1. Student well being and consistency, with no split feeders, disruption to community, and families.

2. Redistricting every 5 years seems very disruptive, - FCPS & Fairfax County should work together for zoning & rezoning.

3. Consider student input and well being

✗ Ensure relevant data is collected to make sure that any boundaries changes are helping to meet student needs, increase school resources, and meet community needs. ✗

Table 54
Madison
12/18/24

What is the main problem that this review is trying to solve?

What is the scope of this review and when will that be communicated with the public?

What is the data and source of data being considered and that is driving this review?

Q1: – SCHOOL RATINGS WILL CONTINUE TO EXIST (US NEWS + WORLD REPORT, GREAT SCHOOLS) THEREFORE EQUITY IS A MYTH.

Q2: – STUDENT : TEACHER is HIGH
– COLLEGE ADMISSIONS SKEWED TOWARD CERTAIN SCHOOLS.
– HOUSING DENSITY (SINGLE FAMILY VS MULTI-FAMILY HOMES).

Q3: – ASSESS COUNTY WIDE REAL ESTATE CHANGES + PROVIDE ANALYSIS TO ALL PROPERTY OWNERS
– KEEP STATUS QUO

Q4: – TRANSPARENCY OF BOUNDARY ASSESSMENT PROCESS + OUTCOMES
– COUNTY FINANCIAL IMPLICATIONS

1. TRAVEL TIMES - REDUCED

CAPACITY MATCH TO ENROLLMENT

AND Access to programs AND centers
(MAINTAIN) (ADVANCE)

2. MAINTAINING AND LOOKING

AT DATA LONGER THAN 5 years.

3. GRANDFATHERING High School students

to remain IN ACADEMIC Programs
(IMPORTANT)

4. SURVEYS out to All Families

IN ALL LANGUAGES - TRANSPARENCY

- HOW DO WE MINIMIZE DISRUPTION TO STUDENTS & FAMLILIES THROUGH THIS PROCESS?
    - NO CHANGE AT ALL &
    - O AVOIDING SPILT FEEDERS

- INSTEAD OF RE-DISTRICTNG CAN WE BRING PROGRAMS, FUNDING, RESOURCES TO SCHOOLS THAT NEED MORE SUPPORT?

- WILL THERE BE SEVERAL BOUNDARY PROPOSALS PROVIDED FOR PUBLIC INPUT? HOW MANY?

- WILL THERE BE "GRANDFATHERING" ~~TRANSITION~~ AFTER THE ~~SE~~ FINAL PROPOSAL IS APPROVED?

- & WILL THERE BE DATA GATHERED (PARENTS, STUDENTS, TEACHERS) & ANALYZED REGARDING "AREAS" IN FAVOR / AGAINST RE-ZONING?

- LOOKING @ OTHER COUNTIES THAT HAVE re-zoned. AND THEIR LESSONS LEARNED — ARE YOU DOING THIS?

Keep Communities Together

Student Wellbeing - included not forcing
them to change schools in the
middle of High School

Local Access to Programming

1. What are the factors going into the decision and how are they weighed.

2. Doing nothing can be an option.

3. Does every zone have to be changed?

TABLE 3

1) How much (to what degree) is the issue of low-performing Schools driving this process? Not hearing this here _from you_ – ~~bet~~ so is it?

2) Pyramid INTEGRITY IS IMPORTANT

3) Physical Equitable Access to specialty programs (drive FAR for A program)

4) WE WANT YOUR RAW Data – ~~~~ We Want to research your data Sources, Crunch your numbers.

5) Minimum Disruption to ~~ex~~ Communities

6) Can we make low performing Schools more attractive? Magnet schools?

7) Every 5 years? That's a lot.

Table 11

- **Transparency** -
  - in criteria they use to change boundaries. We should be able to <u>see</u> all the data thats collected to make sure it was used accurately (auditable)

- **Grandfathering & Transition Processes**
  - limit effects on <u>mental health</u> of existing students
  - consistency of programming ex: languages in E.S.

- **Eliminate** split feeders;
  - Kids need to keep their communities & friend groups
  - when they split, they're more at risk of peer pressure to try to fit in with a new group.

:-)

1 Equity:

- Will some lose so others can gain?
- Are boundaries the solution for equity? Is a better solution to ↑ programming & staff?

Travel time:
- can bus routes get smarter?
- are parents willing to help?
  - eg. walk kids across st.

2 What lessons learned from other school systems? Arlington, NorCal

- Data showing success rates of consultants

3 Traffic patterns (Community)

(+) impacts:
- improved staff & programs across districts, more cross functional sharing
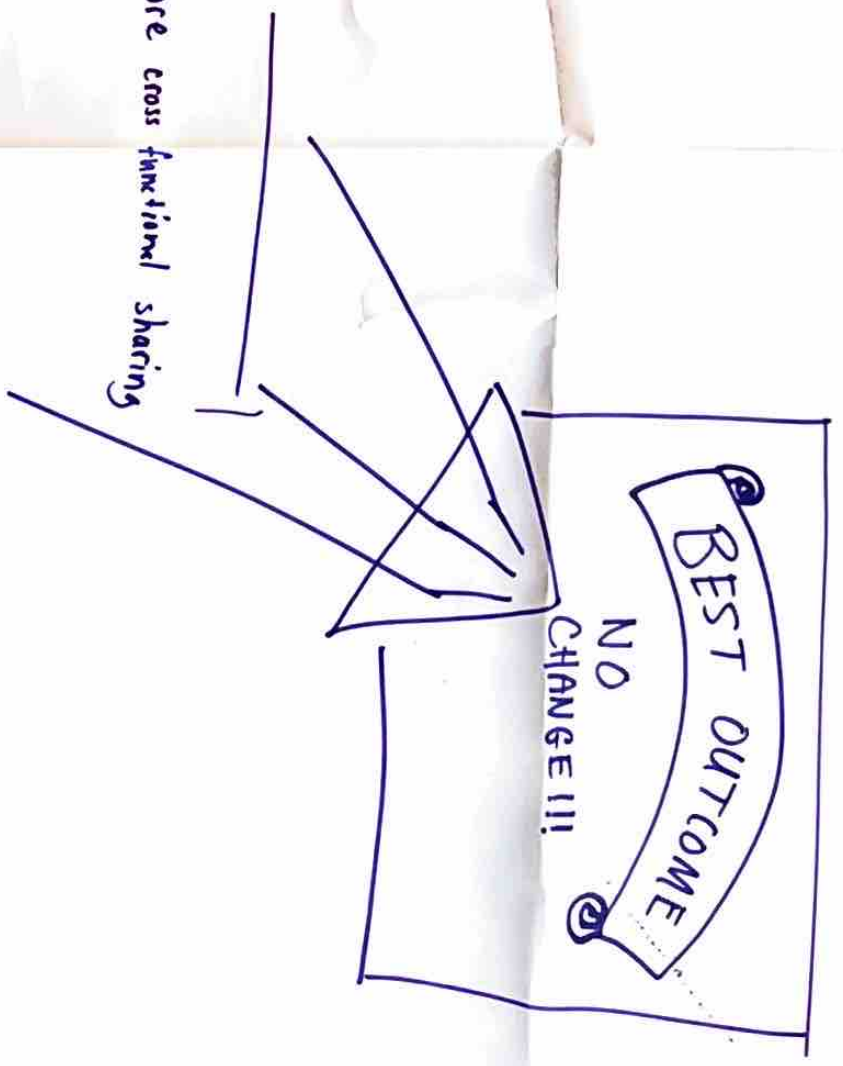- -- bus logistics

Outcome:
- Grandfather clause that reduces disruption

4

- What data is/has been collected? — What aspects beyond geography are being considered?
- How will it be used? — How does FCPS rank the 6 priorities?
- Will it be disclosed? — How will the changes roll-out over time?

BEST OUTCOME
NO CHANGE!!!

1) Our table's top concerns
(in no particular order)

- Continuity in which schools kids attend
- Proximity (~~driving~~ busing distance)

2) We do not have a lot of
trust in FCPS, so that may be why
FCPS is getting so many questions.
(Lack of Data showing the 4 Problem
areas listed are across County)

3) We want more information and
clarity about the process, the problem
FCPS is trying to solve, and how much
our input matters.

Top 2 Takeaways

1. Rezoning should <u>not</u> replace the community you <u>are</u> <u>connected</u> <u>to</u> and <u>bought</u> <u>into</u>.

2. Transparency of the process (methodology, data, types of community input) that goes into decision. before it is final.

STABILITY IN COMMUNITY.

1. STABILITY IN COMMUNITY.   MENTAL HEALTH
   - Keep kids in pyramid they started. Fix the school.
   - of constantly moving children.

2. TRANSPARENCY IN RESULTS OF DATA COLLECTED
   - Source, how is it being used, methodology, who is using it

3. WHAT ARE THE OTHER OPTIONS?
   - Besides moving children.

4. WHAT ARE THE PROBLEMS WE ARE TRYING TO SOLVE?

Question 1:

Proximity to programs
Equity of Programs

Question 2

Keeping families together
Socio-Emotional

Question 3:

Prioritize problem areas / resolve rollout / phase implementation
Transparency by school by school / neighborhood

Question 4

Consultants past experiences outcomes / lessons learned.
Post rezone reviews
Were demographics of consultants experience similar to FFx

Q 1 * Min. Distance to School

→ Kids Well being
→ Time spent on Bus
→ Alternative modes of Transportation

* Min Disruption to existing Students

Q 2. Projected Population

Avg. Time spent on bus

Bus Route Optimization

Understanding Special Needs Availability

Q 3. * Kudos to FCPS. Long Overdue

Equalizing Student : Staff Ratio

Improved Work conditions for Teachers

Less Use of Modules / Temporary Trailers

Shifting Cost Savings from Transport to Enrichment

Q4. * Ask Teachers For Opinion

8th Grade across all FCPS or Just Feasib.

Enough Time for Transition

* Add New Schools ?

Concerns —

- How will the boundary review process address the resource shortage + allocation issues

- Community feedback → there doesn't seem to be enough time to incorporate it all, esp in Phase 2 (generally this process seems fast)

- Split Feeders → keep in same Region

- Strong desire to limit harmful impact:
  - home values
  - family / sibling cohesion

Hopes

- Decreased disparity in access to resources, improving equitable opportunities

- Slow, measured rollout

1. Coordinating with local govs. regarding houses + transportation

2. Secure, Safe bus stops

3. Do minimal damage

4. Will schools be closer to homes - student?

5. Will this be phased or rolling?

6. Transparency of data

Key Takeaways

1. During next phase of community engagement, host at pyramid level (not region) because concerns vary. Redistricting affects the pyramid.

2. Fairness - Capacity + programming

3. Grandfathering Policy

① Prioritizing Elementary school proximity
to reduce bus ride lengths and increase
parent involvement. (Elementary is <u>maj</u> of K-12 period/)
_{years}

② Avoid / Minimize split feeder Schools

③ Consider existing community structures
(parents chose their school neighborhood)

④ Respect parents and their decision making
process - they chose a place to raise family
and educate kids.

⑤ Route Safety

#1 Communities kept together ES-MS-HS with the
Same access and academic rigor to programs.

#2 Better communication between County development
and the school system to prevent future over crowding

#3 Need more frequent updates in the process and
more details - trasparency. Lack of information
opens up misinformation to spread

#4 Implementation plan - what is the transistion plan
going to be?

#5 Need online feed back options

Table 18

#1 General Challenges

1) Attendance Islands

2) Split Feeders - Prioritize same HS

3) Consistency for current students & Families
   Phased / grandfathered

4) Don't move people back & forth
   (5 yr Reviews)

5) Continue to allow flexibility for attending
   programs outside base school

6) Social + extracurricular impacts / sports

#2 Additional Data / Insights

1) Keep families at the same
   school system + allow family choice

2) Early transportation times for
   kids vs impacts on performance

3) Current capacity of MS seem impossible
   to move to 3 grades

4) Compare Building capacity predictions
   vs reality (1yr, 2yr, 3, etc)

5) Current vs proposed consistent pyramid
   attendance as result of split feeders

6) Safety considerations, buses, security ect.

#3 Favorable Outcomes

1) Acknowledge shortcomings of process

2) Transparency

3) Not significant changes unless
   significant problem

4) Similar transportation for programs
   not universally available at base school

5) Positive community impact of staying
   in one pyramid

#4 Q's about process

1) Timing for defining transition
   plan + what feedback do we
   get on that

2) How to provide feedback on
   the boundaries

3) Will it (transition) be for
   whole county

4) Are you minimizing impacts
   to kids impacted

5) Are you minimizing impacts
   to elementary aged covid impacted
   kids

Q1. ENROLLMENT / CAPACITY #1

- BUT STUDENT DISRUPTION SHOULD BE MINIMIZED

Q2. KEEPING COMMUNITIES INTACT IS IMPORTANT

Q3. - MINIMAL CHANGE IS BETTER.

- SMALLER CLASS SIZE

- MORE LOGICAL START TIMES

- THE ABILITY TO FORGO TRANSPORTATION TO STAY IN CURRENT ~~BEST~~ PYRAMID)

Q4 - WHAT ARE FLPS' TOP PRIORITIES?

- IS TRANSPORTATION A KEY DRIVER OF THIS?
- COULD SIBLINGS BE SEPARATED
- HOW WILL FLPS ENSURE TRANSPARENCY?

1) Overall student/family mental, and economic health appears to be forgotten in all of the meetings and planning documents that have been provided to date: an environmental impact study is conducted before any building is ~~approved~~, why is a student/family impact study not recommended?

2) This should be a ~~holistic~~ assessment of all county resources and programs, ~~and~~ and the decision should reside ~~~~ with the Fairfax county Bos.

Q1 #1 ? = Split Feeder Schools + Attendance Islands
        2 = Increased Travel Times
        3 = Uneven Distribution

Q2 MAINTAIN STUDENT RELATIONSHIPS/STABILITY
        Social w Classmates, Teachers, ExtraCurriculars
                                    Keeping siblings together
   MAINTAIN COMMUNITIES
        Minimize Disruptions with Boundary Changes

   How Will ACCURATE DATA be Ensured in   is school
        Decision Making. WHO Decides HOW?   performance
                                             considered

Q3 Make the Community FEEL HEARD

   Establish LONG TERM PLANS

   ADDRESS MAJOR School Issues
        Not Just by Changing Boundaries

Q4. How/When Will Implementation Plan
        be Done? Actually Start Fall '26

   How Does AAP, CSS Factor In

Since community feedback was not considered
When passing the Boundary renew policy, we
expect our voices to be heard regarding boundary
Changes that impact our children - This was a
Circus show and only listening to Stables is a joke

So far, the community does not feel like it's viewpoints are being valued. I hope that all group feedback will be reported out, and that feedback is _incorporated_ into the plans.

1. Consider childrens' academic performance + mental health when moving schools. (Esp. secondary) and prioritize this when deciding on phasing and implementation

2. How much do we want to solve now? What is the metric for success and how does that impact the next review? Which of the 4 criteria are most important?

Key Takeaways

- Parents in our neighborhoods moved here so our children attend the school / stay in the pyramid they are currently assigned to. We would like to see that parental decision making <u>respected</u> by this administration.

- Think outside the box. Create solutions/programs to attract kids to schools instead of forcing students into schools (more IB Programs). <u>Create and shift resources. Don't shift students.</u>

- <u>Eliminate split feeders</u> and <u>attendance islands</u>. Narrowly tailor any new boundary changes. ⊛ You can also do <u>no</u> boundary changes.

- <u>Don't change</u> the boundaries every 5 years.

WHAT IS THE GOAL?

We are all opposed to BOUNDARY CHANGES.

BOUNDARY CHANGES ARE DISRUPTIVE.

PARENTS WANT CONSISTENCY

MENTAL HEALTH NEGATIVELY IMPACTED WITH BOUNDARY CHANGES.

BOUNDARY CHANGES CAN CAUSE A LOT OF NEW PROBLEMS

FCPS IS NOT CONSIDERING NEW RESIDENTIAL DEVELOPMENTS IN CIP.

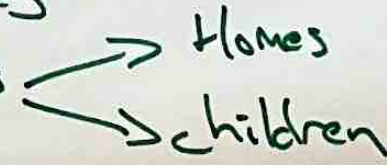We all bought our homes for our CURRENT Pyramid. Do not want that to change.

Four declines = stability
only one 33 mixed proximity = approval work/copium
Mental health - negative process
Do not have

2) This should be a holistic assessment of all county resources & programs, ensuring each school has _equal_ programming & opportunities and the decision reside w/ the Fairfax county Board of Supervisors.

④ Will there be more than one option put forward for approval?

④ Data driven accountability. Publish you research?!

② tax abatement for affected families.

② no data on these sheets talk about mental health of students by changing district boundaries.

③ Continuity of education is key.

The board should vote with ③ 75% majority to be worth uprooting kids/families ④

③ commitment to the community real estate values.

② Diversity and Inclusiveness to demographics of both schools

③ Inherent Proms to honor the school where kids Start - Grandfathering existing kids

② equal opportunity to programming

② gentrification of Langley - making it less diverse and Herndon more diverse.

③ - Improvement of needs/Programming/Resources of Herndon to ensure equality.

② There must be a grandfathering clause for existing students

② Phased approach to ensure child welfare and mental health

1) Do No Harm

a. Create opportunity across FCPS

b. No Breaking up of communities/Families

c. Lowering school quality with changes

d. Impacting families largest investments → Homes
                                          → children

2) Prioritize Parent Choice in Education

a. Changes (Boundary) should be voted on by community

b. Guardrails to protect performance impacts of educatind
   Outcomes

Table 10

#1 optimize access to programs and services within a community including transportation and traffic considerations

#2 transparency in final decision making and how will success be measured and monitored

QUESTION 1:
- Continuity of community + continuity of students

QUESTION 2:
- Data should be up to date, accurate + transparent
- Consider mental health data + impacts to students
- Keeping families together
- Current + future transport times, need to minimize

QUESTION 3:
- Listen + incorporate CAREGIVER feedback
- Consider ways to shift resources w/o shifting boundaries
- Use process to improve student performance + student health

QUESTION 4:
- How will all the feedback from the community be presented and considered
- Define equitable access + what we are solving for
  ↳ Match resources to community needs

1) IMPROVING STUDENT WELL-BEING AND ACHIEVEMENT

- MAKING SURE BOUNDARY CHANGES DON'T HAVE NEGATIVE EFFECTS.

2) • COMPREHENSIVE ECONOMIC IMPACT ANALYSIS

- • WHAT DATA COLLECTION METHODOLOGIES AND DATA POINTS ARE BEING USED TO DETERMINE BOUNDARY CHANGES

- • WILL STUDENTS CHANGE SCHOOLS AND LOSE FRIENDS.
  • WILL SIBLINGS BE GRANDFATHERED INTO SAME SCHOOL.

3) • CLARITY ON THE UNDERLYING ISSUES THAT LED TO THIS PROCESS

- • COME UP WITH A HOLISTIC SOLUTION AT THE COUNTY LEVEL INSTEAD OF JUST MOVING AROUND STUDENTS

4) • WHO EXACTLY IS DOING THE DATA ANALYSIS.

(1) Minimize impact <u>& disruptions</u> on students & communities **[DO NO HARM]** → If not broken, don't fix it

(2) <u>Be realistic</u> about changes & Consider incremental approaches.

(3) <u>TRANSPARENT</u> → <u>Data</u> driven & Peer-reviewed.

1) Bring programming to schools under current boundaries

2) Gather programming interests /needs from students before making changes

3) Benchmarking existing data and measuring goals

4) Phased approach to boundary changes

5) County to work across offices ie: zoning, permitting, and school to balance growth

* Proximity matters
* Transparency ~process/data
                ~rollout
* Consistency for Future
* Listening + applying
  community feedback

- Consistent School Pyramid
  w/ Optionality
  ↳ clear, consistency,
    & equitable

- Maintaining Community
  No split feeder

- Can we study other top 10 (size)
  districts? What do they do that
  is working?

① Implementation Matters

- Care to ~~kills~~ changes for kids in existing school 1st Pyramids
- Consideration for ages most impacted by Covid
- Consider phased approach

② Balanced Approach

- Improving student well being means different things to different people in different areas

- Clear improvements can be made to reduce travel times + improve school communities. However, families should not be re-districted to reduced services or programs + consideration needs to include that school boundary impacts property values.

Q1: Current Challenges

- Many Revolve around Capacity.
  - Focus on Fixing Capacity issues at current school + leverage data for future projections
  - Focus on offering enhanced resources to schools needed

Q2: Data Sought

- Population + Building projections

- Info on Need for Review of Boundaries every 5 years, where is "Best Practice being cited from?
  - Significant disruption to students
- Data driven Capital improvement program

- Information on the Student options if changes are made (Sensitive time for kids)
- Bonds Budget Data.

Q3: Outcomes

- Minimize changes (or no changes)

- No split Feeders

Q4: Transparency

- How will Community Feedback be taken into consideration?
- What will equitable opportunity for communities that disagree w/a prospective change?

Q1:
- Access to Programs
- Distance/Transportation
  (Maintain sense of community)
- Classroom Size / Student-Teacher Ratio

Q2:
- Model Peer Counties
  (Consider Pros/Cons feedback)
- Equitable College Acceptance
- Balanced Teacher Credentials

Q3:
- Ability for Kids to be grandfathered (Esp. H.S. Age)

- Get Kids out of the trailors!
- Timely flow of info pertaining to proposed mapping.

Q4:
- Consideration for Additional Schools
- Will there be an appeals process
- How much of an impact will this shift have on Student/Teacher Ratios + Class Size?