

## 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><b>Question 1:</b></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><b>General challenges:</b></p> <ol style="list-style-type: none"><li>1. Being mindful of not splitting up students who have been together since elementary school.</li><li>2. How do we balance competing goals? For example when considering proximity and equitable access, equitable access could be addressed through means other than boundary adjustments while proximity cannot. For example, offering more local level 4 options instead of sending everyone to a center school.</li><li>3. How can we expand programming options across all high schools to increase programming options for all students across the entire district?</li><li>4. How might the timeline impact students who are currently enrolled in a specific HS (or ES or MS) with completing their school experience in the school they started in?</li><li>5. Proximity to school followed by capacity. For schools that are over capacity, what is it that those schools are doing right and what makes them coveted?</li></ol>
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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. Assuming surveys are being distributed and collected with geographic locations being collected, you should listen to the feedback of the people in the impacted neighborhoods.
2. Looking at capacity, an effort should be made to make the physical conditions more equitable for all students (ie, not in trailers all day). Also, increase the equitable offerings in the school programs.
3. PTA resources and support - the impact of PTA funding on school resources. Consider what the PTA may be able to do in different neighborhoods.
4. Transportation needs
5. Flexibility of being able to still choose a program - is there a difference in the number of offerings and options at HS vs. MS vs. ES?

**Additional Note Space for Question 2:**

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

**Favorable Outcomes:**

1. I don't see it positively impacting our community - maybe there will be a way to address capacity concerns. It will likely have a negative impact on friendships. Maybe it will have a positive impact on the whole community in the long term.
2. Hopefully students who are bussed an hour to school can have shorter rides to school without too much of an impact on the larger community.
3. It is hard to understand how changing the boundary will lead to more equitable access or increased programming. It seems unrealistic to think that every school will be able to provide access to all students across all buildings.
4. How could the boundary review account for traffic not just distance?

**Additional Note Space for Question 3:**

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

**Questions about the Process:**

1. How will split feeders be handled? That will have a targeted impact on specific neighborhoods. How will you ensure neighborhoods can stay together when getting rid of split feeders?
2. How will the change take place? Grandfathering in students not just at the high school level but across all school levels.
3. Will there be surveys put out to the community? What weight will the survey data be given in the decision making process? How will you honor/respect neighborhood requests?
4. Why are some schools attracting more attention than others? Should we be looking at resource distribution across schools instead of boundary adjustments?
5. If this process is planned to take 18 months, and the boundaries will be reviewed every 5 years, do you think that the process will move faster in the future since this is a comprehensive review?
6. Given that there has been low engagement and response on surveys, how do you plan to get an accurate sampling and increased engagement on these surveys so that you have representative community voice?

**Additional Note Space for Question 4**

**Key Takeaways:**

1. Focus on proximity without sacrificing neighborhoods and community feel.
2. Consider resource allocations and distributions when addressing equitable access.
3. How do you address the concerns of community members who believed they were going to have one schooling experience and now may have that experience switched because of the boundary change?

**Chat was not utilized during the session.**

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<p><b>Question 1:</b></p> <p>In the introduction, we explored various challenges related to the current school boundaries.</p> <p>Which of those do you feel should be the top priority when we create the</p>	<p><b>General challenges:</b></p> <ol style="list-style-type: none"><li>1. <b>Proximity</b> and transportation are the most important.</li><li>2. <b>Enrollment and capacity - ensuring that as few trailers are utilized as possible.</b></li></ol> <p><b>Making sure that our populations are more equitably distributed.</b></p> <ol style="list-style-type: none"><li>3. <b>Cost neutral for boundary change effort.</b></li><li>4. <b>Keep kids together, reduce split feeders.</b></li></ol>
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<p>boundary scenarios?</p>	<ol style="list-style-type: none"> <li>5. Concern about changing schools and <b>phasing</b> for students.</li> <li>6. Concern that the School Board makes the final decision on boundary change and phasing.</li> <li>7. The most choice that can be given to a student already in a school (staying in a high school for the entirety).</li> <li>8. Implications for high school students for college acceptance, recruiting, etc.</li> <li>9. Explain the process for exceptions to boundary changes for students – find the balance.</li> </ol>
<p><b>Question 2:</b></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><b>Information to Include in Boundary Review</b></p> <ol style="list-style-type: none"> <li>1. Consider future plans on residential development and enrollment.</li> <li>2. Special Ed IEPs and resources for students - new case worker if school is changed as an example -</li> <li>3. Holistic plan of the CIP is beneficial.</li> </ol>
<p><b>Question 3:</b> What do you hope the</p>	<p><b>Favorable Outcomes:</b></p>

<p>outcomes of this boundary review process will be?</p> <p>How could this review process positively impact our community?</p>	<ol style="list-style-type: none"><li><b>1. The School Board listens to the families, and individual students for phasing considerations.</b></li><li><b>2. Figure out a way to reduce split feeders that would bring communities together.</b></li><li><b>3. Seeing whatever changes come into place, if it isn't going to be cost neutral, see <b>some research base reason for the changes</b>, and not change just to change.</b></li></ol>
<p><b>Question 4:</b> What questions do you have about the next steps in this boundary review process?</p>	<p><b>Questions about the Process:</b></p> <ol style="list-style-type: none"><li><b>1. Phasing - what is the plan?</b></li><li><b>2. When will the proposed boundary lines be presented?</b></li><li><b>3. Once the new boundaries are proposed, will there be an explanation of the change of the WHY the change to a particular neighborhood/community? What are the reasons / data points? What is the value that is being prioritized with a particular boundary change?</b></li><li><b>4. If a boundary was not changed, why? What are the reasons?</b></li></ol>

5. Is there an algorithm being used and what values are being placed on priorities to move the boundaries?

6. If property values are being considered in any boundary changes? If not, why not?

What is the rationale on the thinking on this particular topic? This is the elephant in the room and is hard to talk about. To not talk about it is a risk. It makes everyone's jobs harder.

7. The parts of the county with great diversification - is there extra special attention to those areas? Possibility of great swings in those areas for property values.

8. Will this result in destaffing at particular schools? Will there be a process in place if a staff member is destaffed at a particular school to still have a position in FCPS and assistance in placement at another school?

9. Is any of this data going to lead to the building of new schools? Or renovation of older schools for capacity?

10. If boundaries are reviewed and possibly changed every five years, it is an opportunity for glory to figure this out successfully with the property value conversation. Benchmarks.



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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.
- 2.
- 3.
- 4.
- 5.
- 6.
- 7.
- 8.

**Additional Note Space for Question 2:**

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

**Favorable Outcomes:**

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**Questions about the Process:**

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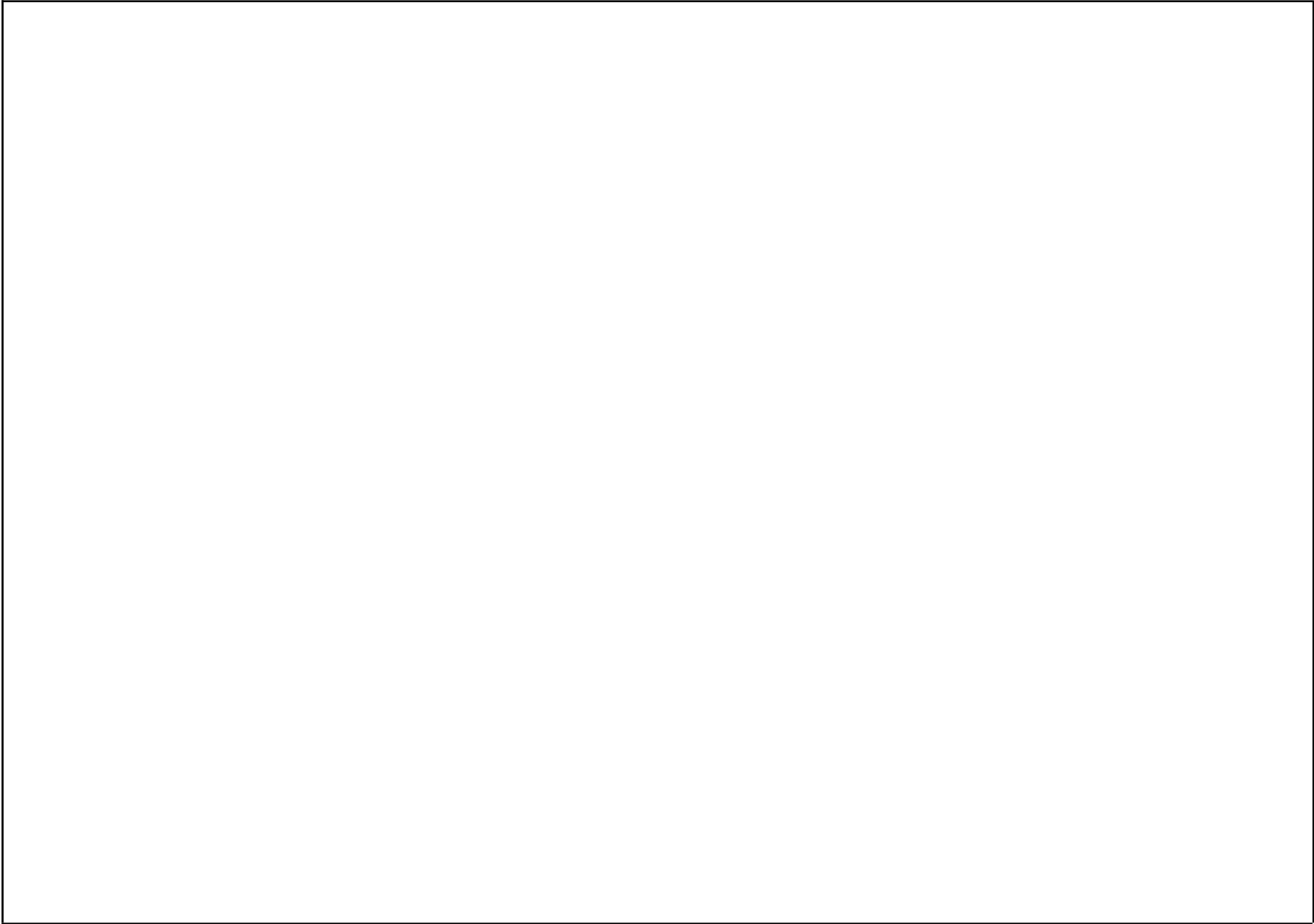
**Additional Note Space for Question 4**



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<p><b>Question 1:</b></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><b>General challenges:</b></p> <ul style="list-style-type: none"><li>● <b>Uneven distribution of students due to under- and over-enrollment, resulting in temporary classrooms and modular buildings at many schools</b></li><li>● <b>Suboptimal instructional program locations (taking students out of their high school pyramids)</b></li><li>● <b>Lack of space to meet demand for additional programming, such as pre-k</b></li></ul> <ol style="list-style-type: none"><li>1. Split feeder schools.</li><li>2. Over and under enrollment</li><li>3. Travel times (Insufficient bus capacity and re-routing of overcrowded buses)</li><li>4. <b>Realignment to lower quality school</b></li><li>5. Islands</li><li>6. <b>Students being relocated in the middle of the educational track.</b></li><li>7. <b>The impact of student development when having to change schools.</b></li><li>8. <b>Having enough advanced notice to be able to rearrange their lives.</b></li></ol>
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**Additional Note Space for Question 1:**

<p><b>Question 2:</b></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><b>Information to Include in Boundary Review</b></p> <ol style="list-style-type: none"> <li>1. The number of students that are being relocated to another school.</li> <li>2. Enrollment numbers</li> <li>3. Bus routes</li> <li>4. SAC program locations and availability</li> <li>5. Forecasting using future development planning.</li> <li>6. Enrollment transfer numbers</li> <li>7.</li> <li>8.</li> </ol>
<p><b>Additional Note Space for Question 2:</b></p>	
<p><b>Question 3:</b> What do you hope the</p>	<p><b>Favorable Outcomes:</b></p>

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

1. The process is transparent and the reasons behind the decisions are well-explained. **Acknowledging that there will be some disagreement and give people a place for recourse.**
2. Giving students enrolled in some schools an option to stay in those schools.
3. If the process is extremely disruptive to some families, give them options. Possibly to stay.
4. **Allowing them to finish the current grade before being relocated may be a potential compromise if being grandfathered in is seen as unfeasible.**
- 5.
- 6.
- 7.

Additional Note Space for Question 3:

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

**Questions about the Process:**

1. How will this impact our schools?
2. Will the priorities that are listed in these meetings be shared with the broader community?
3. What steps do we plan to take in order to ensure the influx or decrease of students from select schools occurs with minimal disruption to the families being relocated?
4. What are we going to do regarding bus routing for areas that have been reallocated to a different school? Will new routes be established? What will we do when we need so many new drivers for said routes?
5. What is the proposed date for the changes to begin?
- 6.
- 7.

**Additional Note Space for Question 4**

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<p><b>Question 1:</b></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><b>General challenges:</b></p> <ol style="list-style-type: none"><li><b>1. Enrollment and Capacity - having some classes with larger sizes. Smaller class sizes to serve all the students.</b></li><li><b>2. Removing split feeders and eliminating attendance islands. Keeping neighborhoods together. (Mixed opinions for attendance islands)</b></li><li><b>3. AAP Center - how they fit into the whole picture of redistributing among schools (question)</b></li><li><b>4. Impact of boundary change on families' decision to relocate to move into a school of their preference (e.g., shift after the boundary change)</b></li><li><b>5. Stability or disruption from the boundary change; will there be anything to bring consistency for students - gradual change/ grandfathering (there needs to be stability and predictability for students to feel part of the school community, in addition to economic desire to be in a good school)</b></li><li><b>6. Balancing Title 1</b></li></ol>
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- |  |  |
|--|--|
|  | <p>7. Changing school pyramids will have an impact on housing prices in our area as most families moved to our area for the schools, and there will be a sizable economical impact to these families if their pyramid is changed.</p> <p>8. Phase in approach for middle and high school students as part of any changes</p> |
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**Additional Note Space for Question 1:**

There are mixed opinions regarding the attendance islands.

<b>Question 2:</b>	<b>Information to Include in Boundary Review</b>
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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. Income / Title 1 (economic balancing) - consider how distributing students greater economic need across schools could impact schools eligibility for Title 1 funding**
- 2. Data relative to distance for travel and traffic that impacts commute time**
- 3. How will potential changes to the federal workforce impact the boundary study consideration**
- 4. Data regarding homeschool / private school enrollment potentially increasing if a child's school is changed as a result of boundary changes**
- 5. Program locations - Access to other programs (ED, Autism, HS Academies, etc.) need to be reviewed - are they spaced out across the county to allow all community members access?**
- 6. Underfilled/Overcrowded schools**
- 7. History of boundary changes - specifically, schools that recently had changes. Desire to not have schools that just had a big change have another.**
- 8. Timeline of past changes by school.**

**Additional Note Space for Question 2:**



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

**Favorable Outcomes:**

- 1. Hope the plan results in stability and emotional safety for students**
- 2. Provide resources or staff to increase school rankings for schools that do not have favorable rankings instead of changing where students attend school.**
- 3. Stable community schools in which all students can access the programs they need without a long commute or dangerous walk.**
- 4. Equitable distribution of resources and programs within pyramids to keep students clustered with their neighborhood communities (keep students within their pyramids).**
- 5. The review process should not show favoritism (related to past impartial reviews).**
- 6. Equality in student access to programming, resources, staff, etc.**
- 7. Seek ways to balance family voice**

**Additional Note Space for Question 3:**

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

**Questions about the Process:**

- 1. Will there be social/emotional support provided to students who have challenges transitioning to another school / peer group?**
- 2. Could the boundary be phased in so that students change for boundary purposes aligned with natural school transition points (e.g. 7th grade, 9th grade)?**
- 3. If students are phased, what would that look like for teachers?**
- 4. Is there a preliminary layout for the boundary that could be shared with families?**
- 5. Are we starting from a blank slate and drawing fresh boundaries? Starting with some assumptions and keeping a certain percentage as-is?**
- 6. How will the public be able to provide input on the draft boundary scenarios? How will the large volume of input be consolidated and applied?**
- 7. Drafts to be available to the public?**
- 8. Will bussing continue to be provided for AAP?**
- 9. Will there be a look at which schools will be doing renovations / additions to increase capacity to minimize the need for student boundary moves?**
- 10. Will there be a gradual boundary moving scenario, where perhaps boundary changes a little in 2026, more in 5 years, and complete movement in 10 years?**

	<p><b>11. When are they planning for these changes to be fully implemented?</b></p> <p><b>12. With all the growth and changes in NOVA, what is the plan for future review?</b></p> <p><b>13. How will these answers to these questions be answered? (FAQ on website??)</b></p>
<p style="text-align: center;"><b>Additional Note Space for Question 4</b></p>	

**Key Takeaways from Group 11:**

- 1. Stability for students that are established in their existing school.**
- 2. Improving all of our schools – Specifically provide resources or staff to increase school rankings for schools that do not have favorable rankings instead of changing where students attend school.**
- 3. A lot of questions about phrasing: Will social/emotional support be available for those who may have to change schools? How will changes be phased? Could they happen with transition grades? Gradually? When will it full be implemented? Will answers to questions be posted?**

**CHAT:**

18:18:16 From Angela Florio to Everyone:

I'm unable to get my camera to work. I am going to try restarting, do you have any other suggestions?

18:30:50 From Room 11 - Brian Schoester to Angela Aldave (direct message):

Dr reid just came in if you didn't see

18:45:16 From Room 11 - Brian Schoester to Adam Bowen (direct message):

Hi Adam- I am sure you are busy --- David Ager said he got the Blue Screen and is restarting

18:46:32 From Barbara Oswalt to Everyone:

Hello

18:48:48 From Barbara Oswalt to Everyone:

Can you please show the list?

18:50:13 From Jackie Clark to Everyone:

Removing split feeders and eliminating islands. Keeping neighborhoods together.

18:51:22 From Barbara Oswalt to Everyone:

Will bussing continue to be provided for AAP?

18:51:58 From Barbara Oswalt to Everyone:

Just thinking about how AAP centers fall into the overall picture of redistributing students across schools

18:52:49 From Room 03 - Arabic - Michelle Boyd to Room 11 - Brian Schoester (direct message):

Brian I didn't have anyone in my room and am happy to take notes if that's helpful

18:52:53 From Barbara Oswalt to Everyone:

Big topic

18:53:02 From Barbara Oswalt to Everyone:

Sorry, no mic or camera on this computer

18:53:46 From Barbara Oswalt to Everyone:

Not a top priority -= just asking

18:54:22 From Barbara Oswalt to Everyone:

In many ways, I think it is a huge burden and cost for our bus system to have transportation for AAP, which many students have locally

18:54:52 From Cathy Hosek to Everyone:

I agree Barbara!

18:55:59 From Barbara Oswald to Everyone:

Will it come up in a different part of the conversation about balancing Title I/more affluent areas?

18:57:20 From Jackie Clark to Everyone:

While we do not live in an attendance island like Kristen, we are invested in our school pyramid and moved to where we are now for the schools. We are very concerned about being moved to a different pyramid.

18:57:27 From Barbara Oswald to Everyone:

I'm not in favor of changing boundaries too often - there needs to be stability and predictability for students to feel part of the school community, in addition to economic desire to be in a good school

18:57:39 From Kristen Robinson to Everyone:

I think that's a concern that many families probably share (having bought homes, some in a volatile market, like my family did, with school pyramids in mind)

18:58:03 From Heather Virasteh to Everyone:

I would like to see a phasing approach to the changes for middle and high school students as part of the changes.

18:58:57 From Barbara Oswald to Everyone:

It can wait til the next section

18:59:04 From Jackie Clark to Everyone:

Changing school pyramids will have impact on housing prices in our area as most families moved to our area for the schools, and there will be a sizable economical to these families if their pyramid is changed.

19:02:52 From Heather Virasteh to Everyone:

Student well being and adjustment to change

19:03:00 From Barbara Oswalt to Everyone:

I'm bringing up the topic but this is another really big topic with many sides to it; good point that if not Title I, fewer resources are available. I think it's 65%?

19:03:14 From Kristen Robinson to Everyone:

Replying to "Student well being and adjustment to change":

+1

19:04:23 From Barbara Oswalt to Everyone:

Upheaval is very stressful!!

19:04:58 From Barbara Oswalt to Everyone:

Being the new kid is so hard

19:05:34 From Valerie Jenkins to Everyone:

Will certain grades be grandfathered in? Like can 5th and 6th graders stay at their school regardless of boundary change

19:05:45 From Kristen Robinson to Everyone:

Or is there a way to try to group kids who are transferring from one pyramid to the other in the same class, at least for the first year?

19:07:08 From Heather Virasteh to Everyone:

Boundaries have changed, just not county wide in 40 years

19:08:01 From Barbara Oswalt to Everyone:

Are we prioritizing the points already stated as why we're having a review? Or coming up with other ideas?

19:09:26 From Cathy Hosek to Everyone:

Boundaries have changed, but due to only doing small pieces other issues (Fort Hunt ES attendance island, under enrollment at Lewis HS, etc) have been created

19:11:19 From Barbara Oswalt to Everyone:

I know I mentioned AAP already, but access to other programs (ED, Autism, HS Academies, etc.) need to be reviewed - are they spaced out across the county to allow all community members access?

19:12:35 From Barbara Oswald to Everyone:  
Underfilled/overcrowded schools

19:13:57 From Barbara Oswald to Everyone:  
Stable community schools in which all students can access the programs they need without a long commute or dangerous walk

19:14:37 From Barbara Oswald to Everyone:  
Ideally we wouldn't have any lower-ranking schools - yes, please even them out so that all schools have what they need for students to succeed!!

19:16:35 From Barbara Oswald to Everyone:  
The review process should not be showing favoritism

19:17:09 From Barbara Oswald to Everyone:  
That's one thing that may have resulted from doing localized reviews and changes over the years but no overall review

19:17:42 From Barbara Oswald to Everyone:  
Yes, great to have services in all pyramid so students can stay within it for whole school career

19:18:48 From Barbara Oswald to Everyone:  
Since the question is "how could this review process positively impact" us :-)

19:20:24 From Barbara Oswald to Everyone:  
Yes to equality!

19:20:29 From Kristen Robinson to Everyone:  
Well said, Ani!

19:22:24 From Barbara Oswald to Everyone:

More than just programming when referring to equity

19:22:57 From Barbara Oswald to Everyone:

Louder voice, more money to spend at book fairs, more parent involvement during the school day and at events

19:23:19 From Barbara Oswald to Everyone:

All those are resources that "better" schools have

19:23:27 From Barbara Oswald to Everyone:

And which are more scarce in "worse schools"

19:25:22 From Barbara Oswald to Everyone:

Starting from a blank slate and drawing fresh boundaries? Starting with some assumptions about keeping a certain percentage as-is?

19:25:44 From Cathy Hosek to Everyone:

Looks like map drawing will be mar-may

19:25:48 From Jackie Clark to Everyone:

How will the public be able to provide input on the draft boundary scenarios? How will the large volume of input be consolidated and applied?

19:25:57 From Barbara Oswald to Everyone:

Drafts to be available to the public?

19:26:44 From Heather Virasteh to Everyone:

on the data question. Will they look at boundaries that were changed in the last 10 years and try to not move them again?

19:28:38 From Kristen Robinson to Everyone:

Maybe I missed this, but when are they planning for these changes to be fully implemented?

19:28:51 From Jackie Clark to Everyone:



Will there be a gradual boundary moving scenario, where perhaps boundary changes a little in 2026, more in 5 years, and complete movement in 10 years?

19:30:02 From Barbara Oswald to Everyone:

With all the growth and changes in NOVA, what is the plan for future review?

19:30:12 From Room 11 - Brian Schoester to Everyone:

[https://www.fcps.edu/sites/default/files/FCPS%20Boundary%20Review\\_Community%20Sessions\\_Virtual.pptx.pdf](https://www.fcps.edu/sites/default/files/FCPS%20Boundary%20Review_Community%20Sessions_Virtual.pptx.pdf)

19:30:53 From Barbara Oswald to Everyone:

I don't think #10 captures the nuances of the note in the chat

19:31:32 From Barbara Oswald to Everyone:

That was from Jackie's note of 7:28, right?

19:31:51 From Barbara Oswald to Everyone:

Oh, I see it, thank you

19:36:18 From Barbara Oswald to Everyone:

Did it get captured in next section?

19:40:21 From Barbara Oswald to Everyone:

Yes!

19:41:30 From Barbara Oswald to Everyone:

Back under 3rd section about history, can we specifically mention schools who recently had changes?

19:41:48 From Barbara Oswald to Everyone:

Maybe it was section 2

19:42:38 From Barbara Oswald to Everyone:

And the desire to not have those schools have another big change so soon?

19:43:30 From Barbara Oswald to Everyone:  
Yes, but I like the timeline visibility too

19:45:38 From Barbara Oswald to Everyone:  
Thanks for capturing!

19:45:50 From Barbara Oswald to Everyone:  
And to think I thought an hour in breakout would be too long! :-)

19:46:03 From Desiree Tchommo to Everyone:  
for the phasing, wathh would it look like for teachers?

19:46:11 From Kristen Robinson to Everyone:  
Thank you so much for facilitating this conversation, Brian! And thank you to everyone else for your great insights!

19:46:13 From Barbara Oswald to Everyone:  
Good point!!!

19:46:35 From Desiree Tchommo to Everyone:  
thank you

### **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.

<b>Question 1:</b>	<b>General challenges:</b>
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In the introduction, we explored various challenges related to the current school boundaries. Which of those do you feel should be the top priority when we create the boundary scenarios?

- 1. Would the current students need to switch schools? Current freshmen or sophmores?**
- 2. Would there be a grandfather clause for current cohorts?**
- 3. Proximity**
- 4. Grandfathering for high school,**
- 5. Capacity**
- 6. What is communication process between Fairfax Co land use and FCPS?**
- 7. At what point does FCPS start looking at the impact of development on public school capacity.**
- 8. Is the capital improvement plan including the plans in place for these developments that are popping up?**
- 9. When there is significant development in a community shouldn't FCPS be looking at the boundaries more often than every 5 years?**
- 10. Establishing consistent attendance zones.**
- 11. Eliminating split feeders**
- 12. Is there a plan to consider the emotional impact of these changes on the students, these students that have already seen impacts of covid.**

**13. Is the quality of the education being effected by integrating these different boundaries?**

**14. Class sizes**

**15. Equitable access to programming and sports.**

**16. Is programming going to be looked at as well?**

**17. To add to that last point, what resources will be standardized across schools? A dumb example: if one school has a helicopter landing strip, iPads and Mandarin teachers, but another doesn't, does the county look at set characteristics/resources that will be in place at all schools when the changes are made?**

**18.**

**19.**

**20.**

**21.**

**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. The comprehensive plan.**
- 2. The student to teacher ratio - enough counselors for the students?**
- 3. Variants of the ratings for the different schools. Great schools, other ratings are available**
- 4. How would support services be considered? Esp when integrating students into areas that didn't have the support services previously.**
- 5. Number of military families -**
- 6. Siblings - would they be grandfathered?**
- 7. Psychological impact on the students - has this been researched? Is there access to this research? What can the parents expect support wise if their children are affected?**
- 8. Census data and community trends, demographics for each of these communities.,**
- 9. Community needs assessment.**
- 10. Languages = in the communities that are shifting - will there be language support for these students?**
- 11. Childcare - if you are in SACC now will you be in SACC once moved?**

12.

13.

14.

15.

**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. School rating will be raised.**
- 2. What is the benchmark for school ratings, and where**
- 3. Equitable access to resources and rigor. - i.e. AAP, IB, will all schools have the Algebra in 8th grade? And the harder classes -**



4. **Community comment is part of the data.**
5. **Do we need to review the schools every 5 years? Or could the budget be put in different places? Instead of altering boundaries, review capacity/programs etc.**
6. **If FCPS is building up staff, could they build up the number of counselors also.**
7. **Not just counselors, but other support staff as well, transportation, parent liaisons, psychologists, etc..**
8. **Because FCPS is pushing inclusion - standards will be raised for accessibility.**
9. **Add in services for students, externally if possible**
10. **A clear definition of what equity is - so we can have something to measure against.**
11. **Transparency of success and the process. Follow up process after any changes.**
  
- 12.
  
- 13.
  
- 14.

15.

16.

17.

**Additional Note Space for Question 3:**

**Key Takeaways for Group 5**

- 1 advocate for the psychological piece - assessing potential emotional impact on students
2. Monitoring and considering developed in the county, comprehensive plan, so it can be considered in capacity/boundary/program changes
3. adequate access to support services that accounts for new needs related to any changes

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

**Questions about the Process:**

- 1. Can we see the data as it is a work in progress? See the schools that are potentially being involved/considered in the process.**

2. How does the elected board affect the decisions made now and in the future?
3. At what point does the data show that capital improvements to schools are a better solution? (increasing capacity/investing in existing schools or building new schools, as opposed to boundary changes)
4. Is the data analysis going to be made public?
5. Who is doing the data analysis? - Thru consulting -
- 6.
- 7.
- 8.
- 9.
- 10.
- 11.

12.

**Additional Note Space for Question 4**

**Copy of Chat for Group 5**

**Zehra Gaudiano to Everyone 6:51 PM**

**can you show the slide with the challenges you are referencing here?**

**shannon doubleday to Everyone 6:51 PM (Edited)**

**I'd advocate for proximity to maintaining communities, especially given kids who have been through covid together.**

**Zehra Gaudiano to Everyone 6:53 PM**

**yes!**

**Nicole Alestock to Everyone 6:53 PM**

**1. Balancing available capacity to optimize use of school facilities**

**2. Ensuring equitable access to programs and facilities**

**3. Minimizing travel time to students.**

**Nicole Alestock to Everyone 6:54 PM**

**4. Optimizing budgets and reducing operating costs.**

**shannon doubleday to Everyone 6:54 PM**

**You're welcome!**

**Nicole Alestock to Everyone 6:55 PM**

**5. Establishing consistent attendance zones.**

**6. Improving student well-being and achievement.**

**Room 5 - David A to Everyone 6:56 PM**

**@Room 05 - Lynn Miller My laptop crashed, and I only just got back in, so my room got taken away and put me in here instead. let me if I can help with facilitating in some way**

**shannon doubleday to Everyone 7:09 PM**

**To add to that last point, what resources will be standardized across schools? A dumb example: if one school has a helicopter landing strip, iPads and Mandarin teachers, but another doesn't, does the county look at set characteristics/resources that will be in place at all schools when the changes are made?**

**Alison Wickersham to You (direct message) 7:26 PM**

**Thank you for your help tonight. 😊 I need to leave the meeting to care for my younger children.**

**Room 5 - David A to Everyone 7:35 PM**

**[thru | K-12 management consulting](#)**

**Zehra Gaudiano 7:37 PM**

**adequate access to support services that accounts for new needs related to changes**

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- 1.
- 2.
- 3.
- 4.
- 5.
- 6.

**Additional Note Space for Question 1:**



<p><b>Question 2:</b></p> <p>Based on your experience as a parent/caregiver and/or community member, what are some important data</p>	<p><b>Information to Include in Boundary Review</b></p> <ol style="list-style-type: none"><li>1.</li><li>2.</li></ol>
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<p>or insights should we consider?</p>	<p>3.</p> <p>4.</p> <p>5.</p> <p>6.</p> <p>7.</p> <p>8.</p>
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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?

**Favorable Outcomes:**

- 1.

<p>How could this review process positively impact our community?</p>	<p>2.</p> <p>3.</p> <p>4.</p> <p>5.</p> <p>6.</p> <p>7.</p> <p>8.</p>
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**Additional Note Space for Question 3:**

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

**Questions about the Process:**

**1.**

boundary review  
process?

2.

3.

4.

5.

6.

7.

8.

**Additional Note Space for Question 4**



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<p style="text-align: center;"><b>Additional Note Space for Question 1:</b></p>	



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**Question 2:**

**Information to Include in Boundary Review**

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

1.

2.

3.

4.

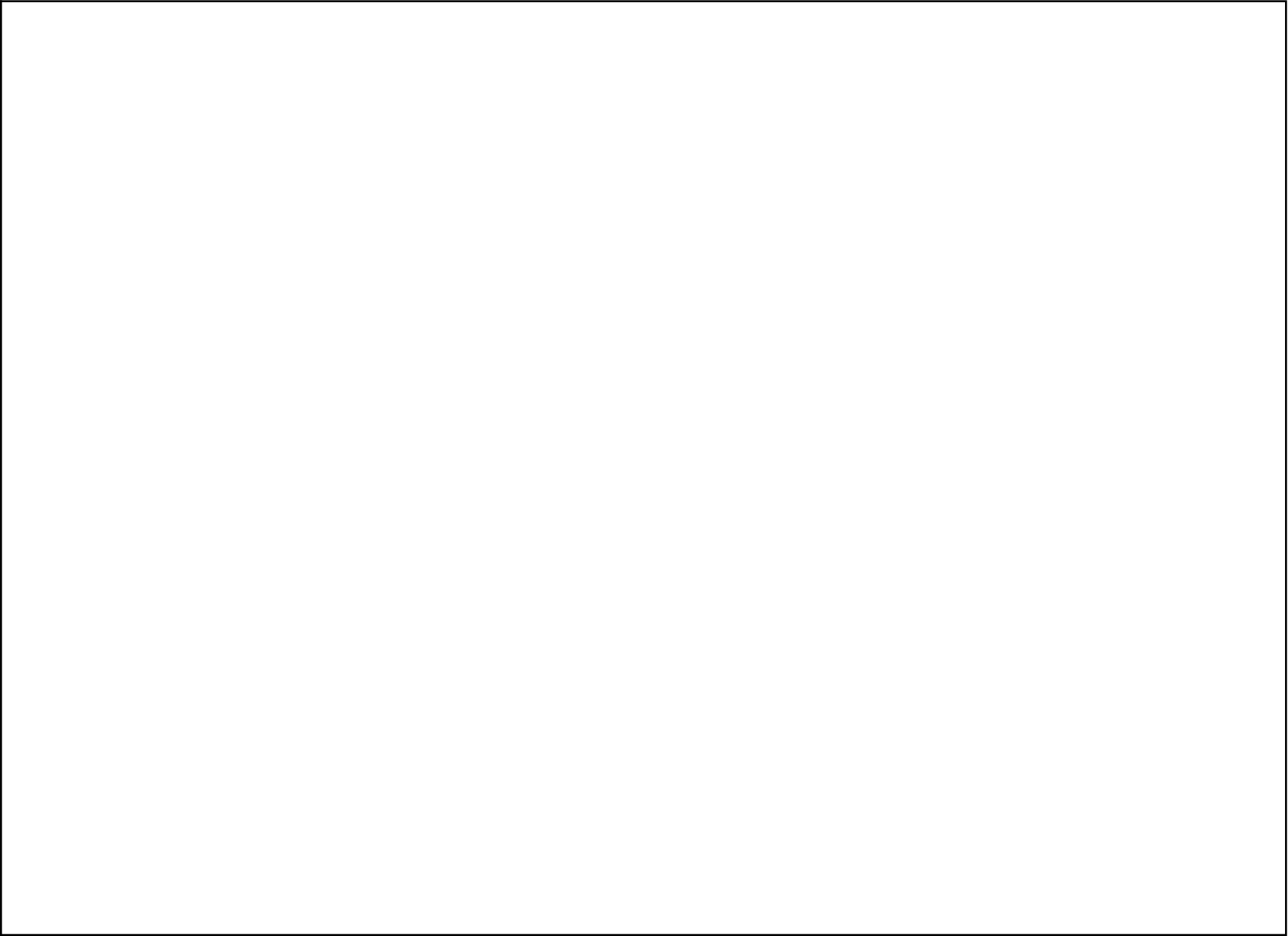
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**Additional Note Space for Question 2:**



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**Questions about the Process:**

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**Additional Note Space for Question 4**