Graphic Organizer for Note Taker

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| **Question 1:**

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

1. Overall capacity of the school - class sizes

2. Access programing - all students have the resources that they need. Ensuring students have a well-rounded education - students have the same access to teacher quality, opportunities of programs, equitable across the different schools

3. Programming such as advanced programming and special education

4. Transportation - reasonable access goes in a line with proximity

5. Not increasing travel time significant form what they are today

6. Access to programming related to school budget to allocate to those programs - would boundaries impact the budget allocated to schools and student's access to programming?

7. Some high schools offer fewer AP classes than other high schools

8. Can cause concerns for families if schools that have different rankings are adjusted to each other and the students will not have access to the same programs in their new |

	school

Additional Note Space for Question 1:

Question 2:	Information to Include in Boundary Review
Based on your experience as a parent/caregiver and/or community member, what are some important data or insights should we consider?	1. Stability important for the kids - impacts of previous events like covid - concern about the emotional impact to students 2. Agreement to the previous Point +2 3. For the students already in the schools, concerns about how these proposed changes with impact their existing relationships. 4. What is the timeline for the implementation? Will it impact everyone at once or specific grades each school year? 5. Commute time - high school students some areas are further away than other areas. Five minutes vs. 35 minutes - long travel time can cause problems for the families 6. Agreement with the previous point 7. Is there any consideration on the phasing of the boundary adjustments, especially for the high schools students? 8. Agreement with the previous point - students already in high school sophomore year -

| | changing their school can changing their courses dramatically and can impact their GPA and impact their college application. |
| | 9. If there is phasing offered for the boundary adjustment, will there be an option for students to choose to go to the new 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. Better balance across all schools with programming, size, capacity, and opportunities for all students 2. Would not like to see a change but if there is a change, for the new school to be as good as the previous school to provide the same opportunities for their student 3. Improvement of the schools is important than the boundary adjustment - better to focus on making every school a better place for the student in terms of the quality of the education 4. Some schools got a renovation so they have capacity but that's not the most important thing for parents - what is important is the quality of teachers and education of the student - more important than the physical capacity of the school 5. The three benefits of a boundary review identified on top are more directly related to a

	boundary adjustment whereas the bottom three benefits seem to be less determined by where a student is assigned to.
	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. Are there draft boundaries already created and will those be shared? 2. To what extent will boundaries be impacted? 3. Will they be releasing the data analysis for their scenarios and will they present how each scenario addresses the priorities listed? 4. A lot of discussion about the physical aspect of schools but will the boundary adjustment also consider the other aspects like college readiness? For students that are in a high school that has a high ranking for college readiness gets reassigned to a high school with a lower ranking for college readiness, it would be unfair for that student. 5. When will these boundary adjustments be implemented? 6. If the entire community objects to the boundary adjustment, will FCPS take the community feedback against the boundary adjustment seriously? 7. Is there a standardized form for the community to provide feedback and consolidate

| | feedback as a community?

8. When will the draft scenarios be presented to the community for feedback?

9. How are the schools going to help students get through the transition of the boundary adjustments? |

Additional Note Space for Question 4
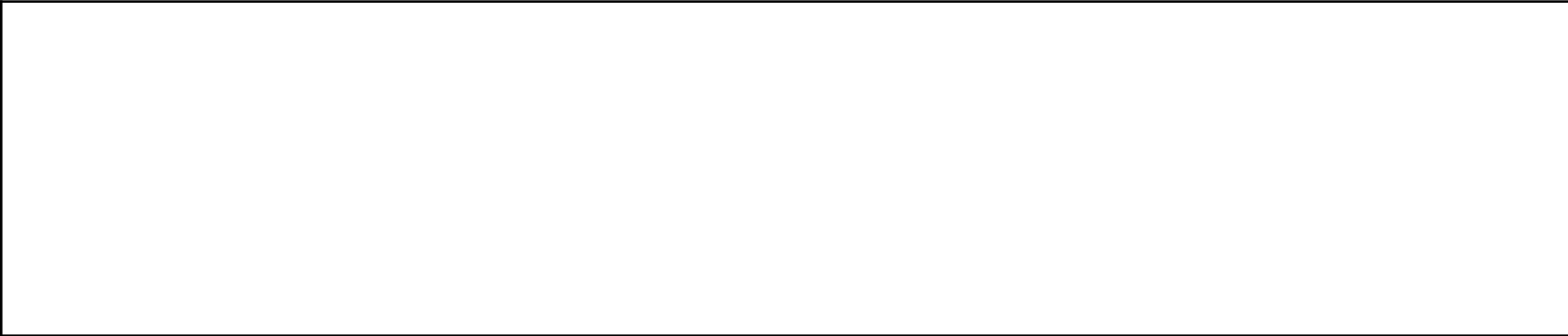
One of the concerns identified by the group is the emotional toll a boundary adjustment can have on a child, especially if a child that has been with the same group of friends for the entirety of their schooling only to be reassigned to a different school in the last few years of their schooling. The group would ask that an option for families to choose to remain their old school but on the other hand, acknowledging that some families may want to attend the new school, would allow students to attend the new school.

Another concern identified by the group is the consistency of school, like the access to programming such as AP classes or services being provided at the school. A concern brought up was the boundary adjustment resulting in a change in the quality of education a student may receive which can impact the pathway a student is already on and had planned out.

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Question 1:	General challenges:
In the introduction, we explored various	1. **Academic challenges - Poor academic performance. How can rezoning solve this**

|	
challenges related to the current school boundaries. Which of those do you feel should be the top priority when we create the boundary scenarios?	**problem? It may create academic problems at higher performing schools** 2. **There is a question about the why. Can we address the root cause of schools that may not be performing? Parents sacrificed a lot to be in particular zones and care about the potential failure of their students' academic future. Can there be a root cause analysis/decision tree that addresses school performance.** 3. **Opportunity for all students to attend high quality schools. All schools are not equally ranked and it is not addressed. What actions are being taken to equalize our low performing schools? Make the schools equitable not just shuffle the kids around.** 4. **Fairfax county should prioritize proximity to the schools. They should take into consideration student travel time. What is the plan outside of rezoning to improve performance at all schools. Would like to see that students should be disrupted as minimally as possible (grandfathered into the schools they are already in). Disruption to families - Can students who have older siblings already in that school,**

	can those students also be grandfathered in.
	5. **There will be a net zero effect on academic performance if there is rezoning.**
	6. **There can be changes in property values if students are moved around.**
	7. **Parents are worried that students' academics will be affected negatively with potential changes, even as they sacrifice and pay high taxes/costs to live in this area or have their children go to a particular school.**

Additional Note Space for Question 1:
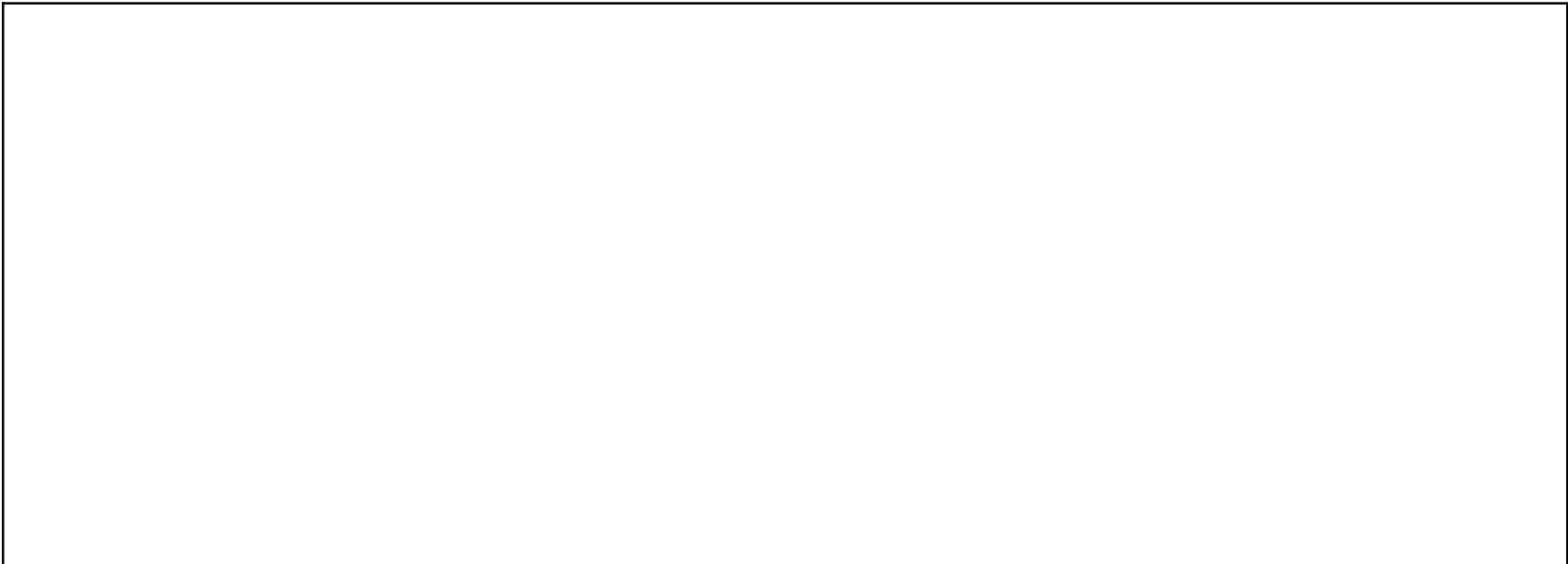
Question 2: Based on your experience as a parent/caregiver and/or community member, what are some important data or insights should we consider?	**Information to Include in Boundary Review** 1. **Academic performance - students from high performing schools should not move to low performing schools.** 2. **Property values can get destroyed if certain areas are rezoned, specifically from high to low performing schools.** 3. **Physical boundaries need to be considered like highways and other major roads.**

| | **Traffic considerations. How can you build a community across the highway?**

4. **Currently communities are split up by major road or just by the map, certain students that should be together are split up between schools, that is something that could be revised.**

5. **Look closer at what the communities actually are, new housing as come in, and trying to keep them together**

6. **Student and community well being should be considered. Neighborhoods should stay together. There are strong community ties and parents do not want to break up communities.**

7. **There is a question about whether or not the educators/program quality is the same from school to school.**

8. **Great Schools ratings - college readiness, test scores etc are all aggregated from a rating system that is important to parents. This affects many of the concerns listed** |

above.

9. What is being done to bring all the schools up to the same level. What is the root cause for low performing schools.

Additional Note Space for Question 2:

Question 3: What do you hope the outcomes of this boundary review process will be? How could this review process positively impact our community?	**Favorable Outcomes:** 1. **A new board and superintendent who can do their jobs and not solve problems on the back of the stakeholders.** 2. **Parents carefully picked schools/researched schools and the parents and students want to go to the schools that they chose for their families.** 3. **Concerned about the cost that is going into this boundary review? Is there already a map?** 4. **Can people learn about schools that their students do not go to. There is a website that shows the top 10 reasons that these schools are amazing. All the schools at**

	Fairfax county are pretty amazing. 5. **Parents hand selected where they wanted to live based on what they knew about the schools and feel that the outcome should be minimal disruption to those who are already going to the school…..a phased approach would be preferable.** 6. **There is fear and uncertainty to the students and parents which is creating mental health challenges/concerns.** 7. 8.
Additional Note Space for Question 3:	

Question 4: What questions do you have about the next steps in this	**Questions about the Process:** 1. **There is belief that there is a proposal/map out there and parents would liek to see that. There is concern about the transparency of the process and there is leaked**

boundary review process?	information out there that is causing anxiety. 2. Will the data that the proposed changes are based on be released to the public?3/ 3. There is concern about the company (3rd party contractor) that is process and how were they selected, who were they selected by and where is their company based out of. 4. Concerned about the cost of the 3rd party contractor. Could the money be better spent elsewhere. More financial transparency 5. 6. 7.

	8.

Additional Note Space for Question 4

I volunteer in 8 title I schools in the Mount Vernon schools teaching after school knitting and at the food distribution day at Bucknell
I care about ALL the students not just those attending the schools rated 8 or 9
I am also friends with teachers at several title I schools, so unless you have set foot in those schools, you really shouldn't talk down about them

Main takeaway - 1. Parents do not want change because they are invested in the schools that they are currently in
2. There is concern about the transparency of the process
3. There is a question about the programming/quality of all the schools. Concern about low performing schools and what is being done to help the students in those school succeed.

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Question 1:	General challenges:
In the introduction, we explored various challenges related to the current school boundaries. Which of those do you feel	1. **Access for all students to high quality academic and extra-curricular programs** 2. **Equity across schools - get to no "good" or "bad" schools, all have access to**

should be the top priority when we create the boundary scenarios?	**resources for students** 3. **Schools in different geographic areas and with different demographics are served differently** 4. **Proximity - within a certain distance have certain programs available and busing options so students can go to schools with the programs they want** 5. <mark>**Transportation and commute time kept as low as possible - minimizing attendance islands and having students go to their neighborhood schools**</mark> 6. <mark>**If students are moved from one school to another, they should ideally move to similar facilities, academic opportunities, scores, teacher to student ratio, safety and security**</mark>
Additional Note Space for Question 1:	
- **Want to make sure that students are going to safe, secure schools that have fewer disciplinary issues**	

- Teacher to student ratio should be closer to the ideal rather than the max allowed	
Question 2:	**Information to Include in Boundary Review**

Based on your experience as a parent/caregiver and/or community member, what are some important data or insights should we consider?	1. **Student to teacher ratio** 2. **Discipline rates** 3. **Diverse schools that represent the communities they are embedded in while making sure students do not feel isolated (core group of students they can identify with)** 4. **How many abuse issues between staff and students at each school** 5. **Transportation time - some students that stay after school for activities experience longer commute times on buses. Schools that are closer to neighborhoods mean shorter commutes for all students.** 6. **Average SOL/standardized test scores** 7.

	8.

Additional Note Space for Question 2:

Question 3: What do you hope the outcomes of this boundary review process will be? How could this review process positively impact our community?	**Favorable Outcomes:** 1. **Students are able to go to a similar sized school (population equality)** 2. **Students spend less time getting to and from school** 3. **Students have more access and opportunities for advanced academic programs and extra-curricular activities** 4. **Schools with different ranges of difficulty level in curriculum - choices in paths for math, ELA, etc. Clustered/cohorted for support but not isolated** 5. **Makerspaces so students can have hands-on building experiences** 6.

| | 7. |
| | 8. |

Additional Note Space for Question 3:

- **We are worried what the review will do to the boundaries because families have chosen to live within particular neighborhoods for a reason**

Question 4: What questions do you have about the next steps in this boundary review process?	**Questions about the Process:** 1. **How soon can changes happen? How soon will this process be implemented?** 2. **Will we be able to see the data that informs the boundary decisions?** 3. **If we disagree with the proposal, what are the avenues for voicing concerns?** 4. **How will information on the process be communicated? The virtual meetings are helpful for attendance**

	5. Is "hold harmless" (grandfathering) an option for students who already attend a specific high school so they are not moved from their friends and communities? 6. 7. 8.

Additional Note Space for Question 4

Major takeaways:
- <mark>Transportation and commute time kept as low as possible - minimizing attendance islands and having students go to their neighborhood schools, less time to and from school, less time on the bus after after school activities</mark>
- <mark>If students are moved from one school to another, they should ideally move to similar facilities, academic opportunities, scores, teacher to student ratio, safety and security</mark>
- Schools with different ranges of difficulty level in curriculum - choices in paths for math, ELA, etc.

Clustered/cohorted for support but not isolated

- **Average SOL/standardized test scores**

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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. <mark>Access to programs needs to be a focus</mark>. **With so many programs in so many different schools, keeping the opportunity to access those programs is key.** 2. <mark>Consistency for students is a critical issue for consideration</mark>. **(Consistency of social networks and community.)** 3. **Parent impact is equally important. Homes were bought with school assignments in mind and that same sense of community. Disrupting that is something that should be avoided if possible.** 4. **Post secondary planning and preparations are a concern. Please consider 'grandfather' clause when looking at implementation timelines to help support students through that transition.**

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. Can we also consider the work being done with the transportation analysis and middle school start times discussions to be a compliment to any boundary discussions and decisions? 2. What of the feasibility, when looking at implementation, that there be a bit of a localized look versus a district wide one? 3. Will the results of the parent input/survey be a part of the decision making? If so, how, and where can those results be reviewed? 4. ==Important to incorporate PROJECTED enrollments as well. This includes turn-over and longitudinal enrollment trends.== 5. Will there be an opportunity to review the data used to inform and guide decisions?

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. Special program accessibility needs (Foreign Language immersion, AAP ES/MS, lots of HS alternatives) to be improved. 2. ==Would love to see consistency across schools so that we can avoid the 'this school' and 'that school' perceptions that complicate a boundary study conversation.== 3. We need to be super attentive to the split feeder situation. Split feeders undermines some of the driving factors described as being a focus of this process. 4. 5.

Question 4: What questions do you have about the next steps in this boundary review process?	**Questions about the Process:** 1. Will there be an opportunity to learn more about what is meant by 'equity' as it relates to this process? 2. <mark>Where can we review the data being used to inform this process and how that data is being incorporated in decision making?</mark> 3. 4. 5.

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| Question 1:

In the introduction, we explored various challenges related to the current school boundaries. Which of those do you feel should be the top priority when we create the boundary scenarios? | **General challenges:**
Get rid of split feeder
1. **Get rid split feeder schools, one kid at Robinson and if family is happy with what you have can we stay or grandfathered into the school** of choice, new friends

2. **Equity concerns - schools and zones, students and families are being zoned with equal representation**

3. **Diversity - students being exposed to a variety of backgrounds.**

4. **Class size, proximity - natural boundaries. almost at capacity, had to lobby for more kindergarten,**

5. |

	6.

Additional Note Space for Question 1:

Question 2: Based on your experience as a parent/caregiver and/or community member, what are some important data or insights should we consider?	Information to Include in Boundary Review 1. **Safe routes to school** 2. **Class sizes, capacity and city, trailers are a concern** 3. **Bus riders, commuters and riders - safety, 80% bus riders vs, 20 minute** 4. **Class size , consider geographical**

	5.
	6.
	7.

Additional Note Space for Question 2:

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

1. **Diversity in groups**

2. **Love FCPS - happy with our choice. Change must happen, but i want we i have to stay the same.**

3. **More bike riding accessibility, gifted resource centers spread across the county so** |

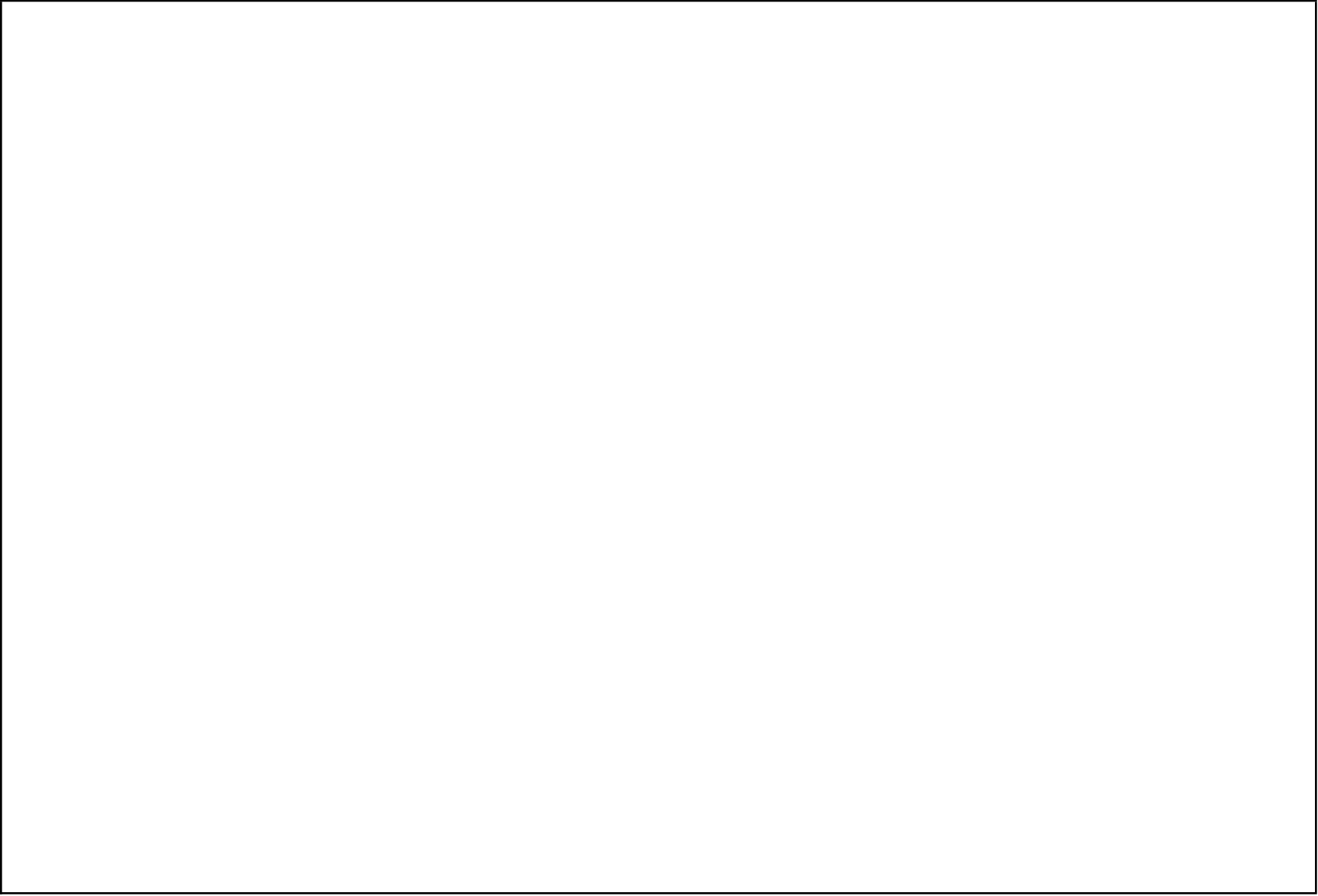|	
	we don't have a 45 minute bus ride.
	4. All schools should have access to AAP centers so everyone have access advanced academics.
	5. Manage relationships when some go and some do not go to the advanced centers
	6.
	7.
	8.

Additional Note Space for Question 3:

Question 4: What questions do you have about the next steps in this boundary review process?	Questions about the Process:
	1. More time to consider change due to the changes in the world
	2. What's the future of Title I funding
	3. Rushing this big decision in 18 months
	4.
	5.
	6.
	7.

	8.

Additional Note Space for Question 4

Most important Issues:

Class size

1. **Rushing this big decision in 18 months - many changes in the world particularly the DC/VA area, economics, stability, travel to school**

AP Centers do not provide equity - all elementary schools should have access to advanced academics in every school. Level 4 in gen ed classes.

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Question 1:	General challenges:
	1. Equitable access to programing

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. HS all offer equitable programing - i.e. AP courses** **3. Proximity** **4. Limiting disruption in terms of changes such as within pyramids.** **5. Students have strong relationships currently - desire to keep the positive bonds with counselors and teachers** **6. Diversity -** **7. Capacity balances within the schools. Avoid overcrowding and capacity surpluses** **8. Transportation - bus schedule - consider proximity more heavily** **9. Proximity - some schools the students are at such a distance events after normal school hours are difficult to attend.** **10.** **11.**
Additional Note Space for Question 1:	

Question 2:	Information to Include in Boundary Review
Based on your experience as a parent/caregiver and/or community	1. **Programing - number of students in the programs , AP, IB, Special Education,** 2. **Number of students with IEPs**

member, what are some important data or insights should we consider?	3. **Balance of proximity and mixing zip codes**
	4. **Students in underserved zip codes should have the opportunities as those in the more served zip codes**
	5. **Avoid silos**
	6. **Understanding proximities and the distances the students have to travel.**
	7. **Looking at proximity outside of just the distance - a balance of proximity and diversity.**
	8. **Traffic patterns**
	9. **Property value changes -**
	10. **Check with other jurisdictions across the country the effects of property value changes**
	11. **Covid impacts - is there a formal reporting that can be considered? Such as.. Anxiety levels - academic performance**
	12. **As changes are rolled out - do it where families are not negatively impacted - how do you keep siblings in the same school? Is there a grandfathering that happens?**
	13. **Diversity is positive for school culture.**
	14. **Looking at the data for the students accessing free and reduced meals. Keeping the**

diversity in the schools - socio-economic diversity.

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. **Families matriculating through the same schools, not having siblings at many different schools.** 2. **Minimizing the disruption to families and students.** 3. **Not having the schools PTA raise money to get a bus for the students to be able to attend after school activities.** 4. **Parents being able to have a choice.** 5. **Transparency from the county as to why and how this is a positive change.** 6. **How does this help my child?** 7. **Why do some schools have 26 AP choices vs. 9 at a similar school. Rather have tax dollars level up the school with 9 choices vs. shifting students around - focus on the content vs the execution.** 8. **Favorable outcome would be to have students not having to transfer to another a school for the AP programs - they should be able to have them at their zoned**

school.

9. Upleveling the programming.

10. Transportation benefits - Less travel time for the students, they can get more sleep.

11. Later start times for the middle school students. Adolescents.

12.

13.

14.

15.

16.

Additional Note Space for Question 3:

Key points from Room 11

1) **Equitable access to programing, avoiding silos, up-leveling programing for the less served schools in lieu of shifting the students all around.**

2) **Influence with the transportation system is a big benefit. - using analysis of traffic patterns, and considering natural obstructions instead of drawing a circle around the school.**

3) **Smooth transitioning - grandfathering, keeping siblings together, phasing changes.**

Question 4: What questions do you have about the next steps in this boundary review process?	**Questions about the Process:** 1. **When is this going into effect?** 2. **In the approval process - who is making the decisions? And what are they making the decisions based on?** 3. **What will be done specifically to help students with disabilities to keep things equitable? What are the tangible things?** 4. **What will be done to balance the HS not having the same level of programming?** 5. **Can the school board be more transparent about this process? This would be very helpful.** 6. **3-5 years to make the changes? Will parents be given time to prepare for the changes?** 7.

	8.
	9.
	10.
	11.
	12.

Additional Note Space for Question 4

Chat for room 11 2/10 meeting

Stephanie Marshall to Everyone 6:59 PM

I do agree with programming as well as capacity. Also really think it's critical that there is as little disruption to children as possible.

Stephanie Marshall to Everyone 7:17 PM
I agree on the why spend money on a boundary review and changes vs. investing in getting schools up leveled in terms of programming

Stephanie Marshall 7:28 PM
I have to drop, but would also add that there is an ability for strong community input but also part of the decision making process after scenarios are shared.

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5. Ensuring equitable access to programs and facilities - how is moving students going to ensure this? Wouldn't offering the programs at each HS provide this access? Which schools don't have equitable access - the schools are all different.

   a. Example: Academies

6. Some program access offerings may not only be high schools; could be preschool, etc.

7. How will changing boundaries offer access to ES/MS? Do some offer programs that others don't (besides language immersion).

8. Fix issue at the location, don't shuffle students for the program; offer programs at the school.

9. Capital Improvement Plan - Prioritize this first and solely address before moving any boundaries since this focuses on capacity.

   a. Example: Dunn Loring ES: money could be spent somewhere else to improve a current school or build a school where needed.

   b. How are schools planned for expansion determined?

   c. Age of school and place in queue - may be age related and not capacity related. Take CIP into account.

	10. How can equitable access- how will this make schools have more access to programs?
	11. Student well-being can be affected; particularly if students have gone to school with same students for 8,9,10 years - and change would most likely have a negative affect on students.
	12. How does switching schools change achievement - increase or decrease?
	13. Certain schools that are more crowded, even out classroom sizes, perhaps would be a net gain for those students.
	14. Some HS don't have the programs, so students won't have same opportunities for college courses.
	15. Better define what is at some schools and what schools lack. More clarity on what trying to balance.
	a. Example: Glasgow is dangerously overcrowded; but isn't addressed to do entire county - potentially disruptive.

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. **Importance of community and what defines the community; not interrupting and breaking apart existing communities. School Board has touted importance of communities.**
	
	    a. **What do we mean by community - current school attendance; geographic areas - same ES, same teams, community events, volunteering, study partners**
	
	    b. **Attendance islands - if they are not causing an issue with overcrowding, ask families if they feel left out of the community or are a part of the school community so may not feel as an "island" - don't solve problems that don't exist. Many don't want to leave the school community. One attendance island may be with a new set of people all on their own - other friends may be at old school - negative effect on community**
	
	        i. **Richmond example - small area goes to different high school**
	
	        ii. **Stay with the same group MS to HS.**

| | c. Town is community, school is community as well

2. **Comment: Consultant summary did not include what was heard most at in-person meeting about comments said about community and keeping community - not represented in the Key Takeaways.**

3. **Transfers - review this trend.**

4. **How many split-feeders are there? These communities are used to fracturing. What is impact of the centers on how affects community break-up as well. This could guide process about communities that expect this already.**

    a. **The way schools were built isn't necessarily how people are living now.**

    b. **Anticipate number of years out - new K looking to change at some point, where cutoffs for age groups are. Phase 1 or Phase 2 shift, or may not need to shift.**

5. **Review areas where overcrowding exists; component of this discussion is financial equity into the schools as an added benefit - money per pupil; then up to PTA needs to raise money if need new playground etc.; in HS, PTA (fundraisers or parking passes - equity issue; some HS have high proportion of free and reduced lunch students). Some have all students paying for the passes, others may not.** |

6. Title 1 schools - different funding.

7. Potential challenge to explore as boundary discussion - financial equity as how does the county, one of richest in the country, how do we better support our students; share this better so that it's not just McLean/Woodson and other HS don't have the same population (resources).

8. How are we as a county supporting all of our students and all of our schools.

   a. Unintended consequences - county can do better to support all students. Being ready for AP classes as an example.

   b. Sub-set of boundary discussions- best supporting students collectively in equitable financial way.

9. FCPS - mission should do this without shuffling people.

10. Budget/shuffling programs, not people.

11. Implication towards property values should be taken into consideration with regard to possible change of school pyramids.

    a. Reason moved to the area- priority for a lot of people.

    b. Moved here (to older, smaller house) for the schools.

    c. Moved here a year ago for the schools; difference in property value from

	current school to potential different school is concerning. All neighbors have the same concern.
**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. **Disingenuous to not have the flip side to this question - what are the negative impact to the community**
	
	   a. **Disrupt family, disrupt student health, limit access to programs**
	
	2. **School Board and Thru Consulting should come to the conclusion that huge overhaul is not necessary; evaluate issues on a case-by-case basis.**
	
	   a. **Glasgow - area schools come for AAP; why doesn't FCPS have an AAP program in each middle school. What are some schools a center vs non-center school (AAP program in a school, or bussed to AAP centers).**
	
	3. **Focus on least disruptive outcome; think of other ways to fix the problem - provide more resources to the schools that need them; build new schools if needed; not rushing this process; impacts everyone in the county; send out surveys, is this**

what the community wants - don't know if we are being heard - the community doesn't want this.

4. Every 5 years is very disruptive to students and families - look at ways to make programming more accessible and equitable. Don't have to change boundaries to provide equitable access - transportation to the program needed.

   a. If leaving IB schools, have fewer IB schools or phase out the program and add the AP classes as well - seems to be one of the major reasons people switch schools.

      i. Every MS has a class that should be AAP.

5. There are more creative ways to solve specific documented issues, rather than 'shaking the map' and disrupting so many to solve specific issues.

6. Are there boundary proposals out there now? No

7. Positive - potentially address transportation issues; won't address middle school start times until can address the transportation routes and challenges.

   a. Example: bus for AAP for Great Falls to Colvin Run (8 kids) for a program that is at the school already - why are there center schools if the current school has the program?

	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. FCPS spends time and resources on student population trends - in our area, student populations can change rapidly and wildly - how do they intend to be nimble with student projections? 2. In data collection mode now - be transparent about what data is being collected – property values, free and reduced lunch, diversity of student body, language, country of origin - curious about what data is being reviewed? 3. Get some feedback from any proposed changes - if a boundary is proposed to change, would kids be moved, etc. If collecting data, collect data on what the impacts of the decisions would be. 4. Who are they hearing from -who's providing feedback - current parents, community members worried about property values, students at multiples stages in school, options for siblings with boundary changes. 5. Screenshot and posting notes/papers- we can see what concerns are. Don't break

up the community if you don't have to; wasn't getting prioritized in the summaries that have the been shared (meeting at Madison HS — summary didn't include that community was really important).

6. Feeling of unrest in communities concerned about being broken apart now that that is being threatened; will people be surveyed and how much weight will be placed on survey results?

7. Why does the School Board feel that all of the boundaries need to be reviewed and changed? Causes stress now and then in the next five years, will never know if kids will be in a stable school environment. Money could be much better spent on students and their instruction.
    a. Examples: reading, math specialists - use of resources instead.

8. Why can't residents contact the community reps on the committee assigned to each region?

9. Property values - example - on cusp of one of the borders - some neighbors considering moving into the town because of this fear (Vienna) and hit we will take

on property values. Big factor in my neighborhood.

Additional Note Space for Question 4

Themes for share-out - Group 9

1. Don't use resources to find a solution to a problem that doesn't exist.
2. Evaluate programs and availability of programs in schools and add programs where needed, rather than moving the students.
3. Fix specific issues with resources at that school if needed, rather than assuming the need to move students.
4. Importance of community and not breaking up communities.
5. Impact to property values - homes are selected and decisions made based on school assignment.

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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. **Split feeders create a negative impact** 2. **Travel time between schools** 3. **From military family: Time it takes for supplies to be delivered to schools** 4. ==**Non or out of boundary students attending schools on base create a security issue and other problems.**== 5. **Long drive home/school that is created because of current boundary** 6. **Influx of students from outside Fort Belvoir attending school on base causes parents to drive their students to other schools at their own expense.** 7. **Long drive to school from home (as long as 25 minutes).** 8. **The divide in social neighborhood dynamic created by boundary**

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. **School capacity: crowded schools**

2. **Visualization of neighborhood trends: older to younger neighborhood - and being reactive to those changes**

3. **Be mindful of population numbers in neighborhoods**

4. **Bell schedules especially as they relate to student well-being**

5. **Programming that take up administrative and instructional time needs to be looked at and maximized: Early Childhood, Pre-k, Headstart, local level IV, losing kids to AAP centers. In high schools - the Academy programs forcing a newly licensed student to drive excessively.**

6. **AAP Level IV centers: numbers can vary and increase populations or have them vary greatly**

7. **Teachers and resources that schools will need must be divided and assigned appropriately.**

8. |

9.

Additional Note Space for Question 2:

Question 3: What do you hope the outcomes of this boundary review process will be? How could this review process positively impact our community?	**Favorable Outcomes:** 1. ==Having children live out their time at the schools they are currently attending. A slow roll out that accounts for and prevents uprooting kids from the communities they have grown accustomed to. A detailed plan for how uprooting them [if necessary] will affect them. Kids should not lose out on opportunities because of a boundary change. A GOOD TRANSITION PLAN. Best interests of the students must be priority in an emerging boundary change plan. GRANDFATHER CLAUSE or some version of it would help to curb and eliminate psychological damage from the transitioning. Students with IEPs, grandfather them. Students in the midst of college application process.== 2. Avoid inequitable outcomes at schools that will be affected by boundary shifts. 3. Considerations beyond just seniority for students who will be negatively affected and families impacted by boundary changes. For example, students with IEPs

should be highly considered for avoiding uprooting. Especially HIGH SCHOOLERs should have choice because they are approaching or in the midst of college application process that can be severely disrupted because of school change and uprooting.

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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. **Is a description or presentation of projected boundary changes to give parents an**

| boundary review process? | opportunity to respond to what prospected plans are at any given time in the works?

2. ==What measures for creating transparency and CLARITY with the process are planned?==

3. What is the exact boundary policy and is there a way to allow stakeholders to have a say in how that policy will come to pass?

4. Parents would like to see a "reasoning statement" that explains the "Why?" the lines will be drawn this way. Parents want to know that there is an overarching understanding of why this is happening this way.

5. Is there a possibility that, for example, a parent whose children can walk to every school their kids attend and will attend would be in danger of being disrupted?

6. Is there a schedule for how often and when these boundary studies will take place over the years?

7. Do the people who are proposing these changes have a stake in this process or the resulting boundary scheme? We want to see evidence that this process is totally unbiased. Or, if not, we want to know what those potentially biases are.

8. |

Additional Note Space for Question 4

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请在你们小组讨论每个问题时，在这个图形组织器上做笔记。每个问题都有一个主页面，如果需要额外的空间，还有一个附加页面。请尽可能写得整洁，以便笔记可以被转录。在分组讨论结束后，请将这些笔记留在桌子上，我们会收集它们。

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? 在介绍中，我们探讨了与当前学校边界相关的各种挑战。在创建边界方案时，您认为哪些挑战应该是重中之重？	1. Loosing the community that we are in, considering the houses that we purchased to get into the school district. It is a significant differences if school rankings change from 9 to 2. 2. Students have access to less sources before and after reboundary. No boundary change should lead to any decline in accessing resources for students. 3. Maintaining current community groupings. Avoiding moving students from at capacity schools into projected over capacity schools. Great community connection should not be broken up. A cohesive and well-integrated community.

	4. What are changes being considered with what kind of timeline? What does the transition period look like? 5. Would like to understand the alternative options, this will help solve the majority of concerns here. 6. Will there be a period of time for community feedback after proposed changes? We would like to have a period of time for feedback after changes are proposed.Keep people informed before decisions are made. Share the timeline. Increase transparency. **7.** Look at split feeder, reduce splitting of current feeder schools. Reduce island groups. **8.** Priority: Make resources accessible to all students by means other than moving current attendance pyramids when current capacity is not an issue.
Additional Note Space for Question 1:	

Question 2: Based on your experience as a parent/caregiver	**Information to Include in Boundary Review** 1. Has there been a needs assessment even before this reboundary is considered. Is it driven by FCPS or actually by community members?

and/or community member, what are some important data or insights should we consider? 根据您作为家长/看护人和/或社区成员的经验，我们应该考虑哪些重要的数据或见解？	2. Will high school students be transferred to a different high school before graduation. If that is the case, it will be very disruptive. 3. It is more concerning when students are moving from a rank 9 school to a rank 2 school. 4. Enrollment and enrollment trends, for example, new condos. Make sure data is accurate. CIP? 5. The expectation is for siblings to go to the same school and together with their community. It is important to keep children learning together with whom they live close together. For example, if younger siblings go to a different school than their older siblings, that is not desirable and can be disruptive. 6. It would be helpful to understand the top two issues and look at historical data and predicted data. Understand key drivers. 7. Would like to make sure that schools can accommodate all future needs so that this kind of process is limited. Anticipate the changes in the future and plan it long-term. 8.

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Additional Note Space for Question 2:

Question 3: What do you hope the outcomes of this boundary review process will be? How could this review process positively impact our community? 您希望这次边界审查过程的结果是什么？这个审查过程将如何对我们的社区产生积极影响？	**Favorable Outcomes:** 1. Data on desired outcomes of the boundary review: A good outcome of this review would be clear proposals provided to the public before a final decision with opportunities to comment on the proposal. The proposal should include: (1) the reason for each proposed change, (2) the alternatives that were considered, and (3) why they alternatives did not meet the need cited in (1). Be clear of why, provide alternatives being considered and explain why alternatives did not work. It gives the community a chance to provide more data to the board. Truly engage community members. A true collaboration between the community and the board. At this point, "the why" does not seem to be clearly explained or

communicated.

2. If the board proposes some changes and community members are not in favor of the proposed changes, will changes still be adopted?

3. Will summarized data be provided to the community of all the concerns raised by the community? We would like to see this. On top of the summarized data, we would like to see how the board would responses and address these concerns.

4. Positive impact that could come out the redistricting: consistent classroom size, equity across schools. Use data to help with decision making.

5. What is the definition of equity in this context? It seems that it is more about accessing resources rather than outcome.

6. It seems that some decisions have been made and what we are doing now is more justification in retrospect.

| | 7. It is an opportunity for the board to truly listen to the community and foster authentic collaboration. Would like to see data of community agreement/disagreement on proposed changes.

8. |

Additional Note Space for Question 3:

Question 4: What questions do you have about the next steps in this boundary review process? 关于这次边界审查过程的下一步，您有什么问题？	Questions about the Process: 1. It is important to understand if we will be getting an opportunity to provide feedback of what being proposed. 2. Will the school board consider suggestions/changes to decisions already made in this process. How will the decisions be driven by data and community feedback? Everyone needs to have a clear understanding of what decision are made and why. 3. How will the board make sure decision-making is transparent?

4. What would be the transition time for any changes to be made? A specific timeline for implementation.

5. It would be helpful to get a copy of the consultant report with supporting data evidence.

6. If there are disagreement between the consultant work and community feedback, how will the disagreement be reconciled?

7. How to mitigate all the financial impact of the real estate values?

8.

Additional Note Space for Question 4

Major Takeaways:

1. **Communication and Transparency:** Need to better understand "the why", is this driven by FCPS or by community needs? Clear communication and transparency. Top down or bottom up approach? Clearly communicate the goals we try to achieve with this process.

2. **Concerns:** Significant impact for high school students, too disruptive if they can't stay the same school before their graduation. Siblings split into different schools. Ranking of the schools go down from 9 to 2. Property values drop. Decreased access to resources for students.

3. **Decision making and Trust:** Will the board still consider community suggestions even if some decisions have been made? An implementation plan with a specific timeline is needed. An opportunity to provide feedback to proposed changes. How will disagreement between proposed plan and community feedback be reconciled?
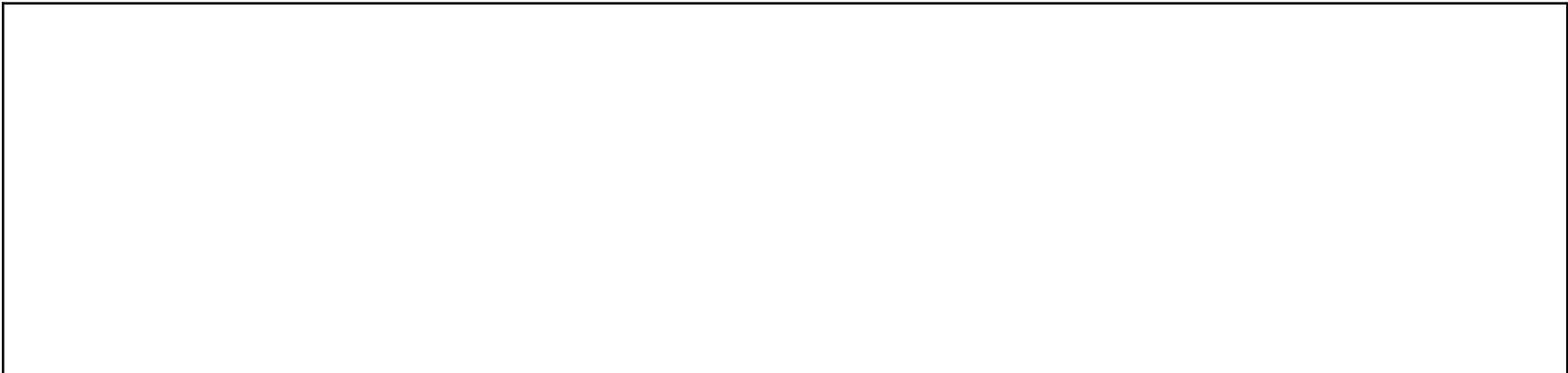
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In the introduction, we explored various challenges related to the current school boundaries. Which of those do you feel should be the top priority when we create the boundary scenarios?	1. 2. 3. 4.

5.

6.

Additional Note Space for Question 1:

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

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8.

Additional Note Space for Question 2:

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

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Additional Note Space for Question 3:

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

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

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

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Additional Note Space for Question 2:

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

	3.
	4.
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	6.
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Additional Note Space for Question 3:

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

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Additional Note Space for Question 4

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member, what are some important data or insights should we consider?	2.
	3.
	4.
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| **Question 1:**

In the introduction, we explored various | **General challenges:**

1. **Proximity - very important but equity and programming are als** |

	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. **Community is very important. It is always a good thing to go to neighbors.**
		3. **Fairfax is a big county and proximity is very important as we do being on the bus for long commutes to and from school.**
		4. **Biggest impact - when kids feed into different schools there can which can be hard on kids.**
		5. **Stability is key for us as a military family, where moving every t impacting our lives.**
	Additional Note Space for Question 1:	

	Question 2: Based on your experience as a parent/caregiver	**Information to Include in Boundary Review** 1. Making schools equitable. Classes available in one school sho all schools. E.g. there are more opportunities at high schools li

| | and/or community member, what are some important data or insights that we should consider? | other high school that the middle schools feed into.

2. There are different offerings at different schools i.e AP vs IB wh

   challenges accessing these opportunities because of factors li

3. In my neighborhood there are no walkable middle schools. If y

   change boundaries it would be nice to walk to schools rather th

   ride the bus.

4. <mark>There is concern when people are happy the way things are. Th</mark>

   <mark>concern that boundary changes could have some adverse effec</mark>

   <mark>values. Most people have made their decisions on where they</mark>

   <mark>based on the schools that that neighborhood feeds into. Could</mark>

   <mark>to be grandfathered in to minimize disruption to students'.</mark>

5. If the boundaries change and the students who are currently re |

reduced lunch might lose this benefit. Will there be considerati

factors?

6. **If students are to be moved they should be moved to a school d**

quality.

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 boundary outcome is that my current four kids get to== ==that they are currently in. As a military family we chose the sch== ==bought our house. Any boundary change that disrupts this wo==

2. **Confirming addresses so that the families in the neighborhood** **schools in their neighborhood first rather than having students**

3. ==With all of these changes - ensure that there is equity across th== |

==schools.==

4. **More transparency about why a deficit exists at certain schools**

Additional Note Space for Question 3:

Question 4: What questions do you have about the next steps in this	**Questions about the Process:** 1. **Transparency - how are these decisions being made?**

	boundary review process?	2. **How are they prioritizing the various factors?**
		3. **The decision to put these changes into effect - when will they a**
		4. **How will feedback be collected and what will they do with it afte**
		options for the boundary changes are open for public comment
		5. ==**There is a real fear that the community will not get a real say in**==
		==**the final decision will be in the hands of the school board.**==
		6. **Will a decision be made or will it be shelved as has happened i**
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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 that we should consider?	1. **Making schools equitable. Classes available in one school sho** all schools. E.g. there are more opportunities at high schools lil other high school that the middle schools feed into. 2. **There are different offerings at different schools i.e AP vs IB wh** challenges accessing these opportunities because of factors lil 3. **In my neighborhood there are no walkable middle schools. If y** change boundaries it would be nice to walk to schools rather th ride the bus. 4. ==**There is concern when people are happy the way things are. Tl** concern that boundary changes could have some adverse effec values. Most people have made their decisions on where they based on the schools that that neighborhood feeds into. Could==

5. If the boundaries change and the students who are currently re

   reduced lunch might lose this benefit. Will there be considerati

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schools in their neighborhood first rather than having students

3. **With all of these changes - ensure that there is equity across th**
    schools.

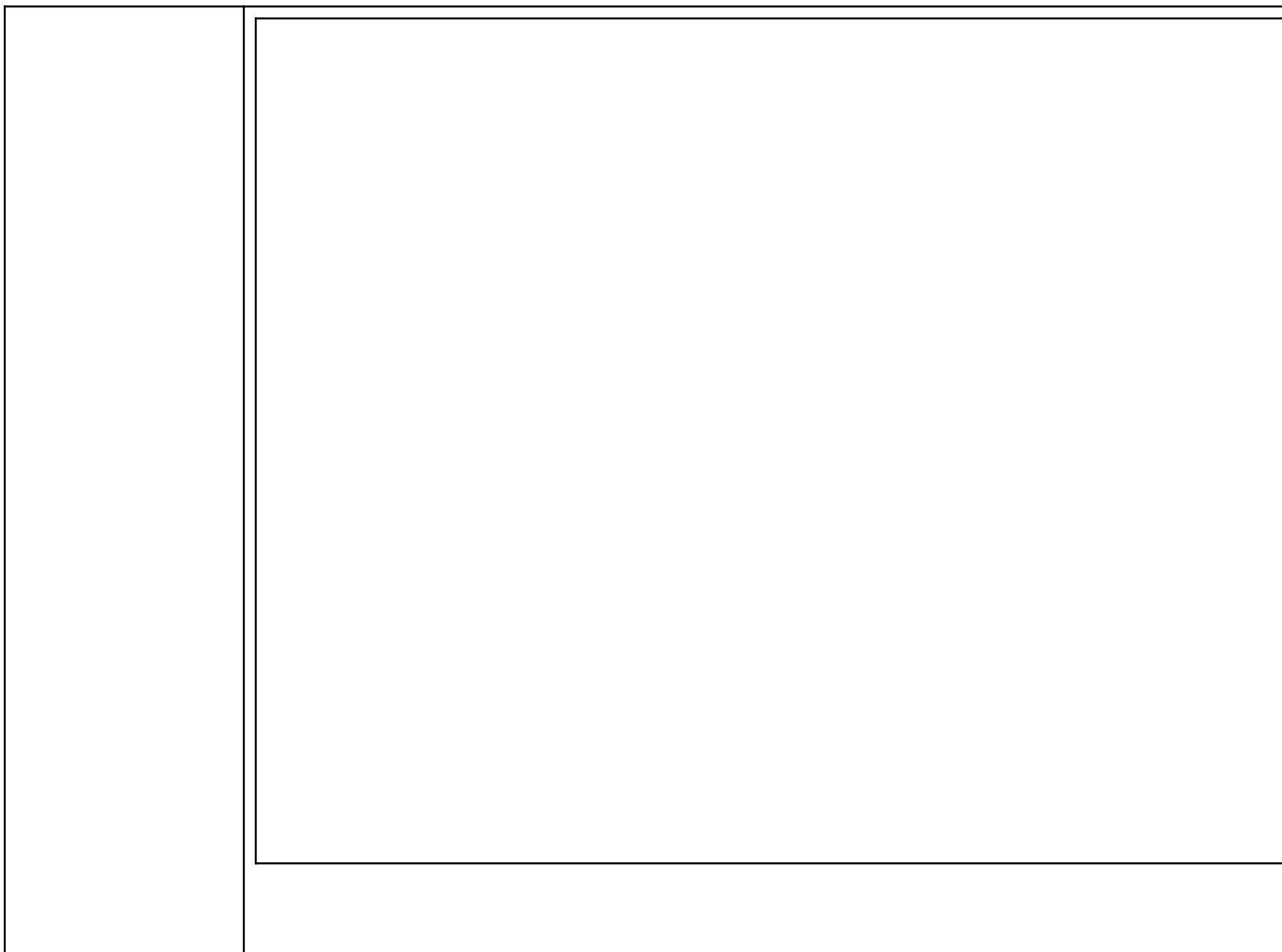4. **More transparency about why a deficit exists at certain schools**

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. **Transparency - how are these decisions being made?**
		2. **How are they prioritizing the various factors?**
		3. **The decision to put these changes into effect - when will they a**
		4. **How will feedback be collected and what will they do with it afte options for the boundary changes are open for public comment**
		5. ==**There is a real fear that the community will not get a real say in the final decision will be in the hands of the school board.**==
		6. **Will a decision be made or will it be shelved as has happened in**
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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:** 1. 2. 3. 4. 5. 6. 7.

8.

Additional Note Space for Question 3:

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7.

8.

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	create the boundary scenarios?	5. Look at if there are schools that are closer rather than passing get to one. 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. Capacity of the schools; make sure there is no overcrowding 2. Some factor of increasing capacity within parameters discusse data. 3. Use professional planners with demographic data and how it ch future more with development.

4. **Revisit existing data, review data on hand as it relates to execu**

    may shift. Is our data good to predict the future?

5. **Long term planning**

6. **Look at the greatest good for the most students. Connecting to**

    the kids in the community.

7. **Take into account what each year looks like as part of the imple**

8. **If you started in a school, ideally stay in that for your career.**

9. **Factor in what is the least disruptive. Take all things into accou**

Additional Note Space for Question 2:

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

	outcomes of this boundary review process will be? How could this review process positively impact our community?	1. **Commuting distances shortened. Better sleep and well being by** 2. **Fostering a sense of community through having neighbors at the** 3. **Don't split up kids in order to foster friendships as well as famil** 4. **Middle school is difficult having to split by high school is not ea** 5. **Make sure the outcome is for the greater good of the communit** **should be fair and equitable, do what is best rather than cater to** 6. **Hope schools are functioning more effectively.** 7. **Ensure equitable access to programs across the county.** 8. **Reduce bus stops. Reduction in travel distances from the boun**

9.

Additional Note Space for Question 3:

	Question 4: What questions do you have about the next steps in this boundary review process?	**Questions about the Process:**
		1. How will the roll out process happen? Will there be grandfather
		2. Clear answer of what the county's goal is with all of this? Is it p are the priorities?
		3. What does the collaboration in the process look like? Recomm suggestions are considered that community engagement conti school board approves anything. Make sure community is invo
		4. How are they going to pull all of the data together? Want more output. How is everything being compiled?

5. **Thoughtful and transparent. If grandfathering takes place make into it. Would not want to switch midway through school.**

6. **Some have moved to a certain area for the school. Give options continue in current school.**

7. **How will conflict be dealt with?**

8.

Additional Note Space for Question 4

Key takeaways:

Keep neighborhoods together to make sure they are in as close of proximity to each other Transportation and commutes were a concern.

	A clear plan to grandfather in schools so that students don't need to change schools midw time. Transparency from the school board on implementation, make sure to take community inpu at all stages of the process.

Graphic Organizer for Note Taker

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

Question 1:	**General challenges:**
In the introduction, we explored various challenges related to the current school boundaries. Which of those do you feel should be the top priority when we create the boundary scenarios?	1. **Two students in the Robinson pyramid. RSS is very big. High e Large area of Clifton that lives far away. A lot of families live in to RSS. Daughter has medical issues… but seriously concerns meeting her needs to due the size. Liberty is underenrolled. At Alternative schools… same issues.** 2. **Keep the neighborhood schools together. Students should stay pyramid.** 3. **Long term goal - not do this too often. Every 5 years revisiting**

		concerning.
	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. **Knowing that there have been transportation issues, is there a cost… make smart decisions in regards to the boundary lines.** 2. **The planning team should reevaluate and more of an equity len examples of wealthier areas having more resources. Positive o equitable outcomes for the division. Dunn Loring is projected t elementary school, but the schools around it are under-enrolle** 3. **With the increased of severe behaviors/specialized populations**

		another "Burke Center/School"
		**Additional Note Space for Question 2:** **What is projected cost savings with this boundary decision?** **What is currently needed?** **How are they judging at capacity - under and over capacity? How do we project t**

	Question 3: What do you hope the outcomes of this boundary review process will be? How could this review process	**Favorable Outcomes:**
		
		1. **Hope there is knowledge… and access… for the voices that are**
		
		   there is pushback from more affluent areas of the county… the
		
		   student.

	positively impact our community?	2. **Needs to be fair all around. Is there going to be a waiver in proc** **to go to a school they were hoping to go… Many don't feel like** **heard.** 3. **Equity aspect is important. If there is any ability to try to approp** **people from different economic backgrounds in a particular pyr** **effort in including various voices. Her students experience is e** **diverse community/student body.**
	Additional Note Space for Question 3:	
	Question 4: What questions do you	**Questions about the Process:**

	have about the next steps in this boundary review process?	1. **Interested in how this all plays out.**
		2. **What is the timeline for phase 1 and phase 2?**
		3. **Is there a focus area for rezoning?**
		4. **Are students' developmental phases taken under consideration decision? Junior in HS? A sibling in another school? Consider students?**
		5. **Are there proposed boundary changes? Or is this still the explo**
		6. **Do we have a list of who was supposed to be in these groups?** [https://www.fcps.edu/members-superintendents-boundary-revie ee](https://www.fcps.edu/members-superintendents-boundary-revie)
		● **How were they selected?**
		● **Can they provide the breakdown of the demographics - parents/location/school zones?**
		● **Is this a weighted score?**
		● **WHat is the decision making process?**
		● **How will it be implemented?**

- Desire for full transparency.

7. What external factors/metrics are being used to make the decis[...]

 should be more holistic?

8. Is one of the drivers for re-zoning to level out the low test score[...]

9. Living on the Rt. 1 corridor… "needest part of the county"... are[...]

 the resources to that part of the region? Making it impossible fo[...]

 equity in the county?

10. Schools should be districted more geographically to build com[...]

 people actually live near their schools. Carving things out in od[...]

 concentrate/benefit affluent communities is not great policy.

11. How are schools resourced? What creates inequity… resources[...]

 correlation?

12. Is it going to affect the Title I schools? How will it affect them?

13. Does this go into effect in 2026?

14. Is there an opportunity for community feedback along the proc[...]

Main Takeaway:

1. Transparency
2. Boundary Review Advisory Committee

7.

8.

Additional Note Space for Question 2:

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

5.

6.

7.

8.

Additional Note Space for Question 3:

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

4.

5.

6.

7.

8.

Additional Note Space for Question 4

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Question 1: In the introduction, we explored various	**General challenges:** 1. **Access for all students to high quality academic and extra-curricular programs**

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. **Equity across schools - get to no "good" or "bad" schools, all have access to resources for students** 3. **Schools in different geographic areas and with different demographics are served differently** 4. **Proximity - within a certain distance have certain programs available and busing options so students can go to schools with the programs they want** 5. **Transportation and commute time kept as low as possible - minimizing attendance islands and having students go to their neighborhood schools** 6. **If students are moved from one school to another, they should ideally move to similar facilities, academic opportunities, scores, teacher to student ratio, safety and security**

Additional Note Space for Question 1:

- Want to make sure that students are going to safe, secure schools that have fewer disciplinary issues
- Teacher to student ratio should be closer to the ideal rather than the max allowed

Question 2:	Information to Include in Boundary Review
Based on your experience as a parent/caregiver and/or community member, what are some important data or insights should we consider?	1. **Student to teacher ratio** 2. **Discipline rates** 3. **Diverse schools that represent the communities they are embedded in while making sure students do not feel isolated (core group of students they can identify with)** 4. **How many abuse issues between staff and students at each school** 5. **Transportation time - some students that stay after school for activities experience longer commute times on buses. Schools that are closer to neighborhoods mean shorter commutes for all students.** 6. **Average SOL/standardized test scores** 7.

	8.

Additional Note Space for Question 2:

Question 3: What do you hope the outcomes of this boundary review process will be? How could this review process positively impact our community?	**Favorable Outcomes:** 1. **Students are able to go to a similar sized school (population equality)** 2. ==**Students spend less time getting to and from school**== 3. **Students have more access and opportunities for advanced academic programs and extra-curricular activities** 4. ==**Schools with different ranges of difficulty level in curriculum - choices in paths for math, ELA, etc. Clustered/cohorted for support but not isolated**== 5. **Makerspaces so students can have hands-on building experiences**

	6.
	7.
	8.

Additional Note Space for Question 3:

- **We are worried what the review will do to the boundaries because families have chosen to live within particular neighborhoods for a reason**

Question 4: What questions do you have about the next steps in this boundary review process?	**Questions about the Process:** 1. **How soon can changes happen? How soon will this process be implemented?** 2. **Will we be able to see the data that informs the boundary decisions?** 3. **If we disagree with the proposal, what are the avenues for voicing concerns?** 4. **How will information on the process be communicated? The virtual meetings are helpful for attendance**

	5. Is "hold harmless" (grandfathering) an option for students who already attend a specific high school so they are not moved from their friends and communities? 6. 7. 8.

Additional Note Space for Question 4

Major takeaways:
- ==Transportation and commute time kept as low as possible - minimizing attendance islands and having students go to their neighborhood schools, less time to and from school, less time on the bus after after school activities==

- == If students are moved from one school to another, they should ideally move to similar facilities, academic opportunities, scores, teacher to student ratio, safety and security==

- **Schools with different ranges of difficulty level in curriculum - choices in paths for math, ELA, etc.**

  Clustered/cohorted for support but not isolated

- **Average SOL/standardized test scores**