6.7. |
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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. **Differences between IB and AAP programs, as IB has less room, does this drive differences in enrollment. How much influence does programs influence enrollment? etc.**
2. **Capacity important to consider, number of trailers should be considered for definite**
3. **Unsure on school ratings, can give good schools a bad name potentially**
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Breakout Room: 1

A large, empty rectangular box with a thin black border, occupying most of the page. It is intended for participants to write notes or discuss during the breakout session.

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. **Dissolve AAP Centers has potential benefit, go to their local center would keep students in the local community. Important though to have the same resources, equitably (particularly for schools within the beltway), so being moved from the school they would have attended won't impact students. If they have labs and resources same as the centers.**
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Additional Note Space for Question 3:

Thoughts on the countywide boundary - "On the fence, hoping the best"

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Question 4: What questions do you have about the next steps in this boundary review process?

Questions about the Process:

1. **What potentially may happen to AAP Centers, how will this been done, equitably, will they be redistributed equitably?**
2. **How much time will schools have to adapt / prepare for new programs, influx of new students? i.e. resources required, such as teachers, rooms etc.**
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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**
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Question 4: What questions do you have about the next steps in this boundary review process?

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| <p>Which of those do you feel should be the top priority when we create the boundary scenarios?</p> | <p>leave their cohort to be in AAP courses in those AAP centers.</p> <ol style="list-style-type: none">3. Split feeders are also of great concern for loss of cohort.4. Equitable access to programming across the county is very important. If all schools were equal, the need/desire to buy a home in a certain school feeder may not be as important.5. Capacity and enrollment are balanced among schools.6. Looking where students live - students can't join the same community activities as their friends as that is based where they live (example little league outside of school activities). |
| <p>Question 2: Based on your experience as a parent/caregiver and/or community member, what are some important data or insights should we consider?</p> | <p>Information to Include in Boundary Review</p> <ol style="list-style-type: none">1. Class size, new roads, new residential construction, sidewalks, student transfers.2. Average FAR (density of housing units)3. How many students are transferring out of their base school for programming (AAP, language immersion, sports)4. Special education programming – where is it offered and offered? |

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| <p>Question 3: What do you hope the outcomes of this boundary review process will be?</p> <p>How could this review process positively impact our community?</p> | <p>Favorable Outcomes:</p> <ol style="list-style-type: none">1. Reducing the amount of transportation they have to go through to get to their schools.2. Phasing of students, more so for high schoolers than elementary. Middle school phasing is also important. |

3. Keeping neighborhoods and communities together.
4. Students going to schools closer to their homes
5. Hopes that this process results in a review process that occurs more frequently.
6. Planning further out so that students' lives aren't disrupted every five years.
7. **Very important to the school to communicate to the families HOW this will be implemented. Clear communication for the families. Let the entire county know what changes are happening where, and why. If one pyramid boundary will be changed, why. And if another is not changed, why. This will ease anxiety and help families plan. The county is so big and different.**
8. Don't get stuck on one data point when communicating, as there is a lot.
9. Parents don't have a clear understanding of the have and have-nots in the county.
Or what schools have which programming, not all are the same.
10. Budget cuts are coming, this helps FCPS be prepared.
11. **Bring equity in programming to all schools. Include resources. Equity does not mean equal.**

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| <p>Question 4: What questions do you have about the next steps in this boundary review process?</p> | <p>Questions about the Process:</p> <ol style="list-style-type: none">1. Will the why be communicated to the community, and at what level or reason? The more the better.2. The anxiety in the community is palpable. |

Facilitator: _____

Breakout Room: 1

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| | <p>3. Is a part of this process going to consider changes other than boundaries (example, opening an AAP Center in a pyramid that does not have one).</p> <p>4. What does a “model” pyramid look like?</p> <p>5. Fairfax County as a whole wants everyone to be successful. If we don’t know if someone is struggling, that person can’t be helped.</p> <p>6. How and whether families will have any input in any boundary changes - once the draft scenarios are announced or in place.</p> |
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Graphic Organizer for Note Taker

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|---|---|
| <p>Question 1:</p> <p>In the introduction, we explored various challenges related to the current school boundaries. Which of those do you feel should be the top</p> | <p>General challenges:</p> <p>1. Not moving students from higher performing schools to lower performing schools; distance should be considered only when two schools are performing at the same level; people made their housing choices based on school performance, with prices up to 50 percent difference in price due to assigned school; will impact quality of education and home</p> |
|---|---|

priority when we create the boundary scenarios?

- prices; distance is a moot point if schools are not equivalent; redistricting will not solve the issue with school quality differences
2. Current boundaries were carved out 40 years ago and may not reflect existing development / population demand. We cannot keep up with this system that is not keeping up with development.
 3. Focus should be on community schools – would love to see a cap of elementary schools no bigger than X number of students. Two high schools in close proximity with vastly different numbers of students.
 4. Fixing attendance islands, schools that are not accessible to students on foot
 5. Community making a decision about moving to a new school
 6. Changes happen but there is no where on paper that says that boundaries cannot change – and attendance islands already exist, so students are broken up anyway
 7. Priority should be continuity between elementary, middle, and high school (removing attendance islands) and transportation
 8. Hoping the boundary committee will review how communities work
 9. Reviewing capacity changes and population
 10. It is not fair to devalue housing prices

Facilitator: _____

Breakout Room: 1

11. We picked the community and house based on school; there is a fear in our community about being moved to a new school with substantially different quality and does not feel part of the community
12. Correct issues with attendance islands without moving students
13. Walkable communities

Additional Note Space for Question 1:

Transparent, open process with community input; process that people trust and understand even if they do not agree with final outcome of the process

Maintaining academic performance if schools change – making sure there is continuity of academic quality

Maintaining social ties / continuity between elementary, middle, and high school/elimination of attendance islands

Minimizing people wanting to move homes to go back to their base school

Facilitator: _____

Breakout Room: 1

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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. How many AP classes students are completing, colleges they attend, etc differ vastly by school; **academic performance** by like student group at schools
 2. Impact on **home values**
 3. Transportation issues – road quality?
 4. Resources needed for select student groups – teacher capacity issues, particularly for supporting students who are still learning English;
 5. Class sizes, crowding

Facilitator: _____

Breakout Room: 1

6. Crime and classroom management/disruption
7. Potential loss of students to private school
8. Efficient use of facilities, building quality
9. Improving the performance of the school should be top priority of the superintendent, not moving boundaries
10. Activities outside of school, **location of recreation facilities and other gathering spots**
11. "Natural" community boundaries
- 12. Elimination of attendance islands... removal of pyramids and return to community schools**
13. Consideration of AP/IB tracks for shifting students to different high schools
14. Personal stories and experiences with the early parts of this boundary discussion

Additional Note Space for Question 2:

Facilitator: _____

Breakout Room: 1

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. Stop process right now and repurpose study money for better uses, such as to improve the quality of education in struggling schools
2. People come together and learn more about schools that you do not attend; test scores are not a school, there are other components that are important

Facilitator: _____

Breakout Room: 1

- 3. Elimination of attendance islands and split feeders with minimal disruption to communities that do not have those problems and want to remain together**
4. Transparency around how data is driving decisions; objective, transparent process that people understand
5. Not conducting boundary reviews every five years – having continuity of schools
6. Not having to move or attend private school to go to a better school
7. Smaller class sizes and improved teacher capacity
8. Students staying with their friends / people they know

Additional Note Space for Question 3:

Facilitator: _____

Breakout Room: 1

Question 4: What questions do you have about the next steps in this boundary review process?

Questions about the Process:

1. Who is participating on the advisory committee? How were members selected?
2. How do we define school quality and academic performance? Does the definition vary based on who you ask?
3. What is the source of data in expected growth and demographic change?
4. How often will boundary reviews occur?
5. What is the next opportunity for community input? Are there opportunities for community / pyramid / region discussions (e.g., with neighbors)? How can the

Facilitator: _____

Breakout Room: 1

community continue to stay engaged in the process?

6. How will FCPS plan the schedule around known holidays and vacations (to maximize attendance)?
7. What is the mechanism for excluding individuals from providing input?
8. When will communities get more information?

Additional Note Space for Question 4

Facilitator: _____

Breakout Room: 1

Graphic Organizer for Note Taker

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| | |
|--|---|
| <p>Question 1:</p> <p>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</p> | <p>General challenges:</p> <ol style="list-style-type: none">1. Shifting 6th grade to middle school, adjusting programming (AAP centers, AP vs IB, special needs) - which ones and how? Pupil placement. What are the big picture policies around redrawing the boundaries? These need to be determined prior to decision making. |
|--|---|

create the boundary scenarios?

2. Safety concerns for kids on the bus when students are reassigned and are not on their regularly assigned bus.

3. Impact on choosing neighborhoods. Many families bought with the intention to attend specific schools. How will that be addressed if schools change? This is critical to high schools unless they are grandfathered in. Elem and Middle will be extremely impactful.

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Additional Note Space for Question 1:

Facilitator: _____

Breakout Room: 1

Empty breakout room area for discussion.

Question 2:

Based on your experience as a parent/caregiver

Information to Include in Boundary Review

- 1. Projections currently show 5 years out, can we get projections based on educated review of data over a longer period of time? Are there other numbers out there that**

and/or community member, what are some important data or insights should we consider?

can be shared with the public?

2. **Statistical forecasting - economic development or branch within the county or state that is projecting longer term. What is being considered and can it be shared so we can think about options that have not been tapped yet?**

3. **The fundamental data we look at for evaluating under/over enrollment doesn't always reflect actual physical capacity of a school - it sometimes reflects capacity of a program instead so there is space to be used.**

4. **Can/Do principals review data to determine why enrollment numbers are shifting upward/downward - attendance, programming, shifting neighborhoods? Transfers - are more or less transferring than previously?**

5. **When projections change up or down, providing explanations to the community for the change - contextualization around numbers.**

Facilitator: _____

Breakout Room: 1

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Additional Note Space for Question 2:

Facilitator: _____

Breakout Room: 1

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. McLean HS has been over capacity for sometime, this could help address this issue of overcrowding. Attendance islands be addressed. Make the attendance area more compact to have more of a community feeling.**
- 2. By moving 6th graders to middle school, it will affect their learning process due to less sleep and earlier arrival times.**
- 3. Splitting feeder schools impact established relationships of students. This could**

also impact a student's experience depending on which school they are now assigned.

4. Shifting school times has been discussed - this would impact movement of grades from ES to MS. This should be determined before deciding to move grades and shift boundaries. Size of current schools would need to be considered as well. Potentially repurposing some elementary schools around the county that already have enough capacity to manage larger numbers.
5. Boundary lines that literally divide a street/neighborhood in half should be avoided as it disrupts communities.
- 6.
- 7.
- 8.

Facilitator: _____

Breakout Room: 1

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Additional Note Space for Question 3:

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Question 4: What questions do you have about the next steps in this boundary review process?

Questions about the Process:

- 1. The supt.'s boundary review committee is where the work is going to be done. The names of the committee members have been named, but is there supposed to be contact information to engage with our local representatives?**

- 2. Are there specific pyramids that you are focused on or is it fair game for all? Provide better communication either via maps or lists that identify the problems they are trying to address. Where are the pain points?**

- 3. FCPS needs to take time. Some people react fast, some need time to think, process, review. Please do not rush this decision because it will have long term impacts on the students and families.**

- 4. Is there any data or lessons learned from other states/counties/districts that we can learn from as part of this process?**

Facilitator: _____

Breakout Room: 1

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Additional Note Space for Question 4

Facilitator: _____

Breakout Room: 1

Graphic Organizer for Note Taker

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| <p>Question 1:</p> <p>In the introduction, we explored various challenges related to the current school</p> | <p>General challenges:</p> <ol style="list-style-type: none">1. Split Feeders - from elementary to middle, our school was half and half; split friendships; difficult for social emotional health/making lasting friendships |
|--|---|

Facilitator: _____

Breakout Room: 1

boundaries. Which of those do you feel should be the top priority when we create the boundary scenarios?

2. If a boundary change is warranted/decided, there is a concern about moving the students from their previously assigned school/cohort. Question: What would the timing look like to roll out this change? Also, at what point/grade will students have the opportunity to stay at their previously assigned school after a boundary change?
3. AP/IB programs differ based on school. There are also school-specific course offerings. How do we maintain the academic trajectory if it has already started or been planned?
4. Is the county going to assess the property values? Property value correlates to the education around you. People buy into the neighborhood based on the schools that are in that neighborhood. People assume they are going to benefit from the school they spent their money to live around.
- 5.
- 6.
- 7.
- 8.
- 9.

Facilitator: _____

Breakout Room: 1

10.

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. Property values
2. Proximity - similar mileage versus time to get to a school. Preference is a short amount of time, not necessarily mileage.
3. Cohort - How might these cohorts be phased in? Is it all done at once or in phases?
4. Is FCPS considering keeping kids in the same pyramid and limiting the number of transitions between schools?
- 5.
- 6.

Facilitator: _____

Breakout Room: 1

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Additional Note Space for Question 2:

Facilitator: _____

Breakout Room: 1

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. FCPS standardizes the transitions whether it is building more middle schools so that there is 3 years in MS or 2 years in MS.
2. Standardization of what the requirements are so that we can more readily control for the fluctuation of populations and housing. The changes could be more standardized when the schools are overcrowded. The ability to streamline changes easily without getting bogged down in the process of making the changes.
3. The property values will be balanced out through this process.

Facilitator: _____

Breakout Room: 1

4. Our children are not adversely impacted academically, socially, and emotionally in the progression.

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Additional Note Space for Question 3:

Facilitator: _____

Breakout Room: 1

Question 4: What questions do you have about the next steps in this boundary review process?

Questions about the Process:

1. If a boundary change is warranted/decided, there is a concern about moving the students from their previously assigned school/cohort. Question: What would the timing look like to roll out this change? Also, at what point/grade will students have the opportunity to stay at their previously assigned school after a boundary change

Facilitator: _____

Breakout Room: 1

2. AP/IB programs differ based on school. There are also school-specific course offerings.
How do we maintain the academic trajectory if it has already started or been planned.
3. Is the county going to assess the property values? Property value correlates to the education around you. People buy into the neighborhood based on the schools that are in that neighborhood. People assume they are going to benefit from the school they spent their money to live around.
4. What is the overall timeline of the implementation of this process? Is this a one-year transition and then the next academic school year it is rolled out or will it be in phases.
5. Are there any prospective maps of what FCPS may be looking into?
6. Is this going to impact teachers - will they be moved or will they stay in their current schools with the boundary changes?
7. What is the final approval process - county referendum or school board approval process?
How is the voice of the citizen reflected in the final decision making?
8. Is FCPS considering keeping kids in the same pyramid and limiting the number of transitions between schools and overall?

Facilitator: _____

Breakout Room: 1

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Additional Note Space for Question 4

Top 3 Points

1. Keeping students cohorted together throughout their years in FCPS by limiting the number of transitions. Wanting to make sure that the impact is minimal throughout each phase academically, emotionally, and socially.
2. Property Values - wanting to make sure that this is a consideration
3. Consistency of the course offerings across the division.

Facilitator: _____

Breakout Room: 1

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Graphic Organizer for Note Taker

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| | |
|---|---|
| <p>Question 1:</p> <p>In the introduction, we explored various challenges related to the current school boundaries. Which of those do you feel should be the top</p> | <p>General challenges:</p> <ol style="list-style-type: none">1.2. |
|---|---|

Facilitator: _____

Breakout Room: 1

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| <p>priority when we create the boundary scenarios?</p> | <p>3.</p> <p>4.</p> <p>5.</p> <p>6.</p> |
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Additional Note Space for Question 1:

Blank space for additional notes.

Facilitator: _____

Breakout Room: 1

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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.
 - 2.
 - 3.
 - 4.

Facilitator: _____

Breakout Room: 1

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Additional Note Space for Question 2:

Facilitator: _____

Breakout Room: 1

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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.

Facilitator: _____

Breakout Room: 1

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Additional Note Space for Question 3:

Facilitator: _____

Breakout Room: 1

Question 4: What questions do you have about the next steps in this boundary review process?

- Questions about the Process:**
- 1.
 - 2.

Facilitator: _____

Breakout Room: 1

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Additional Note Space for Question 4

Facilitator: _____

Breakout Room: 1



Graphic Organizer for Note Taker

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| Question 1: | General challenges: |
|--------------------|----------------------------|

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

- 1. Proximity does matter. Students need to make lasting and meaningful relationships.**
- 2. Taking into consideration more than one housing type given the economic disparity of students who are living in multifamily housing.**
- 3. Keeping students in their school base, minimize disruption in their academic and learning experience and minimize school feeder splitting.**
- 4. Distribution of academic and school activities funding should be available in FCPS. Parents are not the managers of the funds distribution for the different school programs and activities instead of this boundary change.**
- 5. A study of what schools don't provide certain programs should be conducted.**
- 6.**

Facilitator: _____

Breakout Room: 1

Additional Note Space for Question 1:

A large, empty rectangular box with a thin black border, occupying most of the page. It is intended for taking notes during a breakout session.

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. Revise the data about Pupil Placement.**

- 2. Consider students participating in SACC and a more expanded availability to families.**

- 3. Consider middle school grades served: Holmes, Glasgow, and Poe serve 6-8 and the rest of the county is 7-8. Changing the elementary boundaries in that area impacts 6th grade differently than the rest of the county?**

- 4.**

- 5.**

- 6.**

- 7.**

Facilitator: _____

Breakout Room: 1

8.

Additional Note Space for Question 2:

Facilitator: _____

Breakout Room: 1

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

Favorable Outcomes:

1. **To combat classism and racism, giving the opportunity to children to interact and value others.**

2. **Improving overcrowding in schools providing more classrooms than trailers/modulars.**

- 3.

- 4.

- 5.

- 6.

Facilitator: _____

Breakout Room: 1

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Additional Note Space for Question 3:

Facilitator: _____

Breakout Room: 1

Question 4: What questions do you have about the next steps in this boundary review process?

Questions about the Process:

1. How is this going to impact participation in the Academies?
2. How will this study impact more students' access to TJHS?
- 3.
- 4.
- 5.

Facilitator: _____

Breakout Room: 1

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Additional Note Space for Question 4

Has FCPS considered the impact of making small changes every year in their boundaries according to policy 8130? This might bring changes and disruption in our students' learning and sense of belonging.

Facilitator: _____

Breakout Room: 1

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| <p>Question 1:</p> <p>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</p> | <p>General challenges:</p> <ol style="list-style-type: none">1. How does the changes impact the current students. What's to avoid moving students from their current base school for social-emotion reason.2. Importance of making better use of county resources to build efficiencies. How do we "grandfather" those students who are already in their current base school. |
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Facilitator: _____

Breakout Room: 1

create the boundary scenarios?

3. **Equitable access to enrichment programs to ensure that parents don't feel like their children are leaving one school with more access to resources than the school they'd be reassigned to.**
4. **Resource equity is most important. Proximity is very critical to creating community.**
5. **Feelings of being satisfied with their current situation and do not desire change.**
- 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. Keeping students where they currently are to avoid undue stress/turbulence in a student's life. Learning a new school culture, curriculum, and making new friends are all very difficult.**
 - 2. The time it takes students to get to school should be considered. Commute times for students.**
 - 3. Special Education community needs and commute times for students in this community.**
 - 4. Resource equity - capacity, commute time. (resources being - course offerings,**

Facilitator: _____

Breakout Room: 1

5. Academic achievement
6. Crime rates/gang involvement
7. College preparedness
8. Behavioral/discipline issues in various schools.
- 9.
- 10.

Additional Note Space for Question 2:

Facilitator: _____

Breakout Room: 1

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. Regardless of the boundary updates, students should be provided transportation during a “transition” period to ensure students have the option to remain at their current school. Avoid disrupting the current school assignment. Allowances for students transitioning from one level to another (ES → MS → HS).**
- 2. Ensuring the reputations of various schools across the county are positive**
- 3. Parents are looking for an opportunity to send their students to a school where they trust the staff, where there is strong academic achievement, and where their**

Facilitator: _____

Breakout Room: 1

student will be safe and surrounded by positive influences.

- 4. Close proximity to the school to help establish and/or preserve a sense of community in support of the school.**
- 5. For families who are currently pleased with their school assignments, avoid changes to their base schools.**

- 6.**

- 7.**

- 8.**

Additional Note Space for Question 3:

Facilitator: _____

Breakout Room: 1

Question 4: What questions do you have about the next steps in this boundary review process?

Questions about the Process:

- 1. Where are we in the timeline and when would we expect to know what decisions regarding boundaries are? And what is the time frame to request exemptions once a decision is made?**

Facilitator: _____

Breakout Room: 1

2. Will there be exemptions for families who wish to protest their new assignment?
3. If exemptions are offered, how will they be prioritized?
- 4.
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- 8.

Additional Note Space for Question 4

Facilitator: _____

Breakout Room: 1



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| Question 1: | General challenges: |
|--------------------|----------------------------|

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

1. **Enrollment Capacity.** Work in different schools and one is very crowded with added modulars. Transitions for students is longer and that takes time from learning.
2. **Use of space that may be used for co-curricular (specialized) instruction, such as STEM.** Also, using rooms that are appropriately sized for learning.
3. **Ensuring a cohesive school community.** Some schools serve several neighborhoods; want to ensure that community bonds are maintained with outside activities in the neighborhoods.
4. **Transportation and safety concerns.** Considering walking/ bus rides/ and long kiss and rides. Safety of the students during arrival/ dismissal.
- 5.
- 6.

Additional Note Space for Question 1:

Facilitator: _____

Breakout Room: 1

[Empty space for notes or discussion]

Question 2:

Based on your experience as a parent/caregiver

Information to Include in Boundary Review

- 1. Metrics used as a priority are not just the one for the changes, but using them to measure the outcomes.**

and/or community member, what are some important data or insights should we consider?

2. **Sense of community.**
3. **For any changes, considering the thoughts collected on any proposals; assessing thoughts of proposed changes.**
4. **More qualitative data set: Being mindful of the level of disruption. Collecting information from families on how you gauge a sense of community.**
5. **Capacity (where the overcrowding is). Not shifting from one school to another. Addressing persistent overcrowding in an area/group of schools (examples- the same apartment complex gets reassigned back and forth).**
6. **Consider Capital Investments for new schools.**
7. **Neighborhood connectivity - walking paths, etc.**
8. **Support networks, child care (both sharing and business) – transportation to and from child care. Impacts on SACC for those enrolled and/or on waitlist.**
9. **Bell schedule (start/ end time) – and impacts to existing child care.**

Additional Note Space for Question 2:

Facilitator: _____

Breakout Room: 1

[Empty space for notes or discussion]

Question 3: What do you hope the outcomes of this boundary review

Favorable Outcomes:

- 1. For schools that are super overcrowded: Relieve the capacity challenges and the**

process will be?
How could this
review process
positively impact our
community?

- domino of impacts with the relief of the capacity (services and space in the school).**
- 2. Resolves some issues that families may be facing, but ensure that this is not creating other problems. Ensuring any changes would improve the 4 priorities:
Access to programming, proximity, enrollment/capacity, transportation.**
- 3. Do not want to see any new or different problems.**
- 4. Opportunities for increased programming for twice exceptional (2E) students.**
- 5. Learning about other communities within the large school division - increased long-term collaboration beyond this project.**
- 6. More transparency on how resources are allocated across the county.**

- 7.**

- 8.**

Additional Note Space for Question 3:

Facilitator: _____

Breakout Room: 1

Question 4: What questions do you have about the next steps in this

Questions about the Process:

- 1. Is there an opportunity for a revision of the timing in the schedule? For example, If**

boundary review process?

there is not consensus, is there an opportunity for revision of the timeline? Or is there just one outcome?

- 2. What additional data will you be collecting? How will this be shared? Will raw data be available?**
- 3. Will there be a time for input between the Phase 2 Community Meetings and the approval process?**
- 4. Grandfathering - what are the options for students or certain grades to remain in their current schools?**
- 5. What are the methods to engage families who may be hesitant to speak up?**

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Additional Note Space for Question 4

Facilitator: _____

Breakout Room: 1

Key Takeaways for Breakout Room 24:

Ensuring that issues that are trying to be addressed at schools, aren't shifted to other schools.

Minimizing Disruption.

Discussion about what datasets are there on gauging a sense of community.

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| <p>Question 1:</p> <p>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?</p> | <p>General challenges:</p> <ol style="list-style-type: none">1. Overcrowded schools in some instances and not enough in other situations.2. Transportation issues - Late buses; not getting bus assignments because of overcrowded. Example: bus shows up half an hour after it was supposed to and parents are then forced to drive kids to school.3. At a Title I school, split feeder creates a concern about equity. New boundary might change Title I status and thus negatively affecting students who need the benefits and support of Title I. In some cases, a split feeder situation can be supporting the equitable treatment of students.4. Challenge of ensuring that grandfathering hopefully will allow children to live out their time at certain schools before a boundary change interferes with their |
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Facilitator: _____

Breakout Room: 1

experience. Keeping siblings together throughout a pyramid.

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Additional Note Space for Question 1:

Question 2:

Based on your experience as a parent/caregiver and/or community member, what are some important data or insights should we consider?

Information to Include in Boundary Review

1. FRM student population and the affect on their situations.
2. Boundary change effect on property values.
3. Socio-economic data of student populations.Racial demographics of a school community.
4. Families with multiple siblings who attend schools in similar pyramids. Siblings remaining together.
5. Families who purchased homes in regions where they have built a community.
6. Travel time - what are current travel times to and from school and how will boundary changes effect them? How many buses are late or run too many routes? How frequently buses need to be rerouted. Number of bus drivers and how much boundary changes will effect that issue. Boundary change effect on special

Facilitator: _____

Breakout Room: 1

programs (i.e., Immersion, Academys)

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. All children have equal access to resources and high quality educational experiences. Any boundary shift needs to work for the children.
2. Strengthen our communities. A redrawn boundary will promote more cohesiveness with our schools that are “right there” and not in some other remote part of the region.
3. If boundaries are withdrawn, is that going to effect teachers negatively? Will teachers be compelled to move?
- 4.
- 5.
- 6.

Facilitator: _____

Breakout Room: 1

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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 is an accurate timeline when boundaries will be redrawn and go into effect?**
- 2. Who is the final decision maker of the final boundary framework? Is it Dr. Reid, the school board, etc.?**
- 3. Who else are we gathering feedback from?**
- 4. Are there meetings planned to address objections to emerging plan with folks who will be negatively impacted?**
- 5. Residents need clarification on a boundary shift's effect on property values.**
- 6. Is status quo - after all is said and done - an option? Once the consultants have gathered all the data points, is it possible that they will not make any recommendations to change anything or is it a matter of how?**
- 7. The offering of a method or portal, for checking on the status of the project. If all**

Facilitator: _____

Breakout Room: 1

the data is going to be posted on a portal, for example, we need to be able to tell that all of the feedback or community voice was considered in the decision. Transparency is guaranteed throughout the process. Making sure to limit surprises. Notification of what channels of communication will be made available to the community and in multiple modes so that all members of the community will understand.

Additional Note Space for Question 4

Facilitator: _____

Breakout Room: 1

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Graphic Organizer for Note Taker

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| <p>Question 1:</p> <p>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</p> | <p>General challenges:</p> <ol style="list-style-type: none">1. Is there any consideration for younger siblings to attend the same school as older siblings? This was not mentioned.2. How are the resource needs of school populations considered? |
|--|---|

create the boundary scenarios?

3. **At a high school level with such a growth in population surely we need to build another high school. We live in Herndon and there has been such a growth in apartment/ townhomes. So many people moving into a small area.**

4. **Is there a way to structure the change in boundaries so that there is a gradual transition so as to reduce the amount of disruption to students and their families.**

5. **We need a better understanding of the meaning of “equitable access” as it relates to the student?**

6. **If several of the priorities run into conflict, which one takes priority?**

Additional Note Space for Question 1:

Facilitator: _____

Breakout Room: 1

Schools are the foundation of the local community. They are the place where kids, families, and residents gather for community events. Whether they are PTA events or other community functions, these places are the center of our neighborhood. So respecting neighborhoods and local boundaries are paramount.

Question 2:

Facilitator: _____

Breakout Room: 1

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. Minimizing disruption to the students/families due to the boundary changes.**

- 2. Because of the share size of FCPS, how do we take into consideration all the various needs of the diverse communities and be able to not upset some people?**

- 3. How will the changes impact kids?**

- 4. How are the resource needs of school populations considered?**

- 5. Understanding how some of the key components of a students life are funded e.g. sports, clubs, etc. How are these clubs funded?**

Additional Note Space for Question 2:

Facilitator: _____

Breakout Room: 1

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

Favorable Outcomes:

- 1. I hope that FCPS school board would actually listen to what families, teachers, and communities have to say and this will not be just an exercise aimed at appeasing people - with the board doing what they want to in the end.**

Facilitator: _____

Breakout Room: 1

positively impact our community?

2. **More balanced distribution of students across the schools so that the use of modulars would be eliminated.**

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. From what school year are they planning on rolling out these changes?
2. Is there going to be any sort of grandfather provision so that student's school life would not be disrupted abruptly?
3. How many years is the boundary recommendation intended to stay in place? I recall that it is a more frequent review?
4. How will the change in boundaries affect property values?
5. The increases frequency of boundary changes (5 years) might actually be a plus because it might prove less disruptive in the future.
6. This process might uncover the need for infrastructure investment so that we can accommodate the increased populations without having to rely on modulars/temporary structures.

Facilitator: _____

Breakout Room: 1

Additional Note Space for Question 4

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Breakout Room: 1

Graphic Organizer for Note Taker

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| <p>Additional Note Space for Question 1:</p> | |

Facilitator: _____

Breakout Room: 1

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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

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Facilitator: _____

Breakout Room: 1

Additional Note Space for Question 2:

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Breakout Room: 1

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:

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Facilitator: _____

Breakout Room: 1

Additional Note Space for Question 3:

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Breakout Room: 1

Question 4: What questions do you have about the next steps in this boundary review process?

Questions about the Process:

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Facilitator: _____

Breakout Room: 1

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Breakout Room: 1

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Facilitator: _____

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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

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Facilitator: _____

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Facilitator: _____

Breakout Room: 1

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:

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Facilitator: _____

Breakout Room: 1

Additional Note Space for Question 3:

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Breakout Room: 1

Question 4: What questions do you have about the next steps in this boundary review process?

Questions about the Process:

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Breakout Room: 1

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Breakout Room: 1

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| | |
|---|--|
| <p>Question 1:</p> <p>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?</p> | <p>General challenges:</p> <ol style="list-style-type: none">1. Uneven distribution of students due to over enrollment. Students using trailers, especially with the younger years. Students shouldn't have large classrooms (over 25)2. Can benefit students with disabilities who may have to travel to different schools because the resources are not evenly distributed. Creating schools that can have variety of resources (AAP, Autism classes etc)3. Students go to split feeder school and think it should be a low priority. Don't see a problem with it.4. |
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Facilitator: _____

Breakout Room: 1

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Additional Note Space for Question 1:

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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. Parents made choices where they wanted to live and are happy with the schools that they have in their community. Built homes in a particular area to go to that school and because they have a split feeder school they worry that they may be targeted for change. Would one child get sent to one pyramid and another student sent elsewhere...could be disruptive for the family.**
 - 2. Parent has kindergarten age daughter and is expecting a new baby and the potential change may cause students to be in different pyramids.**
 - 3. Will like to compliment FCPS that there is consistency in the quality of education in various schools. Hopes that everyone can give the boundary review a chance to**

alleviate school situations where students are in crowded spaces. Believes its necessary and overdue

- 4. Is there options on the table to build new schools vs reshuffle the deck?**

- 5. The timing of the process may affect students that may be changing schools as they are entering middle school, high school....could there be a rollout starting with younger ages (kindergarten class of 2027 for example) and let the other kids go to schools that they have been anticipating.**

- 6.**

- 7.**

- 8.**

Additional Note Space for Question 2:

Facilitator: _____

Breakout Room: 1

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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. Balance the school populations**
- 2. More access to different programs in as many different schools as possible (AAP, SPED programs) so kids don't have to move to a program when they need it.**
- 3. At the elementary school level its teacher and room constraints. Why should only some schools have access to foreign languages. Can that access be in more schools, all schools? Parents have to apply for a lottery to get access to foreign languages or they have to choose neighborhood schools and lose that opportunity. Can there be some parity where students can have access to a second language in all elementary schools. Students process languages differently than when they are older and some students are losing that opportunity only having access in middle or high school. Some schools don't have any foreign languages. Should be part of the core curriculum in elementary school.**
- 4. Bring more resources to the kids. That will benefit the schools more than rezoning.**

Facilitator: _____

Breakout Room: 1

Parents will feel more comfortable if there was parity in availability of resources

- 5. Leave split feeder schools they way they are.**

- 6. Parents may want AP programs over IB programs and they may offer a program that is far away and to get access to the program of choice the parents and students have to drive across the county.**

- 7.**

- 8.**

Additional Note Space for Question 3:

Facilitator: _____

Breakout Room: 1

Question 4: What questions do you have about the next steps in this boundary review process?

Questions about the Process:

- 1. When does implementation happen? Is it a rolling implementation? Can they grandfather students in?**

- 2. Who is going to be on the review committee? When is the list released, is it going to be released? Would there be community input on who is on the review committee. Is there need for help from data driven professionals as volunteers? If we have questions or doubts about the representation can the community have input.**
- 3. Is there a vote or way for the public to decide on final implementation. Is there a way for community members to give voice to either for or against final implementation?**
- 4. How much weight does public input get to the final implementation? Does the community have final say? Who helped make that final decision? There should be transparency all along the way, especially when there are steps when decisions are being made, including on the final results. Was the community wants, needs, opinions really taken into account?**
- 5. To what extent is it feasible to have contingency plans?**

Facilitator: _____

Breakout Room: 1

6. **Student-teacher ratio.** There is quite a bit of turnover in staff at a school. Long term substitutes taking teacher's place but there is an overall large student to teacher ratio. Class sizes are too big. Is there a disparity in staffing resources?

7.

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Additional Note Space for Question 4

- Group 5 main takeaways - 1. Parents don't want to have to move their kids around to have their needs met. Think about staffing and shuffling of resources so that all kids can have access to programs. (keep the kids in one place and bring the services to them)**
- 2. We need to balance resources but don't move the kids.**
- 3. There is a benefit for students having a stable community and the way things are right now, students need to move around to find the right programs. How can we keep communities together?**

Facilitator: _____

Breakout Room: 1

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Graphic Organizer for Note Taker

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| Question 1: | General challenges: |
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Facilitator: _____

Breakout Room: 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?

1. **Allotment of resources. Shared elements within the school - library, bathrooms, etc..**
2. **Safety, in regards to overcrowding - dealing with crowds, behaviors, resource availability.**
3. **Proximity to school**
4. **Population of school - overcrowding - undercrowding - safety issues that go along with that, avoid trailers, go with schools original design numbers.**
5. **Not having enough buses, have them use more streamlined routes.**
6. **Consider future development.**
7. **Emotional and mental health wellbeing for students and teachers in these overcrowded schools.**
8. **Middle school start times - will this happen at the same time? - would you make this a different conversation and we think this should happen sooner.**
- 9.
- 10.

Additional Note Space for Question 1:

Facilitator: _____

Breakout Room: 1

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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. Land available for development - note the zoning for the land available for development.
2. I'm wondering if you are actively considering building new schools in areas where overcrowding occurs? Or expanding existing schools? - is FCPS considering this when looking at changing boundaries?
3. Home values, where less affordable may have less children to attend school. Is this considered?
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Facilitator: _____

Breakout Room: 1

Additional Note Space for Question 2:

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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. **Schools that are neither overcrowded nor undercrowded.**
2. **MS alignment - why is one pyramid 6-7-8 and the rest are 7-8? - will this be addressed? Can this be fixed?**
3. **Students would move up to middle school together.**
4. **Not seeing everything completely rearranged - keeping as much stability as possible.**
5. **People chose to live in specific neighborhoods, can the changes be kept to a minimum.**
- 6.
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Additional Note Space for Question 3:

Key takeaways for group 8

1 - Capacity - aligning the capacity of school with how it is designed - no trailers/modulars.

2 - Adapting building capacity permanently verses temporarily.

3- Proximity - this should allow for more streamlined bus routes and help alleviate attendance islands.

Facilitator: _____

Breakout Room: 1

Question 4: What questions do you have about the next steps in this boundary review process?

Questions about the Process:

1. **Verifying the individuals on boards that make decisions - do the members have outside interests?**
2. **Could we keep the politics out of the proposed boundary adjustments?**
3. **What is the timeline? When will this go into effect?**
4. **What is the goal decision window for the district wide boundary adjustments.**
5. **Clear communication on the next steps and timeframe.**
- 6.
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Facilitator: _____

Breakout Room: 1

11.

Additional Note Space for Question 4

Facilitator: _____

Breakout Room: 1

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|---|---|
| <p>Question 1:</p> <p>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?</p> | <p>General challenges:</p> <ol style="list-style-type: none">1. My priority is that the boundary changes do not harm my child in making a decision. None of the details presented seem to impact my child. Do no harm.2. There is an understanding that FCPS is a large system so creating something that works for everyone is going to be difficult.3. Students in high school should not have to move during their high school.4. Ensuring parents are given a choice--an opportunity to have a say in where child attends |
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Facilitator: _____

Breakout Room: 1

school. Give the parent a choice to say, "My student is a senior and they get to stay."
Giving parents an element of control will really help the process and result in a more positive outcome.

5. We moved to our specific pyramid for the composition of schools this summer so we would like to maintain.
6. Matriculating through one high school is important for social development.
7. Top priority: Child's academic development should be the number one priority in all cases.
8. Transportation should be a secondary consideration. Time on a bus can take a toll on a student--especially young students. One participant drives her child to school because the bus ride is an hour (60 miles a day). Group sentiment was that is too long if that is the neighborhood school.

Additional Note Space for Question 1:

Question - What is the timeline for the review? When will the changes occur?

Facilitator: _____

Breakout Room: 1

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Question 2:

Based on your experience as a

Information to Include in Boundary Review

1. School capacity - currently my elementary school student is in portable trailers

Facilitator: _____

Breakout Room: 1

parent/caregiver and/or community member, what are some important data or insights should we consider?

2. Classroom sizes (teacher to student ratio) - this would be detrimental to both students and teachers.
3. Transportation - ensuring students have a reasonable ride to school.
4. Given FCPS' proximity to the nation's capital, it is politicized. This is a political process because the school system is so large. The group agrees that politics should be removed from this process as much as possible.
- 5.
- 6.
- 7.
- 8.

Facilitator: _____

Breakout Room: 1

Additional Note Space for Question 2:

This is a bit of a technical question and we do not have a lot of information about how FCPS looks at boundaries. This makes it hard to give specifics.

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. It is possible that less is more. This process should try to minimize the impact to students who do not need to be disrupted. Try to make this process targeted to the largest problems first, and then have an opportunity to revisit to address different problems.
2. The group agrees that a multistep shift and phasing in change would be better
3. There is a difference between fixing what is actually broken versus upsetting the whole system just to create something new to appear “cutting edge” or a top tier school system.
4. This could positively impact the community because it could increase how people feel or view the school system overall. This could create a more general positive sentiment towards the school system, especially if students could attend their neighborhood school.

Facilitator: _____

Breakout Room: 1

5. If students do not attend their neighborhood school, it would be possible to more equitably distribute resources across the county.

6. It would be helpful if this process could result in the recruitment/retention of invested staff and teachers who are better resourced.

7. This has the potential to change the culture or “reputation” of some schools.

- 8.

Additional Note Space for Question 3:

Grading considerations - policies that are in place do not prepare students for real life.

Facilitator: _____

Breakout Room: 1

Empty space for notes or discussion.

Question 4: What questions do you have about the next steps in this boundary review process?

Questions about the Process:

1. What is the timeline for the review? When will the changes occur?
2. How will community input actually influence this process and how will we know? Can this be published for transparency to the community?

Facilitator: _____

Breakout Room: 1

3. Is there more granularity to the process and the phases? This meeting was very high level. What is going to happen with this input--how will it be used?
4. Will there be a grace period for students who will be impacted most - for example, a high school senior who is set to go to another school when the changes take effect? Which students would be able to be grandfathered in? Is it just 12th grade, or would 8th/6th grade be included? When would parents be forced to make that change?
5. When are key decisions slated to be made? Will the public have additional opportunities to comment?
6. Can we prioritize communication with parents of students who are in the key transitional years 6th, 8th, 12th? Related: Can we look at a phased approach instead of changes all at once?
- 7.

Facilitator: _____

Breakout Room: 1

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Additional Note Space for Question 4

The group would like to impress the importance of being clear with the community of how their engagement and comments will be used. Especially given the political climate that surrounds this issue.

Can FCPS use AI to summarize the key inputs of previous meetings to generate data that can be shared and used to facilitate future meetings? This might move the conversation forward and advance the conversation past the general topics that we likely have discussed tonight.

Facilitator: _____

Breakout Room: 1

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Main Takeaways from our conversation

Top priority - academic development. Try to limit the politics in this process as much as possible.

Do no harm to students that are currently in the system. There is a difference between fixing what is actually broken versus upsetting the whole system. Strongly urge FCPS to use a multi-phased approach instead of one sweeping change.

What considerations will be made for students in transitional years of 6th, 8th, and 12th when the changes are implemented?

Emphasis on increased transparency with the community about the process

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| Question 1: | General challenges: 1. The proximity rather than the farther school. |
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Facilitator: _____

Breakout Room: 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?

2. **Transportation - the time for the students to take to the school.**
3. **Access to Programming**
4. **Enrollment / Capacity - are there any projections about the increase and decrease of the student population?**
- 5.
- 6.
- 7.

Additional Note Space for Question 1:

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Breakout Room: 1

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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. **Simulation tool to give us data on students within a given area.**
 2. **The number of students who are taking advantage bus, and the students being dropped off by the parents – contributes to traffic time**
 3. **Projected statistics of student population**
 - 4.
 - 5.

Facilitator: _____

Breakout Room: 1

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Additional Note Space for Question 2:

Facilitator: _____

Breakout Room: 1

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. **Transparency - show the rationale for how the outcome has been decided upon. Many surveys that the community has participated in, only to find out the district is going the other way without giving the reasons behind other than “thank you.”**
2. **Whatever decision that will be made should be done gradually, not abruptly.**
3. **Give us more certainty as to what specific schools our child is going to.**
4. **Feedback from families is essential. Insights can provide practical solutions to attendance zoning and program accessibility**
5. **Avoid students having to move from school to school, interrupting social connections with others.**
- 6.

Facilitator: _____

Breakout Room: 1

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Additional Note Space for Question 3:

Facilitator: _____

Breakout Room: 1

Question 4: What questions do you have about the next steps in this boundary review process?

Questions about the Process:

1. **Are they going to do some data collection? What kind of data have they collected already?**
2. **Implementation - gradual, grandfathering?**
3. **After collecting the data, are they going to present it to us? Are they going to gather some inputs from us? Are we still going to be part of the analysis part?**
4. **Once the final boundary decisions are made, what will the timeline look like for implementation, and how will families be supported during any transitions?**
5. **What type of communication will be provided for those who will be greatly impacted for the changes?**
6. **How is this boundary process will be combined to the process to put grades 6, 7 & 8 together?**

Facilitator: _____

Breakout Room: 1

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Additional Note Space for Question 4

Facilitator: _____

Breakout Room: 1

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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.

| | |
|---|---|
| <p>Question 1:</p> <p>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?</p> | <p>General challenges:</p> <ol style="list-style-type: none">1. Split feeders (same group goes to same MS, but different HS) have caused a lot of issues, have heard from others. Causes social issues and breaks up friends.<p>Another participant agrees.</p> <ol style="list-style-type: none">2. Uneven distribution of students. <ol style="list-style-type: none">3. Children have to pass multiple closer schools to get to their assigned elementary school. |
|---|---|

4. **Access to programs and diversity of the student population. School was picked for the diverse culture their children can experience. Worries that further change will hurt that.**

5. **Plan Development, housing over the next decade or two. New construction and multifamily.**

- 6.

Additional Note Space for Question 1:

- 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

Facilitator: _____

Breakout Room: 1

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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. One parent mentioned re: split feeders, kids and teens change a lot growing up to begin with, so consider that with possible social disruption.**

- 2. Program availability/distribution. How will programs be redistributed according to both where they are now and what happens with boundaries?**

- 3. Diversity of student population, we don't want to lose diverse student populations. Beneficial to students as they grow up. Other participants agree.**

- 4. Transportation: Route 1 area has children having to travel past schools (good, title I schools) to get to their assigned school. Title I resource distribution. Washington Mill -> Mount Vernon. Higher income families send children to private school. Socioeconomic factors vs transportation issues.

How tied is this process to federal programs that may be cut? Complying with possible changing DoE standards.**

- 5. Staffing models for schools. Will staffing models change as new student**

Facilitator: _____

Breakout Room: 1

populations reflect different achievement levels.

6. AP vs IB in high school. Good for students to be able to opt in to either program, but many schools are closed for transfers. Student population, transportation.

7. Phasing? Will students be able to finish at one school? If a student stays, will transportation still be provided?

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Additional Note Space for Question 2:

Facilitator: _____

Breakout Room: 1

Empty space for notes or discussion.

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

Favorable Outcomes:

- 1. Less overcrowding.**
- 2. Clarity on boundaries and socioeconomic status of the communities within.**

positively impact our community?

3. **More equity.**
4. **Less travel time and attending school in one's own community.**
5. **Help to build a community identity in the wake of the new boundaries. Help welcome and support the new student populations. Generational pride in these schools. Multiple in agreement.**
6. **Hope that certain schools are no longer seen as "worse" or "lesser"**
7. **High level outcomes based on all of this community feedback. Will criteria be public? Public feedback? Want to make sure the community actually has a say in the process.**
- 8.

Facilitator: _____

Breakout Room: 1

Additional Note Space for Question 3:

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Question 4: What questions do you have about the next steps in this boundary review process?

Questions about the Process:

1. **When will the boundaries go into effect?**
2. **Phasing plans?**
3. **Wants continued transparency in the process, will FCPS answer questions and actively engage with the community? Would ease anxiety and help parents make decisions.**
4. **Will there be more opportunities for public comment further on in the process?**
5. **How long will the new boundaries remain? How will adjustments be made in the event of inaccurate population projects, new housing, etc.**
6. **How will specialty programs be impacted by the boundary changes?**
- 7.

Facilitator: _____

Breakout Room: 1

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Additional Note Space for Question 4

Transportation, community/engagement, phasing, program selection

Facilitator: _____

Breakout Room: 1

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Graphic Organizer for Note Taker

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| | |
|---|--|
| <p>Question 1:</p> <p>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?</p> | <p>General challenges:</p> <ol style="list-style-type: none">1. Considering the distance to and from school for the children to attend is important.2. Transportation for children on the way to school, currently do not have transportation.3. High schools are overcrowded, schools are over populated. |
| <p style="text-align: center;">Additional Note Space for Question 1:</p> | |

Facilitator: _____

Breakout Room: 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. Have access to advanced education programs in every school and not just a few schools.**
- 2. Have access to Academy Classes in all high schools.**
- 3. The ratio between school staff and students.**
- 4.**
- 5.**
- 6.**

Additional Note Space for Question 2:

Facilitator: _____

Breakout Room: 1

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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. ~~A student participated and hoped that all the students have free and reduced lunch because not all the parents make enough money.~~
2. ~~The student shared that he hopes to stay together with his classmates in high school.~~
3. ~~High schools are undisciplined children, parents need to be equipt with tools.~~
- 4.
- 5.
- 6.
- 7.

Facilitator: _____

Breakout Room: 1

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Additional Note Space for Question 3:

Facilitator: _____

Breakout Room: 1

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Question 4: What questions do you have about the next steps in this boundary review process?

- Questions about the Process:**
1. **High schools are undisciplined children, parents need to be equipt with discipline.**
 - 2.
 - 3.
 - 4.

Facilitator: _____

Breakout Room: 1

5.

Additional Note Space for Question 4