

Facilitator: \_\_\_\_\_

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### Graphic Organizer for Note Taker

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

**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. Uneven distribution
2. Attendance islands / split feeders
3. Lack of space
4. Travel time
5. Suboptimal instructional program locations
6. Renovation timeline

**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. Improve student wellbeing & achievement,  
Keep communities together
2. Continuity of boundaries - not shifting every few years
3. Transportation - not just limiting time, but also keeping in mind outside of school activities
4. Capacity - student/teacher ratio
5. Access to programming, keeping centers within the same period
6. Child care
- 7.
- 8.



Facilitator: \_\_\_\_\_

Table: \_\_\_\_\_

**Additional Note Space for Question 2:**

Keep Communities together -

Kids have an outside of school - athletics, social, scouting,  
religious - those communities should stay together

It also affects child care arrangements as well.

Transportation time is not a huge concern as long  
as they are with their community.

Facilitator: \_\_\_\_\_

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

**Favorable Outcomes:**

1. Keep Communities together - no split feeders, and attendance islands
2. Local access to needed programs
3. Minimize the disruption to families by allowing phasing and not moving families
4. multiple times. Allow families/siblings choice to remain in old boundaries.
5. Start w/ elementary schools, keep kids close to home, minimize MS & HS changes
- 6.
- 7.
- 8.

Facilitator: \_\_\_\_\_

Table: \_\_\_\_\_

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

**Questions about the Process:**

1. Will the proposals be done by regions?  
The whole district seems unwieldy
2. Have any decisions been made about any grandfathering processing?
3. Will start time changes and boundary changes be implemented together?
- 4.
5. Will ~~they~~ there be any exceptions, will curricular placements continue?
6. Is socio-economic (FRM) being considered in the decisions? We don't feel that
7. should even enter into the discussion
8. Will ~~they~~ there be additional support offered to students and families as they are required to switch?

Facilitator: Anita (parent)

Table: 64

**Graphic Organizer for Note Taker**

Nancy Rowles - facilitator for group

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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>1. minimize travel <del>time</del> time</li><li>2. maintain status quo</li><li>3. keep kids together</li><li>4. boundaries won't fix special programs need to fix w/ more resources</li><li>5.</li><li>6.</li></ol>
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Facilitator: \_\_\_\_\_

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**Question 2:**

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

**Information to Include in Boundary Review**

1. Will the boundary change actually improve schools
2. What is process + cost to achieve goals
3. Is the priority high scores + PR?
4. enrollment capacity specifically  
expected growth
5. what's the target  
avg travel time
6. Ratios of teachers + students
7. moving / availability of special programs  
specialized teachers.
8. success rates of school districts that  
have already done this.

9. What happens to Title I schools w/ Federal funding.

⑩ How will success be measured?

Facilitator: \_\_\_\_\_

Table: \_\_\_\_\_

**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. increased diversity + equitable spread of resources  
→ all kids deserve same shit!
- 2.
- 3.
- 4.
- 5.
- 6.
- 7.
- 8.

Facilitator: \_\_\_\_\_

Table: \_\_\_\_\_

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

**Questions about the Process:**

1. what's the timeline?  
FEB 2026 approved, fall 2026-2027 start?
2. What firm is doing the review?  
was this completed?
3. will HS kids be moved?
4. more taxes on builders/developers?
5. are there underpopulated schools?
- 6.
- 7.
- 8.

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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>1. Concern as to whether the actual problems are being identified in a manner that this Boundary Project can resolve the issues.</li><li>2. Overcrowding is an issue, but an overall adjustment of boundaries may not solve without creating new issues.</li><li>3. Main issue is the school board's authority to address issues that lay with the municipality (such as zoning).</li><li>4. Example: growth in certain areas is related to county zoning but affects school capacity.</li><li>5. The top priority should be maintaining existing boundaries to ensure continuity and consistency for students, families, and communities.</li><li>6.</li></ol>
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**Question 2:**

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

**Information to Include in Boundary Review**

1. Data from the municipality regarding growth projections should be considered.
2. The plan to revisit every 5 years should be revisited, as it can lead to multiple changes in district zones for families and individual students.
3. Maintaining neighborhood groupings should be a main consideration.
4. Policies that may be driving growth in certain areas must be considered.
5. An important consideration of the transportation costs issue should be what is actually driving the increase and how would the review address that?
- 6.
7. Parents are generally willing to pay more in taxes to ensure quality education and address costs to ensure services for their children.
- 8.

Facilitator: \_\_\_\_\_

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

**Favorable Outcomes:**

1. Maintaining the status quo.
2. Building new schools rather than redistricting existing zones.
3. Transparency during the process and seriously considering parent/family input.
4. Wholesale redistricting, even gradually, would be a disaster.
5. Avoiding feeder school splitting.
- 6.
- 7.
- 8.

Facilitator: \_\_\_\_\_

Table: \_\_\_\_\_

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

**Questions about the Process:**

1. What are the guardrails for this review - what are the true problems driving this review and whether this process will address it?

2.

Is this a wholesale review that includes areas that generally do not face the challenges that the review is meant to resolve?

3.

4. How much is parent/family input weighed against other considerations and data?

5. Why is access to programming a reason to conduct this review?

6. What expertise does the consulting company has and will the agreement and scope of their work be provided to the public?

7.

What are the outcomes/results from the previous projects led by this consulting firm?

8.

How recent is the data driving the initiative to conduct this boundary review?

Facilitator: \_\_\_\_\_

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**Additional Note Space for Question 4**

9. How are the school / educational standards being considered?
10. How much influence does this consulting company have in the process?
11. What is the scope of this boundary review mandate?
12. What are the particular decision points? And will there be transparency?
13. Understanding the timeline and scope of the boundary review and when will that be disclosed?



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Facilitator: \_\_\_\_\_

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**Question 2:**

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

**Information to Include in Boundary Review**

1. U.S. News & World Report Public high school rankings
2. School overcrowding, Student to teacher ratio is high
3. Extracurricular activities offerings  
Sports
4. I.B. Diploma offerings (e.g. Thomas Edison Academy  
© Thomas Edison H.S.)
5. College Admission skewed towards certain schools based on academics & athletics
6. Density of ~~single~~ single family homes vs multifamily homes
- 7.
- 8.

Facilitator: \_\_\_\_\_

Table: \_\_\_\_\_

**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. Keep things as is "status quo"
2. Hire  
~~higher~~ more teachers, improve existing schools  
increase teachers salaries
3. Safe routes to schools ( 1/2 mile to 1 mile)  
↳ (e.g. side walks & buses)
4. Expand the capacity of the SACC program
5. Review <sup>schools'</sup> expenses & budget allocation
6. More PTA support from the county
7. ~~Analyze~~ Assess real estate value changes because of redistricting
- 8.

Facilitator: \_\_\_\_\_

Table: \_\_\_\_\_

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

**Questions about the Process:**

1. What kind of real estate assessment will you provide all of Fairfax County taxpayers?
- 2.
3. Will the ~~final~~ <sup>boundary</sup> ~~boundary~~ ~~stage~~ <sup>process</sup> be transparent ~~process~~?
4. If ~~boundary~~ <sup>boundary</sup> lines are redrawn will kids be allowed to graduate within their existing ~~primary~~ ~~primary~~ <sup>primary</sup> school?
- 5.
6. What are the financial impacts on the county (e.g. residents moving out of the county ~~and~~ <sup>&</sup> sending kids to private school)?
- 7.
- 8.



Graphic Organizer for Note Taker *Eric Driscoll*  
*eric-driscoll@yahoo.com*

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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>1. Proper travel times for all <del>parents</del> families</li> <li>2. Fair and timely renovation schedules, especially if students cannot move during renovations</li> <li>3. Enrollment at each school meeting available capacity</li> <li>4. Reduce with a goal of eliminating "attendance islands" → should graduate high-school students ↳ by program: IB vs AP etc.</li> <li>5.</li> <li>6.</li> </ol>
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Renovations 2 - based on enrollment  
- halt transfers while renovations happen

Travel Time III

Capacity →

Facilitator: \_\_\_\_\_

Table: \_\_\_\_\_

**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. enrollment projections - longer term 5 years out  
+ enrollment by program by school (e.g. IB vs AP)
2. ~~Focus~~ ↳ need to look after
3. Grandfathering for students in each program
4. zoning and residential growth patterns expected, ~~with~~  
→ beyond 5 years.
5. Commercial real estate occupancy projections  
- candidates to retrofit or build new schools
6. enrollment projections - ESOL + Native English cohorts
7. Admin buildings location + capacity  
Consider moving Admin to old schools  
and free up instructional capacity
8. Out-of-boundary transfer populations  
- how much by school?  
- can we be more flexible.

bus transport funds - current + projected

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

**Favorable Outcomes:**

1. Transparency - especially if we re-draft every 5 years.
2. Stability for kids + families as things change.
3. Hope school students real ability to graduate into their current school.
4. More people in their neighborhood schools  
- reduced transport time, more community
5. For some of our group - adjusting every 5 years is too frequent; especially for larger families
- 6.
7. Retain availability + access to Advanced Program / Centers
- 8.

Facilitator: \_\_\_\_\_

Table: \_\_\_\_\_

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

**Questions about the Process:**

1. Can the process accommodate the languages the families use at home?
2. ↪ send surveys to get multi-language, multi-cultural feedback
3. Make sure we are getting parent feedback during the Academic Year, not just for summer.
- 4.
5. Once the scenarios are presented, can the public still make suggestions? ~~or~~ ↪ or are we forced to choose from the alternative presented?
6. How will our special and additional programs be presented in the new system?
- 7.
- 8.

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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>1. Prices of housing / property values</li><li>2. Quality of Programming</li><li>3. Proximity <sup>① to commun. by amenities</sup> <sup>② Feeder schools</sup> <sup>③ Home</sup></li><li>4. Ability to commute <sup>① Students</sup> <sup>② Caregivers</sup> <sup>③ Teachers / Staff</sup></li><li>5. Consistency for Students (Student Wellbeing)</li><li>6. Class Size</li></ol>
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Facilitator: \_\_\_\_\_

Table: \_\_\_\_\_

**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. Enrollment/Building Capacity
2. Transportation/commute time
3. Student to teacher ratios
4. # SPED students / services
5. Feeder schools
6. Traffic patterns
7. Student input
- 8.

**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. Keeping communities together
2. ↑ Diversity ~~use~~ of student body
3. Maintaining Standards ~~at~~
4. Equitable Distribution of Resources
5. Parent Choice to choose alternative school
6. ↑ Quality of school rankings
- 7.
- 8.

Facilitator: \_\_\_\_\_

Table: \_\_\_\_\_

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

**Questions about the Process:**

1. What ~~would~~ would transitions to new schools look like.
2. ~~How~~ How much time will community have to comment on proposed changes?
3. And how will input be collected?
4. Summary of analysis that led to decisions? Report?
5. How will you ensure transparency?
- 6.
- 7.
- 8.



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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> - equitability of programs - what is the clear goal of re-zoning</p> <ol style="list-style-type: none"><li>- Doesn't want change what we have - No disruption - continuity w/ all school activities - address split feeders - reduce this, kids keeps same } appeals grandfathers - School start times are difficult } grace period for those re-districting.</li><li>↳ Middle school specifically: - Transportation concerns</li><li>- continuity for siblings - grace period for transition</li><li></li><li></li><li></li><li></li></ol>
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Facilitator: \_\_\_\_\_

Table: \_\_\_\_\_

**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
2. - demographics
3. - distance - transportation time
4. - teacher preferences / experiences
5. - Student preferences → How many parent/caregiver people are in favor of re-zoning, via poll? → in which areas
6. - Use a neutral / objective survey method to gather data
7. - Capacity of specialized programs at each school
8. - sports programs availability →
9. - language stats - dual language
10. - test scores - ~~not~~ academic performance
11. - funding sources

Revel of ~~experience~~ experience of teachers

- teacher turn over

- Stats from Fairfax Co. Dept of Planning & Development

future building & community forecasting

Facilitator: \_\_\_\_\_

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Additional Note Space for Question 2:

- census data
- employment data / local business information
- school national ranking
- reading proficiency
- other schools (Montgomery County) that have re-zoned → pro/cons, lessons learned)  
~~from~~

Facilitator: \_\_\_\_\_

Table: \_\_\_\_\_

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

**Favorable Outcomes:**

1. NO CHANGE - LACK OF DISRUPTION  
↳
- 2.
3. - programs available in schools where they aren't currently.
4. - redirection of funds to schools/areas that need it. (renovations, capacity, program needs)
5. -
- 6.
- 7.
- 8.

Facilitator: \_\_\_\_\_

Table: \_\_\_\_\_

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

**Questions about the Process:**

1. - Will there be actions be taken after initial sceneno development?
- 2.
3. ~~we~~ Will we see draft proposals?  
will there different options provided
- 4.
5. - What are clear goals → of re-zoning?
6. - How are you addressing capacity concerns? → in this process?
7. - How major ~~are~~ are these changes?  
County-wide or somewhat small?
8. -

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Facilitator: \_\_\_\_\_

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**Question 2:**

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

**Information to Include in Boundary Review**

1. ~~Split feeder is not ideal~~
2. ~~Sibling grandfathered into same schools~~
3. ~~how are they measured~~ <sup>how is well-being</sup> well-being of the students? ~~How~~
4. Are there student inputs that are talking?
5. How is equitable resources being measured
6. What are the projections on impact on budgets to bring the same programs to the ~~same~~ school?
- 7.
- 8.

Facilitator: \_\_\_\_\_

Table: \_\_\_\_\_

**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. Invest in all schools consistently
2. ~~Minimal~~ minimal friction / disruption .
3. Consistency within student population
4. ~~What are the~~ More coordination between county + school district when new developments permits get approved
- 5.
- 6.
- 7.
- 8.



Facilitator: \_\_\_\_\_

Table: \_\_\_\_\_

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

**Questions about the Process:**

1. Why are we changing boundary review from every 40 years to every 5 years? Why not go to every 20 years?
- 2.

3. What are the options that have been considered to solve the problem

4. How much are community voice being considered?

5. Will there be an appeal process for any family who does not agree with decision?

6. Does the community members selected have a larger voice?
- 7.

8.

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Facilitator: \_\_\_\_\_

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**Question 2:**

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

**Information to Include in Boundary Review**

1. Enrollment Capacity - desire to evaluate/balance over crowding
2. Builders / Developers - ultimately profiting off of homeowners change in Redistricting - How much over capacity is due to over development of certain areas?
3. Mental Health aspect - How would changing schools affect students
4. Documentation of where programs exist / Do not exist. Which programs do not currently exist? How to
5. Student transfer Request - How ~~to~~ is it possible that some students have access to change schools for one program at a more "desirable" school eg. Langley / Russian
6. Transportation cost vs. Virtual option? Can students take one class virtually rather than bus/transfer to new school
7. [Middle school sports - Access] if we could add programs in this process
8. Academies - Can we ensure access of each academy per pyramid (also limited seats in each program)

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**Additional Note Space for Question 2:**

Document interest in programming

- Academics
- Data on SpEd
- Enrollment/access to Adv Academics

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

**Favorable Outcomes:**

1. Bus Ride - shorter time to destination for kids  
ex. Langley HS - higher performing school vs Herndon HS
2. What are we measuring - performance outcomes of schools
3. equitable Access to programming + Resources  
- Pre school AUTISM program - example
4. Capacity - Do middle schools have capacity to Add 6<sup>th</sup> grade in this project? NO.
5. Protecting students' interest + minimizing change  
Phased approach, allowing older students to stay in their schools longer / give a choice
6. Redistribution / tap into schools / PTA donation to Redistribute wealth / Access among all schools
- 7.
- 8.

Facilitator: \_\_\_\_\_

Table: \_\_\_\_\_

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

**Questions about the Process:**

1. How are we prioritizing the process? fiscal vs services
2. How are we evaluating cost vs Access to program/neighborhood school
3. How will you balance? What will drive ultimate decision making process?
4. Low vs High incidence programming - How split staffing solutions to solve some of the issues (1/2 time teacher @ Langley + @ Herndon for Russian)
5. Does this have to happen ALL at once "Big Bang"? Can it be phased over time?
6. Summer '25 is next public touch point. In between, How will progress/decisions be communicated?
7. Who will be the community Ambassadors? Where will they communicate progress/updates to involve constituents?
- 8.

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Delay to allow more time for Analysis

<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. <del>Keeping large groups of kids together</del></li> <li>2. <del>Minimize transportation time</del></li> <li>3. Access to programming</li> <li>4. Proposed location of any future schools</li> <li>5. general age of population (expected turn over) <sup>also non-contributor</sup> in neighborhoods</li> <li>6. Roll out expectation of changes</li> <li>7.</li> <li>8.</li> </ol>
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**Question 3:** What do you hope the outcomes of this boundary review process will be? How could this review process positively impact our community?

**Favorable Outcomes:**

1. Minimal disruption / opt-out
2. Individual fixes vs. sweeping change
3. Eliminate split feeders ~~to~~ - look into Vienna Elementary and allowing students within the split feeder neighborhoods go to Madison HS. ~~to~~
4. We are part of the small group that go to wolf trap, Kilmer, and James Madison  
we ~~would~~ would like to go to a middle school that feeds into James Madison
- 5.
- 6.
- 7.
- 8.

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

**Questions about the Process:**

1. Is this a from scratch build or small changes?
2. How is this implemented / small change vs. all at once
3. How are you accounting for future development / growth
4. What are you reviewing every 5 years? same process or smaller fixes
5. What does final ~~after~~ approval look like (majority)?
- 6.
- 7.
- 8.

Facilitator: \_\_\_\_\_

Table: 34

### Graphic Organizer for Note Taker

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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>1. Enrollment / capacity.</li><li>2. Access to Programming, should be consistent. Universal, (not a boundary issue), fundamental right.</li><li>4x Access to transportation (not a boundary issue)</li><li>3. Proximity</li><li>5.</li><li>6.</li></ol>
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Facilitator: \_\_\_\_\_

Table: \_\_\_\_\_

**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. Access to program.
2. Over crowding, entitlement, grandfathering.
3. Feeder school. Staying within your pyramid school.
4. Economic demographics for further study.
- 5.
- 6.
- 7.
- 8.

Facilitator: \_\_\_\_\_

Table: \_\_\_\_\_

**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. Improve the forecasting planning, and building capacity.
2. Do not change.
3. Have a dash board showing live movement of ~~de~~ population.
4. Access to programming increased. Industrial Arts.
5. AAP should be in every school.
6. Less impact on kids
- 7.
- 8.

Facilitator: \_\_\_\_\_

Table: \_\_\_\_\_

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

**Questions about the Process:**

1. If we move 6<sup>th</sup> grade to Middle school, please staff the math more appropriately.
2. Is there money for buildings, remodeling?
3. How are you going to define grandfathering?
4. How can you accommodate 6<sup>th</sup> grade in middle school capacity constraints?
5. What are you going to do with Secondary school?
6. When are the teachers getting the much deserved/needed raise?
7. when will we know the names of Boundary Review Advisory?
8. why have final community mtgs during the summer-? ppl want be as engaged-

## Graphic Organizer for Note Taker

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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>1. A lot of split feeder schools.</li><li>2. Ability for students to be grandfathered in. Minimize disruption.</li><li>3. Ensure access to programming. <del>AA</del> as an option - with transportation provided.</li><li>4. Proximity + transportation makes most sense.</li><li>5. Concern for pyramid changing affecting house value &amp; affordability to go to the "good schools".</li><li>6. Student - teacher ratio. - making more equitable.</li></ol>
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Facilitator: \_\_\_\_\_

Table: \_\_\_\_\_

**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. Bench marking against other countries that have done this. - pros & cons.
2. Consider school capacity & enrollment data.  
↳ let us know asap which schools are overcrowded, under-crowded.
3. Time on bus - traffic & bus patterns.
4. Access & avail. ~~to~~ to Advanced programs.
5. Diversity demographics.
6. What makes a school "good"? ~~Balance~~ Balance  
fac. / teacher credential metrics across schools
7. Consider college acceptance as a data source.
- 8.



Facilitator: \_\_\_\_\_

Table: \_\_\_\_\_

**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. Expedited information on any proposed changes.
2. Grandfathering in students who have already started school. - especially older grades.
3. As long as FCPS priorities happen, ~~then they~~ as planned - desire to see them delivered.
4. For our children to retain a life-long love for learning.
5. Longer duration transition timeline.
6. Going to school w/ fellow community members. - more community engagement.
- 7.
- 8.

Facilitator: \_\_\_\_\_

Table: \_\_\_\_\_

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

**Questions about the Process:**

1. I want to know which schools are underpopulated & which schools are overpopulated.
2. Current review of boundaries for every school. - See different scenarios ~~where~~ up front.
3. How does politics affect this?
4. Will there be an appeals process?
5. Will ~~the~~ FCPS consider adding new schools as needed?
6. How much of a difference will balancing all of this out in terms
7. of class size?
8. Would ~~the~~ FCPS consider adding to the current school footprints to make current schools larger?

Facilitator: \_\_\_\_\_

Table: 15

### Graphic Organizer for Note Taker

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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>1. Access to programming <math>\Rightarrow</math> Putting the funds into schools kids who need additional support is very important</li><li>2. Capacity <math>\Rightarrow</math> is there a correlation b/w capacity and access to programming really??</li><li>3.</li><li>4.</li><li>5.</li><li>6. Proximity = Parents buy houses knowing what they are signing up to in terms of commute. So this is the <u>least</u> concern for the community.</li></ol>
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**Question 2:**

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

**Information to Include in Boundary Review**

1. Demographics  $\Rightarrow$  how is it evolving (historically & projections)?
2. Is there communication b/w FCPS and the county before new residential developments are being approved?
3. How is capacity defined? Teacher per student? Number of classrooms?
4. Why aren't funds to build new schools to address capacity?
5. Is the queue & demand for capacity at each school reviewed periodically? Projections change so the queue for school improvements should be adjusted accordingly?
6. Need to look at the impact of a mental health of rezoning on students and families, especially if grandfathering is not going to be offered to existing students.
7. What is the criteria for people pleading due to exceptions?
8. A poll among all current FCPS ~~for~~ families asking if they would support rezoning.

**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. Eliminate split feeder situation. Keep neighborhoods that split in MS or HS together.
2. Students are grandfathered to finish in the high school pyramid they have started at after any rezoning.
3. Minimize disruptions to students & families for their K-12.
4. Have these reviews less frequent than 5 years. It will be too disruptive.
5. Needs based capital improvement planning.
6. Put funding to improve educational and other support programs at the schools/students that need them instead of disrupting families by rezoning kids.
- 7.
8. Focus on schools that have issues and create customized solutions to help them instead of having a blanket solution of rezoning all of FAPS.

Facilitator: \_\_\_\_\_

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

**Questions about the Process:**

1. Transparency in data being utilized for this study - how do you ensure that?
2. How do you ensure that community feedback is truly incorporated into this study?
3. How do we see community feedback from these meetings?
4. Will there be an appeal process after the study is finalized?
- 5.
- 6.
- 7.
- 8.

Facilitator: \_\_\_\_\_

Table: \_\_\_\_\_

### Graphic Organizer for Note Taker

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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>1. Improving student well-being and achievement as the outcome even though it's less actionable. * All others influence this goal *</li><li>2.</li><li>3. One not on there is timing of boundary change - don't make the cohorts who went through primary grades during COVID change</li><li>4. School boundaries during middle school</li><li>5. Balancing capacity and travel time</li><li>6. * grandfathering in kids</li></ol>
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**Question 2:**

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

**Information to Include in Boundary Review**

1. When change is happens and how it affects the kids who are in Covid cohorts (during primary grades) - don't change during middle school
2. Grandfathering in high school students
3. New High Schools:
4. Making high schools/schools you are changing to have the same programs and
5. Implementation matters
6. Parents bought houses for the high school they are in knowing the distance - if high schools
7. are the same they want to go to closest high school - but NOT if high school
8. opportunities/outcomes are different.
9. If it's not broken - according to parents - don't change it. If parents are happy with a long ~~drive~~ drive/bus time then you don't need to change it.



Facilitator: \_\_\_\_\_

Table: \_\_\_\_\_

**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:** **Hopes:**

1. My elementary school stays in current pyramid; despite long travel times
  2. I'm close to boundary and high schools are equal and hope to go to closest school
  3. Hope they build another high schools in areas where there are no close
  4. high schools
- 
5. How to positively impact community?
  6. Creating more equitable access and programming
  7. maintain & conserve property values
  8. Maintaining friend groups
  9. School Board Member Boundaries reflect the pyramid boundaries they represent!  
(my rep does not cover any of the schools my kids go to!)

Facilitator: \_\_\_\_\_

Table: \_\_\_\_\_

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

**Questions about the Process:**

1. What is the date range (year) that implementation will take place - will all changes happen in fall of 2026 or ~~earlier~~ will it be implemented over ~~time~~ <sup>time</sup>?
2. ~~time~~ <sup>time</sup>?
3. Will kids in high school currently have to switch or can they opt to stay?
4. What parent/community involvement will be in the post-analysis phase? How will our
5. input be solicited?
6. ~~what~~ how will the district account for property value change?
7. How ~~will the~~ <sup>does</sup> district plan to address reductions in school environment, programs, and outcomes due to boundary changes?
8. What are the thoughts on building new high schools?

Facilitator: \_\_\_\_\_

Payne

Table: 55

### Graphic Organizer for Note Taker

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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>1. minimizing travel time - especially elementary schools</li><li>2. consistent attendance zones</li><li>3.</li><li>4.</li><li>5.</li><li>6.</li></ol> <p>over →</p>
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Facilitator: \_\_\_\_\_

Table: \_\_\_\_\_

**Additional Note Space for Question 1:**

potentially divide up low economic population to other schools to help keep schools diversified and not all funnelling in to one school.

**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. Start times and traffic patterns
2. decrease time on buses - avoid high traffic times to ↓ commute time
3. transition into new school? possibly finish HS if boundary changed during transition. (IB vs. AP)
4. possibility of giving caregiver the option to go to a closer school rather than the zoned school.
- 5.
- 6.
- 7.
- 8.

Facilitator: \_\_\_\_\_

Table: \_\_\_\_\_

**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. Create consistent school pyramids with optionality clearly ~~to~~ made for all families to know what option they ~~can~~ have outside of their zoned school

2. consistency + clarity to know what your options are. Educate parents on their options so they could make informed decisions.

3. lower class sizes

6.

7.

8.

Closer location to  
↓ commute  
time.

Facilitator: \_\_\_\_\_

Table: \_\_\_\_\_

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

**Questions about the Process:**

1. how are feedback from families being examined
2. would zoning based on town help keep population and travel time down? Keeping All <sup>families</sup> ~~are~~ with certain
3. town addresses within the same town for schools. i.e. Vienna address, vienna elementary, middle, High
4. Schools.
5. What are other large districts doing?
- 6.
- 7.
- 8.

Facilitator: \_\_\_\_\_

Table: 46.

### Graphic Organizer for Note Taker

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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>1. Making sense of boundaries <del>and</del> for zoned schools vs. accessing special programs (being taken out of zone) - very confusing for new parents / parents moving to the area.</li><li>2. Managing change process - <del>without</del> of students needing to change schools due to boundary changes <del>and</del> <del>social</del> <del>impact</del> - social impact.</li><li>3. Split feeder - social impact of friends leaving <del>in addition to</del> <del>the</del> <del>reducing</del></li><li>4. Proximity to schools - long <del>or</del> <sup>reducing</sup> travel times.</li><li>5. Consistency - frequency of boundary changes and moving kids around - again, social impact.</li><li>6. Transparency of long term plan for ongoing boundary changes. - reduce disruption</li></ol>
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Facilitator: \_\_\_\_\_

Table: \_\_\_\_\_

**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. more equitable access to ~~resources~~ resources
2. Capacity of schools - transparency / access to data
3. Better use of funds - more school programs vs. building for more capacity
- 4.
- 5.
- 6.
- 7.
- 8.

Facilitator: \_\_\_\_\_

Table: \_\_\_\_\_

**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. Lessons learned - long overdue review process.
2. Transparency of <sup>creation of</sup> boundaries
3. Proximity to middle school vs. high schools for zoned pyramid
4. ~~Equal~~ Having more equitable schools where each zone ~~has~~ high school offers strong education - less discrepancy in ratings.
5. ~~Support~~ Earnest consideration of feedback received from community
6. Streamlined pyramid structure.  
- no split feeders
- 7.
- 8.

Facilitator: \_\_\_\_\_

Table: \_\_\_\_\_

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

**Questions about the Process:**

1. <sup>How</sup> will they share feedback on feedback received?
2. How will changes be implemented? Will there be a phased approach?
3. Draft plan that will indicate impact/rationale of changes.
- 4.
- 5.
- 6.
- 7.
- 8.

Facilitator: \_\_\_\_\_

Table: 45

### Graphic Organizer for Note Taker

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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>there are more challenges than those listed here.</p>	<p><b>General challenges:</b></p> <ol style="list-style-type: none"><li>1. access to academic programs for everyone at ALL schools. - elevating ALL schools</li><li>2. community.</li><li>3. choice - parents considering moves to stay w/in current pyramid</li><li>4.</li><li>5.</li><li>6.</li></ol>
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Facilitator: \_\_\_\_\_

Table: \_\_\_\_\_

**Additional Note Space for Question 1:**

is overcrowding the priority? } need transparency from  
is transportation the priority? } FCPS regarding drivers

Facilitator: \_\_\_\_\_

Table: \_\_\_\_\_

**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. parent unease about process  
- how much are we being listened to
2. economic impact on communities / neighborhoods
3. equitable access to programs across county - ALL schools
4. splitting siblings w/ school change
5. not moving pyramids that are not overcrowded.
- 6.
- 7.
- 8.

Facilitator: \_\_\_\_\_

Table: \_\_\_\_\_

**Additional Note Space for Question 2:**

economic impact

elevating all schools - not sacrificing some students to help  
elevate under performing schools

impact to students zoned where they want to stay.

adding programs | facilities | teachers to those in need

taxes for developers to benefit school systems

academic opportunity  
facilities  
community.

Facilitator: \_\_\_\_\_

Table: \_\_\_\_\_

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

**Favorable Outcomes:**

1. not moving schools that are not overcrowded
- 2.
3. rebalancing programs equitably throughout county
- 4.
5. no net positive results as currently discussed.
- 6.
- 7.
- 8.



Facilitator: \_\_\_\_\_

Table: \_\_\_\_\_

**Additional Note Space for Question 3:**

not moving kids out of a pyramid that is not overcrowded.

impact: none as potentials are currently discussed

property values - negative

sibling splits - if one child receives exemption.

Facilitator: \_\_\_\_\_

Table: \_\_\_\_\_

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

**Questions about the Process:**

1. What is the driver in the process?
  - boundary map
  - overcrowding
2. How is access to programming being addressed beyond boundary change?
3. What is the grandfathering process for keeping kids in current schools if changes happen?
4. why the poor timing for parent meetings
5. Are draft scenarios being shared with the public?
6. are natural boundaries being considered
- 7.
- 8.

**Graphic Organizer for Note Taker**

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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> <del>minimize</del> minimize disruption to students' community/moving</p> <ol style="list-style-type: none"> <li>1. Do no harm - limit negative impact to students/families/             <ul style="list-style-type: none"> <li>- Prioritize family decisions who moved to a district <u>economic</u> for specific reasons</li> </ul> </li> <li>2. - financial implications for a transient community</li> <li>3. - Do not disrupt/maintain school level quality of education</li> <li>4. Easier to move teachers &amp; programs than families</li> <li>5. 40 years to get to today - more due diligence than 18 months - lack of proactive planning</li> <li>6. Transportation is a focus - yet its only 5% of budget             <ul style="list-style-type: none"> <li>↳ focus on bigger 60% of budget - compensation &amp; benefits</li> </ul> </li> </ol>
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~~FFX~~ FFX county is too large & diverse - consider smaller areas to make their own decisions

Proximity and transportation is a low priority for this table  
and should not be a reason for the change

Facilitator: \_\_\_\_\_

Table: \_\_\_\_\_

**Additional Note Space for Question 1:**

- keep pyramids without split feeders

Facilitator: \_\_\_\_\_

Table: \_\_\_\_\_

**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**

- 2. Many students have had hardships already (COVID) & further disruption will exasperate already struggling students
- 1. Lack of transparency into tax payers \$ & spending  
↳ significant impact to home rates - school pyramids are often <sup>top of</sup> home listings
- 4. How do we validate the results of this boundary study?  
- how do we validate incoming data to this process - CIP is proven inadequate
- 5. Further engagement (other than this type of session) to gather important voices who could not make it
- 2. Instability caused by reevaluation every 5 years
- 3. Weigh & balance the negative impact & positive impacts
  - negative impacts - how will they be assessed & minimized?
  - quality of education school to school - focus on bringing the level of education up at every school
  - Finding ways to focus on OPPORTUNITY instead of EQUITY
  - Consider & investigate ways to manage capacity other than redistributing student

6. Lack of planning: CIP → School board planning - when new dev (zoning & boundaries) happens - where is the connection w/ schools

Facilitator: \_\_\_\_\_

Table: \_\_\_\_\_

**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 proactive & long term planning - sustainable planning practices focusing on opportunity for all students
2. Partnerships w/ community & business to solve for needs of students & families
3. No harm or negative impacts to any students
4. That top challenges outlined in Q1 of this session are addressed
5. Prioritization of parent preferences in this process  
Boundary roll out in phases - pilot & prototype
6. Establish guard rails that prioritize student safety, performance impacts, educational outcomes
7. Grand-fathering considered w/ private transportation options  
Put boundary decision back to constituents - not school board  
↳ via formal ballot initiative
8. Maintain property values -

Facilitator: \_\_\_\_\_

Table: \_\_\_\_\_

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

**Questions about the Process:**

1. How will we validate our input is being considered - transparency of data - if a majority of the community disagrees w/ this outcome, what will be done to not implement it
2. why the rush? 18 month cycle and 5 year reviews leave only 2 1/2 years ~~to~~ lack of stability
3. Will Thru consulting provide the underlying logic for their recommendations/decisions?
4. Provide a clear definition of equity
  - defined by school board
  - defined by Dr. Reid
- 5.
- 6.
- 7.
- 8.



Facilitator: \_\_\_\_\_

# WE ARE UNIFIED AGAINST BOUNDARY CHANGES

Table: \_\_\_\_\_

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. Programmatic Equity is Not Defined.
2. Significant concerns about Data and Projections.
3. Langley ~~is~~ and Cooper are not overcrowded.
4. Seems like the board is ~~not~~ trying to find a ~~solution~~ Problem in search of Boundary change "solution"
5. FCPS's own study does not support transportation of less than an hour being a problem.
6. That was a study of UAE College Students.  
- Not applicable to FCPS!!!



## Additional Note Space for Question 1:

Resources should go into schools before ~~the~~ disruptive boundary changes.

FCPS Not considering substantial growth in ~~the area~~ Herndon (TRG/HFOC)

Langley is at 93% capacity and can absorb about 200 McLean students without going over capacity.

Parents of kids with longest commute signed up for it.

Several underenrolled schools are ~~sending~~ transferring hundreds of kids to other schools.

**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. FCPS Must consider Residential Development  
it assumes almost no additional students
2. due to Residential Development.
3. Kids are not Fungible Widgets
4. Student Mental Health is important,  
we LOSE that with Boundary changes
5. Need Maximum grandfathering.
6. If No grandfathering, ~~the~~ Kids will be significantly impacted
7. PARENTS ARE FRUSTRATED - SCHOOL
8. BOARD DOES NOT APPEAR TO BE LISTENING

Facilitator: \_\_\_\_\_

Table: \_\_\_\_\_

**Additional Note Space for Question 2:**

SIGNIFICANT CONCERNS ABOUT DATA.

UNDERCOUNTING OF NEW HOUSING IS REALLY PROBLEMATIC.


We all bought homes ~~where~~ because of our School  
Pyramid.

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

**Favorable Outcomes:**

1. No one at our table or in
2. our Region want Boundary changes.
3. We have concerns about the SPECIAL
4. INTEREST GROUPS on the Boundary
5. Review Advisory Committee.
6. We can't think of any positive
7. impacts, only negative.
- 8.

Facilitator: \_\_\_\_\_

Table:          

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

**Questions about the Process:**

1. Data issues will mean that they have to do changes every five years.

2.

3.

4. WE HOPE THAT THE SCHOOL BOARD RECONSIDERS HURTING FCPS KIDS WITH BOUNDARY CHANGES.

5.

6.

7. WE ~~WE~~ HAVE TRUST ISSUES AFTER HAYFIELD.

8.

Facilitator: \_\_\_\_\_

Table: 1

### Graphic Organizer for Note Taker

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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>1. Improving student well-being + achievement.</li><li>2. Balancing available capacity to optimize use of school facilities.</li><li>3. Ensuring equitable access to programs + facilities</li><li>4.</li><li>5.</li><li>6.</li></ol>
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**Question 2:**

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

**Information to Include in Boundary Review**

1. Consistency in Boundary reviews
2. buildouts of schools based off of <sup>projected</sup> data in population growth. Focusing funding towards overcrowded schools.
3. siblings potentially being ~~split~~ split due to boundary review & effects on caregivers.
4. ~~S~~ Impact on property value & economy based on rezoning. & shift out of public school into private school.
5. Consider past impacts of rezoning when planning for the future.
6. Could build larger ~~to~~ schools, expand academic programs, How to mitigate effects of over-crowding without just constantly moving students from school to school.
7. Different perspectives of people that want the ~~boundary~~ <sup>boundary change</sup>
8. More data & clarity on big issues. Communicate why exactly ~~if~~ there are boundary changes needed. More information behind each issue. more statistics.

Facilitator: \_\_\_\_\_

Table: \_\_\_\_\_

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

**Favorable Outcomes:**

1. No changes to ~~boundaries~~: boundaries.
- 2.
- 3.
- 4.
- 5.
- 6.
- 7.
- 8.



Facilitator: \_\_\_\_\_

Table: \_\_\_\_\_

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

**Questions about the Process:**

1. What is a comprehensive economic analysis on the impact on boundary rezoning changes.
2. Have you considered grandfathering in children to schools & if it would apply to whole families?
3. What does the data collection process look like?
4. Who is doing the data analysis? Will there be a third party involved so as to ensure there is no conflict of interest.
5. ~~Will~~ <sup>more</sup> details be provided to the community prior to the decision-making process. Will we get more detail & clarity on big issues.
6. How can we ensure work today is accounted & actually heard & considered.
- 7.
- 8.

Facilitator: Al Bunangh

Table: 18

### 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. attendance islands -  
- crossfield - flint hill elem
2. split feeders  
- ~~both~~ prioritize same hs (keep pyramids together)
3. consistency for current students & families  
- phased / grandfathered plan
4. don't keep moving people back & forth  
(5 yr reviews for people close to boundary edges)
5. continue to allow flexibility for attending programs outside of base school  
(e.g. IB v. AP; electives; immersion)
6. social & extracurricular impacts

Facilitator:

Al Bunnough

Table: 18

**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. Keep families at the same school systems while implementing a family choice
2. early transportation times for kids bc of long bus rides  
↳ lack of sleep > impact on student performance, mental health/well being
3. current capacity of middle schools seem impossible
4. compare building (residence) capacity predictions v. reality over time (1 yr, 2 yr, 3 yrs)
5. current v. proposed consistent pyramid attendance as a result of split feeders
- 6.
- 7.
- 8.

**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. Acknowledging shortcomings in the process
2. transparency
3. no significant changes unless it's to address a very sig. problem
4. similar transportation <sup>as AAP</sup> for programs that are not universally available / ~~at~~ at your base school
5. positive community impact of staying in one pyramid
- 6.
- 7.
- 8.

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

**Questions about the Process:**

1. What is the timing of defining the transition plan & what feedback do we get on that?
2. How do we provide feedback on the boundaries and/or transition? Options other than committee meetings.
3. Will the transition <sup>happen</sup> for the whole county at once?
4. Are you minimizing impacts to kids impacted by <sup>recent</sup> boundary changes?
5. Are you minimizing changes to kids who had their ~~young~~ elementary ages impacted by covid impacts?
- 7.
- 8.

**Graphic Organizer for Note Taker**

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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>1. Transportation &amp; proximity.</li><li>2. <u>#1 enrollment/capacity</u> &amp; access to programming.</li><li>3. Community - moving kids from their schools/community</li><li>4.</li><li>5.</li><li>6.</li></ol>
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Facilitator: \_\_\_\_\_

Table: \_\_\_\_\_

**Additional Note Space for Question 1:**

- questions about siblings and having different experiences .
- <sup>Some</sup> ~~the~~ don't want change .
- want everyone to have ability to access programming, but don't necessarily need them to stay in local school .

Facilitator: \_\_\_\_\_

Table: \_\_\_\_\_

**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. a lot of people buy in specific area b/c of the school pyramid.
2. unless there's a huge issue (eg. 60% capacity v. 100% capacity), don't change.
3. kids have community & it's hard to adjust. ~~a~~ huge disruption
4. economic impact & social-educational disruption for kids. consider not changing kids until a natural transition.
5. this needs to be a longer term transition so kids stay w/ their peer groups.
6. to maintain quality of education & capacity for students
7. ~~effects of community engagement + adolescent relationships~~  
effects of community engagement + adolescent relationships
8. classroom size



Facilitator: \_\_\_\_\_

Table: \_\_\_\_\_

**Additional Note Space for Question 2:**

9. Consider data on splitting communities.

Facilitator: \_\_\_\_\_

Table: \_\_\_\_\_

**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. minimal impact / to students disruption
2. smaller class sizes.
3. impacting start times ~~(we understand)~~ & make them closer together (since transportation impedes this).
4. minimum change.
5. FCPs understands people want longer transition time so kids don't have to move schools mid-experience.
6. allow people who don't work for county to choose school
7. ~~don't need to~~ parents choose to forego <sup>bus</sup> transportation so they can go to school of their choosing
- 8.

Facilitator: \_\_\_\_\_

Table: \_\_\_\_\_

**Additional Note Space for Question 3:**

Positively impact community:

1. Review process helps understand how to implement change.
2. Community is more engaged ~~and~~ due to this issue.
- 3.

Facilitator: \_\_\_\_\_

Table: \_\_\_\_\_

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

**Questions about the Process:**

1. What are top priorities/challenges that FCPS is facing? (Is transportation the driver for realignment?)
2. How will FCPS grandfather students, esp for siblings?
3. How will FCPS ensure transparency?
4. ~~How long will transition~~ Can we have longer term implementation date?
5. Will siblings be separated?
6. Once they come up w/ plan, will this <sup>review</sup> process occur again?
- 7.
- 8.

what alternative solutions can we come up w/ other than boundary review?

Facilitator: Kathy Ryan

Table: 213 19

### Graphic Organizer for Note Taker

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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>1. Programming Access → beyond boundary adjustment</li><li>2. Bus travel time → need more AAP, special ed</li><li>3. Capacity → e.g. Latin Fairfax Academy IB &amp; AP both Sports</li><li>4.</li><li>5.</li><li>6.</li></ol>
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**Question 2:**  
Based on your experience as a parent/caregiver and/or community member, what are some important data or insights should we consider?

**Information to Include in Boundary Review**

1. Population shifts/rapid growth/density
2. split feeders + administration of R<sub>e</sub>  
split feeders
3. types of services needed  
e.g. principal of R<sub>e</sub>  
split feeder is not linked to both HS, only one.
- 4.
5. e.g. marshall + madison in different regions administratively.
- 6.
- 7.
- 8.

Facilitator: \_\_\_\_\_

Table: 2/5 19

**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. Change should not be drastic
2. Decreased disparity
3. Waiver options for established families
4. Sibling cohesion
- 5.
- 6.
- 7.
- 8.

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

**Questions about the Process:**

1. How gradually is roll out? phase-in.
2. What kind of community engagement in Phase 2
3. Boundary adjustments will not solve some of these underlying structural issues.
- 4.
- 5.
- 6.
- 7.
- 8.



### Graphic Organizer for Note Taker

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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>1. Distance to school</li><li>2. Kid's well being, minimizing time on the bus</li><li>3. <del>B</del> Alternative modes of transportation</li><li>4. <del>Disrupting</del> Minimizing disruption for current students &amp; their community</li><li>5.</li><li>6.</li></ol>
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Facilitator: \_\_\_\_\_

**Question 2:**

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

**Information to Include in Boundary Review**

1. Projected population
2. ~~Bus~~ Avg time spent on the bus currently
3. Bus routes optimization
4. ~~Bus~~ current & projected school capacity
5. Understanding special ~~needs~~ needs and availability of programs
- 6.
- 7.
- 8.

Facilitator: \_\_\_\_\_

**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. Kudos to FCPS for holistic boundary review, its long overdue
2. Equalizing student to staff ratio across FCPS
3. Improved work conditions for teachers
4. Less use of modules (temp spaces) (trailors)
5. Shifting ~~the~~ cost savings to kids learning and enrichment opportunities.
- 6.
- 7.
- 8.

Facilitator: \_\_\_\_\_

Table: \_\_\_\_\_

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

**Questions about the Process:**

1. Are you asking teachers for their opinions?
2. Moving 6th grade to middle school - will it be county wide?
3. ~~Allow~~ will you allow enough time for transition and course selection?
4. Will you consider adding new schools as part of the plan?
- 5.
- 6.
- 7.
- 8.

**Graphic Organizer for Note Taker**

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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>1. PROXIMITY:             <ul style="list-style-type: none"> <li>- WE WANT SHORT BUS TIMES</li> <li>- WE WANT EQUITABLE ACCESS TO SERVICES W/ THAT PROXIMITY. DON'T LOSE ACCESS W/ PROXIMITY</li> </ul> </li> <li>2. EQUITABLE ACCESS             <ul style="list-style-type: none"> <li>- WE WANT THE NEIGHBORHOOD SCHOOL TO HAVE SAME PROGRAMMING</li> </ul> </li> <li>3. SIXTH GRADE             <ul style="list-style-type: none"> <li>LOUDOUN 6TH IS MIDDLE SO IF MOVE INTO FAIRFAX IS A SWITCH</li> </ul> </li> <li>4. NEIGHBORS SHOULD GO TO SAME SCHOOL, NO SPOT OR ISLAND DISTRICTS</li> <li>5. EQUITY:             <ul style="list-style-type: none"> <li>- RIGHT NOW ADVANCED ACADEMIC PROGRAM SOMETIMES CAN CHOOSE DIFFERENT TRIANGLES WHICH SPLITS NEIGHBORHOODS</li> </ul> </li> <li>6. + PEER GROUPS             <ul style="list-style-type: none"> <li>- WANT SAME AAP ACCESS IN THE NEIGHBORHOOD TO AVOID SPLITTING KIDS</li> </ul> </li> </ol>
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**Question 2:**

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

**Information to Include in Boundary Review**

1. BETTER COMMUNICATION BETWEEN FAIRFAX CNTY BUILDING + DEVELOPMENT + SCHOOL ZONING  
→ NEED BETTER PREDICTIONS FOR NEW DEVELOPMENT (ESTIMATES)
2. → BETTER KNOWLEDGE OF BUILDING PERMITS
3. DO NEW SCHOOLS LIKE HIGH SCHOOLS NEED TO BE CONSIDERED? PLACES LIKE RESTON W/ BIG GAPS WITH FEW HIGH SCHOOLS
4. TRY TO GET SCHOOLS AS PART OF PLANS FROM NEW DEVELOPERS/DEVELOPMENTS
- 5.
6. DO THE IMPACT FEES DEVELOPERS PAY SUPPORT BLDG NEW SCHOOLS
7. BETTER SURVEY: HOW MANY ARE CHOOSING PRIVATE + WHY  
→ MAYBE MORE INFO ON WHAT IS BEING CONSIDERED
8. TO AVOID MISINFORMATION

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

**Favorable Outcomes:**

1. **TRANSPARENCY: INSUFFICIENT TRANSPARENCY**  
→ CONSIDER HOLIDAYS + SCHOOL BREAKS WHEN SCHEDULING MEETINGS
2. **LONG TERM PLAN: WHAT IS NEXT AFTER THIS**  
→ WHEN IS NEXT REVIEW? WHAT WILL HAPPEN W/ NEW DEVELOPMENTS
3. **THE RIGOR OF THE SCHOOLS SHOULD BE EQUAL**  
SO THE END RESULT IS NOT GOING FROM A MORE TO LESS RIGOR
4. → SOCIAL ECONOMICS SHOULD HAVE LESS IMPACT ON RIGOR
- 5.
- 6.
- 7.
- 8.

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

**Questions about the Process:**

1. HOW MUCH WILL COMMUNITY FEEDBACK ACTUALLY INFLUENCE PROCESS?  
→ WILL SOME COMMUNITIES BE PRIORITIZED
2. OVER OTHERS
- WHY IS IT OVER THE SUMMER? WHY SO LONG
3. FROM NOW? WHY DURING A BREAK WHERE CHILDCARE IS DIFFICULT
4. → NEED MORE ONLINE ENGAGEMENT
- OPEN FEEDBACK ~~IF~~ SUBMISSION ⇒ MAYBE ONLINE
5. → FOR PEOPLE WHO CAN'T ACCESS
- WHAT IS THE TRANSITION PLAN?
6. → WILL KIDS BE GRANDFATHERED IN?  
→ CAN PEOPLE SELF TRANSPORT THEIR
7. KIDS  
→ MENTAL HEALTH PLANS/IMPACTS FOR KIDS
8. SWITCHING SCHOOLS



Facilitator: \_\_\_\_\_

Table: 8

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<p><b>Question 1:</b></p> <p>In the introduction, we explored various challenges related to the current school boundaries. <u>Which of those do you feel should be the top priority when we create the boundary scenarios?</u></p>	<p><b>General challenges:</b></p> <ol style="list-style-type: none"><li>1. transportation</li><li>2. enrollment/capacity</li><li>3. <del>access</del> access to programming</li><li>4.</li><li>5.</li><li>6.</li></ol>
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**Question 2:**

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

**Information to Include in Boundary Review**

- ① could a middle school become a high school and a high school become middle school
2. combine middle and high school - student
- ③ time frame for traffic studies, <sup>COVID</sup> covid years to post-covid years
4. security at school, should be higher security  
proximity of first responders and have capacity for - student
5. bus route safety, are they on major thoroughfares?
6. kiss'n ride if kids are close to school instead of having public transportation, kids would probably want the public transportation - student ENTITIES
- ⑦ coordinating with other local govt entities regarding housing population changes
8. some schools are better quality, sometimes drive further away - student

**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. what we are zoned for are working, currently - for someone who has grown up in this area
- ① → "do not harm" principle/minimal harm
- ② maximize opportunities
- ③ voicing our opinions
4. balancing flexibility and stability - not changing schools
- ↑
5. scheduling, preserving but limiting activities such as academies - student
6. waivers and loopholes may cause disruptions, but may not
- 7.
- 8.

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

**Questions about the Process:**

- ①. will schools be closer to homes - student
- ②. surveys - wonder what they will look like
- ③. transparency of data
- ④. is this going to be phased or rolling?
- ⑤. Is there going to be one report to understand or react to?
- 6.
- 7.
- 8.

**Graphic Organizer for Note Taker**

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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>1. Programming / resource allocation instead of boundary changes</li><li>2. minimal disruption / changes</li><li>3. If you move students between IB and AP schools, then those programs need to</li><li>4. exist in both schools at the same level. Eg: Don't move students from a</li><li>5. robust AP school to an IB school.</li><li>6.</li></ol>
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Facilitator: \_\_\_\_\_

Table: \_\_\_\_\_

### Additional Note Space for Question 1:

- Distribution of resources  $\Rightarrow$  move resources (teachers) not boundaries
  - $\hookrightarrow$  same with programming
- Bus time. What is considered too long?
- Many people make housing decisions based on school zones. Times have gotten better
- Trailers at schools are a problem
- Many students leave typical boundaries for programming - a conscious choice
- Schools built after previous zoning may be good candidates
  - $\hookrightarrow$  again, many people chose where to live based on current boundaries
- Is there potential for a "grandfather" clause

Facilitator: \_\_\_\_\_

Table: \_\_\_\_\_

### Additional Note Space for Question 2:

- There should be an exception process based on needs / programming
  - ↳ moving children w/ needs is especially difficult / disruptive
- Need to be cautious not to split communities, which is a stated goal
  - ↳ or redefine
- Worry about moving children to schools where social groups are well-established
- More information on mental benefits of moving 6th to middle school
  - ↳ one worried about being with older kids
- Most okay w/ 6th / 7th / 8th
- Worried about boundary change ripple effect
  - sports, continuity, etc
- May cause issues for families with children in multiple grades
- Fear many people will move if boundaries change
  - ↳ keep children where they are
  - ↳ protect home values
- Who is on advisory committee? where do their children attend?

Facilitator: \_\_\_\_\_

Table: \_\_\_\_\_

**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. Allocate funds / resources instead of changing boundaries
2. Tax developers for school funding just like is done for transportation <sup>and development</sup>
3. Share methodology for growth projections. Shouldn't be based solely on population.
4. Show how feedback translates to outcomes. Fear school board will do what school board wants to do. What is background of consulting firm. Previous implementations and outcomes
5. Good idea to analyze what's working and not. Be open to other ideas in addition to rezoning. Not all comms want the same thing.
- 6.
- 7.
- 8.



Facilitator: \_\_\_\_\_

Table: \_\_\_\_\_

**Additional Note Space for Question 3:**

- Think that a large majority would vote against boundary change

Facilitator: \_\_\_\_\_

Table: \_\_\_\_\_

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

**Questions about the Process:**

1. Are they looking at previous rezoning impacts and outcomes - both academic, property values, population shuffling, etc
2. How did the policy to analyze boundaries every 5 years come about? What was the feedback that initiated the process?
3. Feels like we're jumping to solutions ahead of identifying problems  
Can we share data on the problems we're trying to solve and how impact boundary changes address will address the problem
4. Share background on advisory board, consulting firm, their school districts, selection process.
5. Where can we ask questions directly? How do we ensure feedback is incorporated?
6. When will changes be implemented?
7. Advisory committee should find attendance <sup>and negative reaction</sup> / concern may given time of year
- 8.

Thank you to -facilitator Lara  
- thank you for your consideration of our input.

Facilitator: \_\_\_\_\_

Table: 26

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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>1. Correct split feeder issue at Crossville Elementary 95% goes to Carson, less than 5% goes to Langston Hughes. - no opposition to solving attendance islands.</li><li>2. Maintaining + preserving current communities, not changing boundaries where there are not split feeder problems/attendance islands.</li><li>3. Not concerned about longer transportation times where children are going to high performing schools with their peers and community members.</li><li>4. Not interested in bandary reviews for entire district every 5 years due to cost, uncertainty, and anxiety.</li><li>5. <del>to</del> extent There is concern about lack of resources we would rather see resources go to students than</li><li>6. moving students to resources.</li></ol>
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**Question 2:**

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

**Information to Include in Boundary Review**

1. Not disrupting current communities.
2. Lack of consistency in rezoning where principal has authority to override.
3. All parents in my neighborhood moved here in order that our children ~~are currently~~ attend the school/pyramid they are currently assigned to. We would like to see the
4. School district respect that parental decision-making. (Colvin Run, Great Falls).
5. What are the population growth/forecasts that are being utilized - are those sources taking into account potential decreases in population ~~at~~ based on new federal political
6. agenda.
7. concern about anxiety to our kids from being split up from their social groups/community / anxiety from disruption to current school assignment.
8. District could consider creating/moving specialty programs that ~~keep~~ students apply/opt into at under-capacity schools (pre-law, pre-med, IT) as opposed to forcing students to move, similar to immersion programs.



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

**Favorable Outcomes:**

1. To solve the split feeder problem at Crossville.
2. To narrowly tailor solutions to minimize disruption to current school boundaries / communities.
3. Leave Langley pyramid intact.
4. Address concerns without creating new split feeders / without changing boundaries.
5. Improved transparency / communication about this process  
Acknowledgment of the upheaval this boundary review is causing families in this community.
6. The scheduling of these meetings between Thanksgiving and Christmas does not send a message of openness or supporting community involvement.
7. More info re BRAC and how to communicate with them.
8. Not prioritizing only McLean

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

**Questions about the Process:**

1. Will there be any grandfathering of students, how will any changes be implemented?
2. What are the sources of demographic information that the consultants are using?
3. How much time will <sup>we</sup> have to review the proposals? want adequate time for parents to review and respond.
- 4.
- 5.
- 6.
- 7.
- 8.

**Graphic Organizer for Note Taker**

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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>1. GRANDFATHERING/PHASING OF MOVES GEOGRAPHIC LOGIC BEHIND CURRENT BOUNDARIES PROPERTY VALUE IMPACT POTENTIAL</li> <li>2. TRANSPORT TIMES/DISTANCE BEHAVIORAL IMPACT DUE TO DISRUPTION</li> <li>3. ALIGNMENT BETWEEN ACADEMIC w/ RECREATIONAL PROCESS TRANSPARENCY ACTS/PURSUITS</li> <li>4. CONCERN OVER THIS PROCESS GIVING WAY TO POLITICS/MONEY MORE DETAILED COMMUNICATION OF CURRENT CRUNCH PTS. WHY NOW AFTER 40 YRS?</li> <li>5. WHAT ARE THE CURRENT KEY METRICS USED BY FCPS? TOP PRIORITIES FOR DECISIONS - TRANSPORT CLASSROOM CAPACITY ETC.</li> <li>6.</li> </ol>
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**Graphic Organizer for Note Taker**

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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>1. How do boundary changes help access to programs? SPED, Pre-School, AAP, Administrative Resources.</li><li>2. Equitable Access - AAP <sup>center</sup> access path.</li><li>3. Establishing consistent attendance zones.</li><li>4.</li><li>5.</li><li>6.</li></ol> <p>Reston kids go → Herndon schools.</p>
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Facilitator: \_\_\_\_\_

Table: \_\_\_\_\_

**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. Purchased a home for the schools ~~and you~~ ~~must go to~~ ✓✓
2. Property values will drop.
3. Crime rate at the schools.
4. Living, play, work in your school community moving schools shouldn't be akin to moving.
5. Balancing capacity should come from the community.
- 6.
- 7.
- 8.

~ 30 min.  
~ 30 min

travel time is acceptable limit.

Facilitator: \_\_\_\_\_

Table: \_\_\_\_\_

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

Leading question

**Favorable Outcomes:**

1. Stays the same. ✓✓✓
2. Moving population to increase scores would negatively affect all students by not addressing root causes.
3. ~~Make~~ making it more affordable ~~to~~ to live in the county to attract teachers.
4. Don't disperse the community by boundary changes.
- 5.
- 6.
- 7.
- 8.

Facilitator: \_\_\_\_\_

Table: \_\_\_\_\_

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

**Questions about the Process:**

1. ~~How~~ How long until implementation?
2. ~~From~~ Methodology for enrollment/capacity and transportation access? Will it be shared?
3. Middle school start time? ~~Will~~ will this take priority?
4. Where else ~~are~~ is the county looking to reduce costs?
5. How will you maintain community?
6. Equitable vs. equal access for programs.  
~ can the programs be offered at
7. the ~~same~~ school.  
every
8. What type of community feedback can be used to help develop the boundary scenarios?

Facilitator: Jeremy Doxer

Table: 13

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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>1. not enough bus drivers, transportation times</li><li>2. lack of transparency on when the change, if any will be made - communication to Parents in terms of what to expect</li><li>3. data on population / attendance for schools - is it accurate</li><li>4. what is the actual capacity of buses?</li><li>5.</li><li>6.</li></ol>
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Facilitator: Jeremy Doyer

Table: 13

**Additional Note Space for Question 1:**

The biggest concern is access to programming, which may not be a boundary issue but the concern is having equivalent access to non-specialized core curriculum

## 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. Kids need stability after "trauma" from pandemic experience
2. Transition plan is necessary, because this is a long term plan, it makes sense not to rip off the bandaid
3. Biggest concern is how to manage when families may have to send kids to different schools at the same time
4.
  - population (age demographics);
  - bus drivers; estimate of school age kids from townhomes/condos (non single family)
5. - what programs are being offered at each school and what is the interest;
6. - drive time / walk time to schools;
7. - <sup># of</sup> crossing guards <sup>av.</sup>; how many households will be divided to ~~other~~ more than one school dist.
8. ~~and~~ consider some sort of "grandfather" clause Pyramid

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

**Favorable Outcomes:**

1. balance
  2. awareness that parents are concerned about equitable access to school
  3. Programs (non just specialty) but core curriculum
  4. more equitable distribution of teachers at schools, perhaps
  5. phased implementation that will account for developmental issues, and
  6. practical / logistical matters
  7. bring advocacy ~~to~~ & awareness to issue that developers / planning needs to
  8. take into consideration school capacity and build new school when isn't
- connect ~~develop~~ building permit people to school board

Facilitator: \_\_\_\_\_

Table: \_\_\_\_\_

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

**Questions about the Process:**

1. what are the next steps?
2. when will the next proposals be and when will we be able to comment?
3. ~~what is~~ how much money are we spending towards the boundary review process and where
4. can we find this information?  
What is the expectation ~~of~~ of impact on the
5. overall FCPS budget with the changes that are made?
6. We would like to see hard measurable data that allows us to compare the
7. success of goals.
- 8.



Facilitator: Jeremy Daxer

Table: 14

### Graphic Organizer for Note Taker

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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>1. Access to what is considered a <u>"Good School"</u>. → how will resources be used to ensure adequate / "better" staffing at "average schools"</li><li>2. Manpower relative to development of upcoming communities</li><li>* 3. Transportation - if given an option to remain in place, the family should take responsibility for transporting their child. not FCPS bus system</li><li>* 4. Grandfathering</li><li>5.</li><li>6.</li></ol>
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Facilitator: \_\_\_\_\_

Table: \_\_\_\_\_

**Additional Note Space for Question 1:**

Comcolom

Facilitator: \_\_\_\_\_

Table: \_\_\_\_\_

**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. "Grandfathering" allowing current students to remain in place.
2. Will there be cyclical implementation of merging 6 → 8?
3. How will the budget be distributed between the "new boundaries"?
4. ↳ Be transparent about budget impact — Savings and additions to spend.
- 5.
- 6.
- 7.
- 8.

Facilitator: \_\_\_\_\_

Table: \_\_\_\_\_

**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. Grandfathered Families
2. Access to Programming → Academies - Advanced Acad. - Pre-K - Immersion Foreign Lang
3. Improved transportation/routes
- 4.
- 5.
- 6.
- 7.
- 8.

Facilitator: \_\_\_\_\_

Table: \_\_\_\_\_

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

**Questions about the Process:**

1. *Is this timeline negotiable? Can it be amended as the data comes in or as revisions are required?*
2. *Is 2 yrs enough time for revisions/proposals?*
- 3.
- 4.
- 5.
- 6.
- 7.
- 8.

**Graphic Organizer for Note Taker**

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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> <p style="text-align: right;"><i>NOTE!</i></p> <ol style="list-style-type: none"> <li>1. Proximity to school (only 1 person out of group of 6 feel this way)</li> <li>2. Programming available at <u>all</u> schools (at current schools)</li> <li>3. Other school's capacity impacting <u>my</u> child's attendance we made <sup>HPE</sup> decisions based on where we assumed our kids would go to school</li> <li>4. Home values (property #)</li> <li>5. I chose my house based on the high school my kids would go to</li> <li>6. Legacy; my kids will go <del>to</del> to the same schools as their siblings</li> </ol>
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- Not looking at this in the correct way; explore building new schools
- moves have impact on friendships

Facilitator: \_\_\_\_\_

Table: \_\_\_\_\_

**Question 2:**  
  
Based on your experience as a parent/caregiver and/or community member, what are some important data or insights should we consider?

**Information to Include in Boundary Review**

1. How many schools have capacity issues?
2. All programs should be equal/available at all schools. Ex. AP  
Can we address the programming vs. boundary changes?
- 3.
4. Are ~~there~~ there other schools available for my kid to go to (distance vs. availability)
5. Look at attendance + behavioral test issues + ~~test~~ test scores between schools, ensuring that this is not a negative change for my kid to go to a school that
6. has issues
7. School spirit - knowing <sup>which</sup> school I'm going to throughout my child's school years.  
' have pride in my pyramid
- 8.

## Additional Note Space for Question 2:

- Are you considering the mental well being of this change on kids
- What are the financial impacts this change will have on families
- The way the district has acted does not illicit trust in this process. We do not trust you.



Facilitator: \_\_\_\_\_

Table: \_\_\_\_\_

**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. That we have options vs. being told which school to attend.
2. No change in boundaries
3. Grandfather clauses enacted
  - transportation
  - access to programming
  - capacity
  - proximity
4. Hope ~~to~~ to follow policy of 8130
5. Continuity of keeping siblings in same pyramid throughout their school years (all 13 yrs)
- 6.
7. Fix what's really broken with the least ~~amount~~ amount of disruption
- 8.

Facilitator: \_\_\_\_\_

Table: \_\_\_\_\_

**Additional Note Space for Question 3:**

people at Langly pyramid want to remain at Langley

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

**Questions about the Process:**

1. ~~Does our feedback really matter?~~ Does our feedback really matter? How will you use ~~the~~ <sup>our</sup> feedback?
2. I don't know what comprehensive means. Who is the moving force in this decision?
3. What level of discussion happens during post-analysis community engagement?
4. At what point do we lose our voice after scenarios are presented?
5. Will there be grandfathering applied?
- 6.
- 7.
- 8.

Facilitator: \_\_\_\_\_

Table: \_\_\_\_\_

Additional Note Space for Question 4

- Is this all for show?
- What inspired 8130 passage?
-

### Graphic Organizer for Note Taker

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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 <u>top</u> priority when we <u>create</u> the boundary scenarios?</p>	<p><b>General challenges:</b></p> <ol style="list-style-type: none"><li>1. Creating equitable access to ensure that high performing students are not negatively impacted by possibly being moved to a low performing school with less programming.</li><li>2. Boundary review should not necessarily be the answer to equitable access - how can all schools be elevated?</li><li>3. Transportation could be resolved by consolidating bus stops instead of a boundary change.</li><li>4. Maintaining student well-being is a main priority.</li><li>5.</li><li>6.</li></ol>
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**Question 2:**

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

**Information to Include in Boundary Review**

1. Sense of Community connection and involvement that begins existing from early elementary - sports, special events, the way community interacts
2. Potential for government agencies realigning their workforce in the near term that will affect communities.
3. Traffic patterns
4. - Continuity of Families education - an entire family should be allowed to all graduate from same schools.
5. - Economic Impact to Property Values - by looking at
6. - New or anticipated housing development
7. - Lessons learned from other similarly situated school districts
8. AP v. IB schools and the impact if forced to move schools mid-high school.

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

**Favorable Outcomes:**

- 1. - No change - DC possibly thoughtful changes made over incremental time - the review process seems condensed.
- 2. - strong grandfather clause to allow families to have continuity
- 3. - The reconsideration of having middle school only being 2 grades.
- 4.
- 5.
- 6.
- 7.
- 8.

Facilitator: \_\_\_\_\_

Table: \_\_\_\_\_

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

**Questions about the Process:**

1. What data is being collected and considered?  
↳ Will it be disclosed?
2. What besides physical location is being considered?
3. What of the six points are a priority to the boundary review committee?
4. What methodology will be employed to determine revisions?
5. What school year does this impact? Will it be over a few years?
- 6.
7. Why are we talking at these meetings? Why are questions not somewhat anticipated and detailed information provided?
- 8.



Facilitator: Gordon Nwasy

Table: 11

### Graphic Organizer for Note Taker

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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>1. Pyramid Consistence - eliminate split feeders. Keeping kids in the same school track and not breaking friend groups and communities.</li><li>2. Community groups should go to the same school. Allows friendship bonds and improves mental health with kids.</li><li>3. Grandfathering + transition → keeping kids in school parents had bought houses in certain districts. Academic health + mental health by not transitioning between different schools <del>then</del> then friends.</li><li>4.</li><li>5. Commute time - shorter commute time for kids.</li><li>6.</li></ol>
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Facilitator: George H. H. H. H.

Table: 11

**Question 2:**

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

**Information to Include in Boundary Review**

1. Property Values - parents bought homes in certain areas considering what schools would be attended
2. Housing/permits/planned neighborhoods
  - currently county undercounts children per household.
  - Fairfax Co has large young population.
3. Crime Rate in relation to care facility access for those in need (narcotics)
  - police stations within boundary
4. School Capacity and school improvement Planning
5. Split feeders and grandfathering in
6. Bus routes on major highways
  - new drivers having to drive on dangerous highways to get to school
7. Parent Support and volunteer networks
- 8.

Facilitator:

Grant Nwosy

Table:

11

**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. Shorter distance to school
2. Lower impact changes  
Not changing kids from their current situation with sports/friends.
3. Eliminating split feeders
4. ~~Equality~~ <sup>Equality</sup> and positive impact to children in the community
  - Help balance the access to programs
5.
  - Not bouncing kids to different schools that do not have the same programs they need.
6. Moving 6<sup>th</sup> grade to middle school is a good idea
- 7.
- 8.

Facilitator:

Jason Nubry

Table:

11

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

**Questions about the Process:**

1. Allow out of boundary requests
2. Who is the boundary review advising community
3. How transparent will the data collection process be. Are these available for public review. What are the deciding factors.
4. This does not appear to be transparent, can it be more transparent in formulating the proposals.
5. After they announce changes, what level of recourse appeals. Will they do anything with the post analysis community engagement and approval process.
6. Community should have the right to transparency. Requests for information should be reviewed and accepted and information provided.
7. Who drafts the scenarios and analyzes the data  
- what are their qualifications
8. What are the measuring factors we are trying to accomplish  
- reduce bus routes, community access, commute times, overpopulation at schools.



Facilitator: \_\_\_\_\_

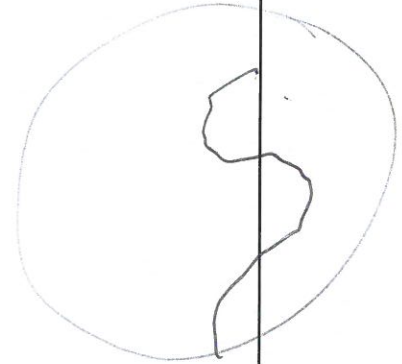
Table: \_\_\_\_\_

**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. Projections of 10+ years, 5 years is a joke for planning purposes.  
will
2. Class sizes
3. Population density & growth at the borders of a given boundary, can have bigger impacts on stability
4. Data supporting 6th in MS? What % of <sup>6th grade</sup> students aren't able to access math programming they need in ES?
- 5.
- 6.
- 7.
- 8.



Facilitator: \_\_\_\_\_

Table: \_\_\_\_\_

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

**Favorable Outcomes:**

1. More efficient use of funding, maybe more available for needed expansions & renovations
2. Local AAP access
3. More options for AAP, Special Ed, Title I, etc. <sup>locally</sup> for families to access the right program for their student without needing to sacrifice long-distance travel to access it.
- 4.
- 5.
- 6.
- 7.
- 8.

Facilitator: \_\_\_\_\_

Table: \_\_\_\_\_

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

**Questions about the Process:**

1. ✓ Could you show us like a heat map of where the problems are that you're trying to address?

2.

3.

4.

5.

6.

7.

8.

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f .



**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. Capital improvement plan is incorrect. formulas are vague and ~~inaccurate~~ inaccurate. formula to calculate capacity
2. is ~~so~~ incredibly offuscated. Lack of consistent data.
3. Proximity to <sup>elementary</sup> school.  
maintaining community
4. Expense of changing a home. People make compromises.  
future population projections
5. growth/decline  
uncertainty of housing market
- 6.
- 7.
- 8.

Facilitator:

Stacy Nussli

Table: 12

**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. Minimized impact for families that have already made commitments
2. This requires an incredible amount of thought
3. Bring programs to students, not vice versa.
4. If integrity of community is maintained, then there is a path forward.

Real impacts

5. Point to where resources are truly needed.  
Move dollars, not kids.
6. Win existing boundaries to optimize routes.
- 7.
- 8.

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

**Questions about the Process:**

1. What are the internal of how they're analyzing data.
2. What are the actual community problems, ~~they have?~~ that are expressly stated?
3. How many people are concerned about boundaries vs resources?
4. Would you provide a transparent review of the data that you've collected and allow for an independent review before
5. Remediation & accommodations recommendations?
6. ~~they~~
7. Why is ~~data analysis~~ are community surveys not occurring before ~~post data~~ data analysis?
8. Where is your in-depth survey of homeowners.

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Facilitator: \_\_\_\_\_

Table: \_\_\_\_\_

**Question 2:**

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

**Information to Include in Boundary Review**

1. COMMUNITY FEEDBACK
2. ~~ADDITIONAL~~ FUNDING DISTRIBUTION OF EACH SCHOOLS
3. IMPACT OF ACADEMIC / AFTER SCHOOL PROGRAMS
4. LONG TERM BENEFIT IN A NEW SCHOOL
5. ~~QUANTIFIABLE PROGRAMS~~ <sup>MEASURE</sup> RESOURCES PROVIDED TO UNDER ACHIEVING SCHOOLS.
6. ~~RAW DATA THAT WAS PREVIOUSLY COLLECTED / MISPLACED~~
7. ~~WELL DEFINED OBJECTIVE CRITERIA~~
- 8.

Facilitator: \_\_\_\_\_

Table: \_\_\_\_\_

**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. BALANCES SCHOOLS AND CLASS SIZES (25 STUDENTS OR LESS)
2. ACCESS TO RAW DATA + ANALYSIS
3. CAN WE MAKE UNDER PERFORMING SCHOOLS MORE ATTRACTIVE W/O SHIFTING FAMILIES BY FORCE.
4. DISMISS 5-YEAR REVIEW.
5. NOTHING - NO BOUNDARY SHIFTS.
- 6.
- 7.
- 8.

Facilitator: \_\_\_\_\_

Table: \_\_\_\_\_

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

**Questions about the Process:**

1. CAN WE GET ACCESS TO RAW DATA?
2. ~~WHAT ALTERNATIVE SOLUTIONS~~  
HOW MUCH WOULD THE 6th GRADERS BE WEIGHED  
HOW SIGNIFICANT WOULD THE IMPACT BE FOR RELOCATING 6th GRADERS TO MIDDLE SCHOOL?
3. TO WHAT ~~DEGREE~~ DEGREE IS OUR UNDER ACHIEVING SCHOOLS DRIVING THIS PROCESS?
4. HOW DOES MIDDLE SCHOOL START TIME AFFECT THE BOUNDARY PROCESS?
5. HOW DOES IT IMPACT
- 6.
- 7.
- 8.



### Graphic Organizer for Note Taker

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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>1. Split feeder schools leading to close friends splitting off for schools as they grow.</li><li>2. modulars to cover kids while updating / expanding schools - that seem to last forever.</li><li>3. ensuring proximity of elementary schools - shorter commutes to school for the first 7 years when kids need most support &amp; parental involvement.</li><li>4. AP tracking inconsistent w/ pyramids</li><li>5.</li><li>6.</li></ol>
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<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. Children (particularly elementary) shouldn't need to cross a major road to get to school or bus stop (if they are walkers).</li><li>2. People purchased homes in particular district and now you're moving kids and we have a 30 yr mortgage.</li><li>3. As to property value due to As in school when home falls closer to schools with lower ratings</li><li>4. How will this affect the AP feeder schools? will those change?</li><li>5. Existing school communities will be affected - I'm room mom, afterschool volunteer, and reading helper and if you move me that all goes.</li><li>6. Adding 6th grade seems like a good idea - makes middle school more of a place and less of a transition.</li><li>7. Can we identify resources/needs for non-english speakers and add resources for the teachers? Its not just about the #s, look at <u>who</u>.</li><li>8.</li></ol>
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**Question 3:** What do you hope the outcomes of this boundary review process will be? How could this review process positively impact our community?

**Favorable Outcomes:**

1. If we have to make changes- can we try to minimize harm and ensure the data shows the need.
2. Respect the decisions of homeowners - they chose their location/schools.
3. shorter bus times for elementary students.
4. could you allow kids to "grandfather" out and finish out current school before transitioning to what would be new middle schools. A "phased" transition.
5. Take into account - stability for kids who are going to be impacted by significant changes.
6. Living close enough to our elementary school to be able to drop in to volunteer, help, and be a part.
- 7.
- 8.

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

**Questions about the Process:**

1. How will you weigh community feedback vs. advisory committee?  
How are you weighing all of the feedback groups?
2. Will notes / feedback (tonight and others) be shared? How will it be collected and collated and shared?
3. Where will the information be made publicly available -  
will you create a single point where we can be updated  
on progress, able to see community feedback, parental  
advisory feedback? ONE WEBSITE PLEASE
- 4.
- 5.
- 6.
- 7.
- 8.

Facilitator: Angela

Table: 6

### Graphic Organizer for Note Taker

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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>1. programming for all - access</li><li>2. Transportation Times</li><li>3. Capacity Issues - enrollment not geographic only</li><li>4. Fairness</li><li>5. Should solicit community feedback by pyramid rather than region because concerns will be different</li><li>6. Grandfathering policy should be fair</li></ol>
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Facilitator: \_\_\_\_\_

Table: \_\_\_\_\_

**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. Parental choice of school - parent input
2. Keeping communities together - collective neighborhood alignment - elementary → middle → high school
3. Student/Teacher Ratio
4. Busing Times
5. Reaching out to parents who cannot make it to community engagement forums
6. Grandfathering policy to ensure continuity for students to finish out school. What about siblings.
- 7.
8. Consider community feedback by pyramid because concerns will be different than by region

Facilitator: \_\_\_\_\_

Table: \_\_\_\_\_

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

**Favorable Outcomes:**

1. More equitable distribution of population + educational opportunities
2. Keeping social continuity for students with pyramids  
Elementary → Middle → High friends together
3. Recognizing that Transportation is not the only factor
4. Equal consideration of all factors/priorities
5. Grandfathering to finish out in same pyramid will be an option
- 6.
- 7.
- 8.

Facilitator: \_\_\_\_\_

Table: \_\_\_\_\_

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

**Questions about the Process:**

1. Why are you planning the Post Analysis community meeting in SUMMER 2025 when families /students/parents are out of town
2. Families /students/parents are out of town
3. When would implementation occur?
4. Will there be more focus for community engagement within pyramids rather than
5. regions? Because the concerns of individual communities will be different.
- 6.
- 7.
- 8.



Facilitator:

Kathy Ryan

Table: 22

### Graphic Organizer for Note Taker

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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>1. Location <del>increased</del> <sup>to</sup> Programs</li><li>2. Increased Travel Time (people traveling far though other schools are closer)</li><li>3.</li><li>4. Equity of programs - more schools should have programs like Language</li><li>5. Students already on a track will be affected by boundary change (grandfathered in)</li><li>6. If there is a move (to a new house) before the boundary change takes place, will they</li></ol>
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be grandfathered in? ~~is~~



**Question 2:**

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

**Information to Include in Boundary Review**

1. Property Value and how redistricting could potentially affect families
2. Traffic / Safety
3. Keeping families together and friends (social / emotional)
4. Looking at data points of what makes school lower rating / performing + fixing the schools, so people don't mind going to a closer school.
- 6.
- 7.
- 8.

**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. Prioritize problem areas 1st (i.e. priority to families living closest to the school should have priority)
2. ↳ Reduce transportation times
3. Transparency → focus on what needs to be focused
4. ↳ Community Priority to students ~~have~~ are already in the school have continued
5. access to their programs, even if there is a boundary change.
6. Keep kids in their pyramid, or give ~~parents~~ parents option to choose.
- 7.
- 8.

Facilitator: \_\_\_\_\_

Table: \_\_\_\_\_

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

**Questions about the Process:**

1. Understanding the Consultant's group core beliefs and are they understanding the community (Fairfax). Getting community feedback
2. Do they specialize in high performing school districts (FFX city).?
- 3.
- 4.
- 5.
- 6.
- 7.
- 8.

Facilitator: \_\_\_\_\_

Table: 23

### Graphic Organizer for Note Taker

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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>1. Zone based approach. what is the objective to how they will analyze data.</li><li>2. Split feeders - kids should stay together <del>with strength</del></li><li>3. transportation</li><li>4. Capacity, teacher to student ratio</li><li>5. AAP centers take up a lot of money, time, energy</li><li>6.</li></ol>
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Facilitator: \_\_\_\_\_

Table: \_\_\_\_\_

**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. Neighborhoods
2. Implementation - grandfather those kids in once WAS are within the pyramid culture
- 3.
4. Impact on child to switch pyramids will be a challenge
5. Community will fight it
6. How have other districts done this before?
7. What is the cost of leaving things alone?
8. Community has already voiced our opinion by buying our home in a specific school pyramid/district?

Facilitator: \_\_\_\_\_

Table: \_\_\_\_\_

**Additional Note Space for Question 2:**

- You risk compromising diversity by just having it by proximity
- value in changing nothing if its not required
- Attention to capacity - over crowded schools should have priority
- How do you account for the transitory nature of DC with the military & government?

Facilitator: \_\_\_\_\_

Table: \_\_\_\_\_

**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. Would be nice to have savings in transportation or facilitates more to teachers or programs
- 2.
3. End split feeders
4. Impact of development on capacity
5. Be open with decisions - providing ample weight to the decisions people have made by their home purchase.
- 6.
7. Don't change anything for areas that don't need it.
- 8.

Facilitator: \_\_\_\_\_

Table: \_\_\_\_\_

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

**Questions about the Process:**

1. What objective criteria will you follow ~~to~~ to make decisions?
2. When do you expect to implement any changes?
3. What impact will it have on home prices?
4. How much say does the community have?
- 5.
- 6.
- 7.
- 8.



Facilitator: Kathy Rya

Table: 21

### Graphic Organizer for Note Taker

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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>1. Families moved to stay in pyramid. Changing that is disruptive to families</li><li>2. Projection data is flawed. Dirty data. It becomes a cyclical problem tied to Point #1.</li><li>3. MENTAL HEALTH - rotation of school <del>capacities</del></li><li>4. Time proximity on school bus rides. So changing routes might not be necessarily the best thing for student. Moving the child for a shorter ride at the cost of moving school/community infrastructure</li><li>5. <u>Grandfathering</u> - <del>is it</del> can it be <del>phasing</del> phased so it provides children a opportunity.</li></ol>
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Facilitator: \_\_\_\_\_

Table: \_\_\_\_\_

**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. Clean Data -
2. What are you trying to solve?
3. ~~Why are kids being~~ How are kids in certain programs that are not ~~found~~ provided at other schools going to be managed? Such as AP to IB
4. Figure out programs and address with funds and alternative
5. Data driven decision - how many schools are over/under capacity?
6. What is the methodology of data collection?
7. Fix the school ~~not~~ and do not move the kids.
8. Survey/Questionnaire for kids to understand their take on a potential.

Facilitator: \_\_\_\_\_

Table: \_\_\_\_\_

**Additional Note Space for Question 2:**

- How does changing boundary, change access to program.
- Talk to individual pyramids and understand challenges
- one size does not fit all
-

# Leading Question

Facilitator: \_\_\_\_\_

Table: \_\_\_\_\_

## 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. Table consensus that there are no positive outcomes.
2. How can we understand who is making final decisions?
3. Building channel between school board and parent.
4. What are the regulations on the BRAC?
5. ~~6.6~~ More data on consultation?
6. Coi
- 7.
- 8.

Facilitator: \_\_\_\_\_

Table: \_\_\_\_\_

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

**Questions about the Process:**

1. Data Collection period - Nov - Feb but last community mtg is Dec 18<sup>th</sup>. What
2. are we doing between Jan - Feb.
3. Expanding schools - more resources, more locations for AP/IB programs.
4. How are the handwritten data collated?
5. Phasing approach
6. how are high vs low performing schools issues going to be addressed?
- 7.
- 8.

**Graphic Organizer for Note Taker**

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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>1. How do you create boundary scenarios without transparent, accurate, up to date data?</li><li>2. Continuity of students necessities continuity of community</li><li>3. Keeping neighborhoods intact should be considered a top priority (no split feeder schools)</li><li>4.</li><li>5.</li><li>6.</li></ol>
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Facilitator: \_\_\_\_\_

Table: \_\_\_\_\_

**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 Priorities need Key Performance Indicators  
Those KPIs should be based on up to date, accurate data on student enrollment, and projections on who they will be
2. They will be
3. Families who purchased home with specific School triangle in mind.
- 4.
5. Mental health of students should be paramount.  
Removing / Moving to another school.
6. Keeping families together. Grandfathering should be afforded to all through 12<sup>th</sup> grade
7. ~~Don't~~ Don't pass another ES/MS/HS to go to their high school.
- 8.



Facilitator: \_\_\_\_\_

Table: \_\_\_\_\_

**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. Targeted changes to boundary that minimally impact communities and students.
2. Listen and incorporate feedback.  
-especially from caregivers
3. FCPS to look at failing schools to ~~to~~ resolve root cause issues → underenrollment/low performance
4. We hope this process actually improves student performance AND student health
5. Ways to redistribute resources without changing boundaries
- 6.
- 7.
- 8.



Facilitator: \_\_\_\_\_

Table: \_\_\_\_\_

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

**Questions about the Process:**

1. How will all the feedback from the community be presented and considered?
2. What are the specific considerations driving the boundary review discussion & process?
3. How are students involved in decision-making process?
4. Are students w/ high test scores being migrated intently to schools w/ low test scores?
5. What does equitable access actually mean?
6. What are the impacts on special ed programs?  
Siblings should stay together regardless !!
- 7.
- 8.

Facilitator: Craig

Table: 38

### Graphic Organizer for Note Taker

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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>- proximity - Balance of all. - trans + support - enrollment - cap - Distribute Better programs - programs</p>	<p><b>General challenges:</b></p> <ol style="list-style-type: none"><li>1. capacity is tied to planning, development, access to programs.</li><li>2. Distribution of programs evenly + fairly → level-up the schools</li><li>3. can we tip resources so HHS has same programs as LHS</li><li>4. false narratives</li><li>5. proximity + transportation + teacher: student ref's</li><li>6.</li></ol>
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**Question 2:**

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

- opt out?
- Bumped off
- Data considered
- parental preferences
- phased
- FEPS used
- small words
- like gradual
- shouldn't be mandatory
- move
- grandfathering
- why should
- access
- resources

**Information to Include in Boundary Review**

1. option to be grandfathered in. continuity of education.
2. parents should be able to opt out.
3. County should solve problem of Bringing each school up to par - ~~the~~ redistribution of students shouldn't be main tactic.
- 4.
5. want kids to know same community for duration.
6. parents want same level of programs/access or better if move happens.
7. most families aware of commute times when moving to a pyramid.

8. resources

9. Conduct impact study first before everything  
mental health of students

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

shouldn't fault families

**Favorable Outcomes:**

1. programs bolstered w/out having to reshuffle as a first option.
2. even split of resources across county!
- 2 3. grandfather clause
- 3 4. impact study FIRST (to consider mental health of students, breakup of communities, moving, changing jobs)
5. ~~Reduction of~~ eliminating transportation cost as a factor.
6. Data-Driven analysis
7. Accountability for adequate ATP programs at local-level
- 8.

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

who makes approval

Board of Supervisors

Data needs

to be so overwhelmingly

Questions about the Process:

- 1. ~~Is~~ Is school Board only ~~ones~~ making decision?
- 2. will this be 75% majority vote?

3. Desire for county executive involvement.

4. will there be multiple variations to vote on?

5. The data (which is public) should be so overwhelmingly positive in order to make changes

6.

7.

8.

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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>* Shift Resources &amp; Programs <u>Not</u> Boundaries</p>	<p><b>General challenges:</b></p> <ol style="list-style-type: none"><li>1. WE CHOSE OUR <u>Community</u> &amp; School.</li><li>2. Grandfather existing students if changes made.</li><li>3. Grandfather all siblings.</li><li>4. <del>Do Not</del> Do NOT Break up our Communities.</li><li>5. Caregivers provide transportation.</li><li>6. WE want data transparency</li><li>7. Respect Family's Choice —</li></ol>
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Challenge is a change in schools is not a 1 for 10; not apples to apples.

## Additional Note Space for Question 1:

Data transparency

- map out Community Growth 5-10 years out.
- At what point are Renovations outgrown?
- How many islands & students?
  - Are we taking a comprehensive look for a small # of students.

Build a New School.

- Tysons Growth -

Facilitator: B KosATKA

Table: 42

**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. What is overall change (+ or -) of population Countywide?
  - 2.
  - 3.
  - 4.
  - 5.
  - 6.
  - 7.
  - 8.



**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. Keep Community together.
2. Keep siblings & friends together.
3. Provide all programming at all schools.
- 4.
5. Waiver process to allow parents to choose to transport kids
- 6.
7. No Boundary Change!
- 8.



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

- Questions about the Process:**
1. What R the objective criteria being considered?  
- R you reviewing problem zones instead of whole country?
  - 2.
  3. -
  - 4.
  - 5.
  - 6.
  - 7.
  - 8.

Facilitator: \_\_\_\_\_

Table: 10

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Facilitator: \_\_\_\_\_

Table: \_\_\_\_\_

**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. Access to good programs in schools.
2. If school rezoning results in home values taking an unfavorable assessment impact
3. Diverse population of students in schools
4. Distance to schools being shortened ~~to~~
5. Having good school programs in all schools
6. Redistribution of students in good programs to create equality
7. Analyze traffic patterns to optimize the time it takes to get in and out of communities to feed into rezoning (decisions)
8. Well being of students and ensuring the developed clubs and friendships developed in schools are maintained ~~&~~

Facilitator: \_\_\_\_\_

Table: \_\_\_\_\_

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

**Favorable Outcomes:**

1. no changes
2. Fostering a greater community relationships
3. Are there other ways to accomplish the rezoning and equity without changes to schools/rezoning
4. Having equitable access to school programs
5. Shifting AAP programs to more schools rather than rezoning
6. Having access to various programs for students not expecting to go to college
- 7.
- 8.

Facilitator: \_\_\_\_\_

Table: \_\_\_\_\_

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

**Questions about the Process:**

1. Once the plan is finalized, how long is the transition period to implement changes?
2. More transparency into proposed changes
3. How will the reasons for changes be communicated?
4. How will people be informed of draft scenarios options?
5. What input from community surveys goes into final scenario development
6. Once changes are implemented, how will the county assess the effectiveness / improvements in the future?
7. How will success be measured? What are changes if not effective?

Holli McKinley

Facilitator: Alan

Table: 9

### Graphic Organizer for Note Taker

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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>1. Heavier populations around some schools - not enough space</li><li>2. Understanding of housing projections + investments in Fairfax County</li><li>3. Minimize disruption for students + parents <span style="float: right;">#1</span><ul style="list-style-type: none"><li>- learning continuity, community * Promote stability*</li><li>- kids in different grades</li></ul></li><li>4. Maintaining continuity in the community<ul style="list-style-type: none"><li>- not just proximity</li></ul></li><li>5. Purchase homes based on quality of school + home value <del>value</del></li><li>6.</li></ol>
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**Question 2:**

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

**Information to Include in Boundary Review**

1. Extra curricular activities + Pre-K could be disrupted
2. Kids are in constant fear of moving schools  
- mental health + psychological impact of process + boundary change
3. Feedback directly from students.
4. How is FCPS getting direct impact? It shouldn't be just these meetings.
5. Could cause lack of access ~~to~~ to certain programs (i.e. immersive French, etc)  
- makes it a lowest common denominator approach  
Should raise all standards so quality of instruction doesn't go down
- 6.
7. Boundary re-establishment does not solve access to programming
8. <sup>FCPS</sup> Needs to coordinate w/ VDOT + Fairfax County for transportation concerns if more walkers + less busses

Zoning permits + where construction is happening schools should be involved by developers for child safety reviews



Facilitator: \_\_\_\_\_

Table: \_\_\_\_\_

**Additional Note Space for Question 2:**

Be holistic about changes

Be transparent

Prioritize minimizing disruption  
to our COI

Ensure broader comm review w/peers &  
other function

**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. incremental change, not radical change
2. minimize disruption \*  
be thoughtful about <sup>the impact of</sup> mental health + community impact for children + families
3. ~~Don't fix~~  
Don't negatively impact well functioning schools + communities. \*Do No Harm.\*
4. improve safety + walkability for kids  
improve coordination w/ FC planning, board of supervisors + Dept of Trans for effective planning
5. Less crowding.
6. Integrated, multi-Agency plan for execution. Responsibility + accountability. Timelines clear.
7. No overcrowding in middle schools
8. Identifying additional areas to be addressed as part of this process
  - improving resources for teachers, training
  - elevating all instructors to a high level for equitable instruc.
  - Reevaluating + reprioritizing objectives based on feedback from community

Facilitator: Holly / Alan

Table: 9

Additional Note Space for Question 3:

- Tax revenue decrease

Facilitator: Holly

Table: 9

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

**Questions about the Process:**

1. Will the priorities be re-established based on feedback?
2. How will you be transparent with data during ~~along~~ <sup>this</sup> process?
3. How does coordination take place with all relevant entities? (i.e. Ffx City operations, Board of Supervisors, State educ. board, DOT)
4. How will results from changes be tracked and communicated? Who will be accountable?
5. Will this roll out in phased approaches? or all at once?
6. Will you grandfather certain pyramids?
7. Are individuals preferences based on kids' needs allowed and/or granted exceptions/waivers?
8. Will you provide data analysis & scenarios during Post-Analytic Comm. Engagement? Will you be transparent with community feedback?
9. Will there be <sup>expert</sup> peer review with other school systems to judge quality of decision making?



**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. Need better clarity on purpose / timeline at a granular level</li> <li>2. Critical to keep children where they are / minimize change. Has real cost. Students <sup>are</sup> making real plan</li> <li>3. Human aspects, esp from the kids perspective</li> <li>* WAY more important than optimization / Cost mgt.</li> <li>4. There can be creative solutions for transportation boundary</li> <li>Do not make it a BIG reason for changing boundary</li> <li>5. Parents need clarity / visibility way early Parents have PTSD from change</li> <li>6. Programming disparity is difficult.</li> </ol>
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Facilitator: \_\_\_\_\_

Table: \_\_\_\_\_

**Additional Note Space for Question 1:**

How big is the program discrepancy issue? Are there a lot of complaints of student families not having programs at their schools or requests for schools to bring such programs in?

**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. Sometimes miss the forest vs. just tree. Think about school issues before giving buildy permits to multifamily units.
2. Do planning early. VS. trouble existing residents later.
3. Why are some schools, esp elementary starting so late.
4. Solve transportation creatively vs. making it a boundary change issues too fast.
5. Need to share data w/ caregivers - esp ahead of time.
6. Get direct feedback from current students/parents. (Get vote).  
Get data on before/after school support.
7. Data on expected construction activity and nature of housing/school demand.
8. Data on after the-fact experiences after past changes to boundaries - did the assumptions hold

Share the complaints FCPS has received on different topics.

Review AP/IB availability data.

9. Critically ask if the need for change is ~~is~~ based on parent/student/community demand or just an assumption/observation on the part of FCPS.

Facilitator: SUDARSHAN

Table: 40

**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. Don't fix something that is not broken. Don't write a bill for no change. Critically examine necessity and minimize change.
2. Must be Grand-fathered. ~~to~~ Insured (for each kids/sib) Provide the option.
3. Parents/Comm. members appreciate this kind of Community involvement
4. Early outreach to potentially affected families. Need multi-year lead time to plan.
5. Consider phased implementation.
6. Housing decisions/life changes are really hard. Do not make this an anxiety-riddled phase every few years
7. Keep community involved.
- 8.



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

**Questions about the Process:**

1. Must include people w/ relevant / diverse backgrounds for different topics.
2. Decision cycles / Rollout cycles need to be flexible based on the magnitude of proposed change.
3. Change in high school are MASSIVELY disruptive
4. Magnitude of change must taper off as you go up in grades.
5. Engage! Engage! Engage. Transparency is key. Publish data on motivation, inclination, evidence, etc.
6. People buy homes knowing the variables at play in a given pyramid. ~~Also~~ They have bought into that. Do not force something un-necessarily if not asked for.
- 8.

Additional Note Space for Question 4

Ppl make big life decisions - housing, commutes - based on opening @ schools. That gets hugely impacted and has a big affect on why ~~FCPS~~ FCPS is desirable to stru- with.

How do you increase capacity overnight at middle schools by ~50%. If we want to make 5<sup>th</sup> grade middle school.

Do NOT be the ppl whose kids were all grown up and had no clue how childcare timelines worked - They floated 1/2 day Monday kindergarten - in February. I thought the board sep would get clocked - she seemed

not to get that - all childcare locked in by December for the next fall - Give people time to adjust. AND DO NOT JEER PEOPLE AROUND WITH DECISIONS