Graphic Organizer for Note Taker

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

Question 1:	General challenges:
In the introduction, we explored various challenges related to the current school boundaries. Which of those do you feel should be the top priority when we create the boundary scenarios?	1. access to programming, different things taught at some being more of an option than a forced option all HS doesn't have same options and should, boundaries should offer all options 2. proximity to elementary (walkability, can then follow that group onward, more choice with high school options) 3. proximity due to community integration, allows after school activity, easier transportation 4. transportation because limited sidewalks and options without buses 5. enrollment capacity - in some cases, not enough lockers, issues with sports equity in competition amongst teams 6. need programming to be roughly equivalent everywhere

Facilitator: MARY BETH STARKEY

Table: 54

Question 2:	Information to Include in Boundary Review
Based on your experience as a parent/caregiver and/or community member, what are some important data or insights should we consider?	1. Consider those already over capacity, including 5/10 year timelines and construction/new developments 2. history/longevity within a community and a school - siblings having attended, moving ~~within a~~ between schools instead of staying in one longterm 3. resources/programs to complete the transition - more ~~request~~ information/care on the rollout plan and ways to help kids through it 4. length of bus ride because they're needing to go beyond their zone 5. 6. 7. 8.

Facilitator: MARY BETH STARKEY

Table: 54

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. fixing Whitman's Island-nature
	2. align with natural boundaries (community and natural)
	3. address overcrowding
	4. build equity in schools - same programming should run throughout and same experience across the whole of FCPS
	5. ~~least~~ least amount of change with biggest effect, with focus on pockets that have been biggest problems
	6. positive impact is impact to as few families as possible
	7. biggest scatter happens at high school - prioritize maintaining elementary and middle groups and high school choice
	8. more transparency in what programs may be in your pyramids and options in the future, as well as transparency into future plans

Facilitator: MARY BETH STARKEY

Table: 54

Question 4: What questions do you have about the next steps in this boundary review process?	Questions about the Process:
	1. how are we addressing schools that are all-island, and are we considering entirely changing a school (ex: make WESTPO a middle school)
	2. what's the implementation timeline, transition roll out plan, grandfathering (this part needs community engagement)
	3. what is the plan to help these kids with their transition
	4. what funds are associated with this, will we be considering investment in any construction, as well as maintenance
	5. where is data coming from, inflow/outflow from schools
	6. when are outside consultants leading, and when is the district
	7.
	8.

Facilitator: Edna Beyene   **Table:** 12

Graphic Organizer for Note Taker

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Question 1:	General challenges:
In the introduction, we explored various challenges related to the current school boundaries. Which of those do you feel should be the top priority when we create the boundary scenarios?	1. Overcrowded schools 2. access to programming → PreK, afterschool; services within community remain available 3. transportation 4. Equitable mix of students + resources; maintain diversity. Afraid that lower income neighborhoods will all be bulked together and will lose access to all resources + people 5. Ensuring staff retention + support 6.

Facilitator: Edna Beyene

Table: 12

Question 2:	Information to Include in Boundary Review
Based on your experience as a parent/caregiver and/or community member, what are some important data or insights should we consider?	1. Graduation rates 2. Preparation for life after HS 3. Maybe need more academy programs; current access to additional Programming 4. Advanced programs center vs local → something at every school. 5. What What advanced academic programs are offered in the area? At each school? Why isn't everything offered at all schools? 6. Some students that go to MV went to Sandburg and don't have the IB middle years Program → harder to jump into IB 7. STEM Program at Edison pulls people from MV 8.

Facilitator: Edna Beyene

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. Inclusion of more programs at all of the schools
	2. Community buy-in + support; more engagement
	3. Participation from all parents
	4. Thoughtful + informed review with all community input Everyone's voice matters
	5. Community meet + greets → more inclusion of parents at their homesite to keep them engaged
	6. School board becomes more accessible to the community they represent
	7. Maybe current families sending kids to private school will send kids to the local public school because it has more resources and opportunities
	8. less bussing needed; shorter routes Fewer buses

Facilitator: Edna Beyene

Table: 12

Question 4: What questions do you have about the next steps in this boundary review process?	Questions about the Process:
	1. Will they share draft data collection?
	2. Will they be transparent?
	3. Will all data collection be available to the public?
	4. What day will they be announcing final ideas - will it be public?
	5. We should have votes like they allow community to vote on calendar
	6. How hard are they trying to reach out to community? Many low-income families or new to country don't access school emails
	7. ~~Our~~ How do you plan to ensure Region 3 gets the same resources as other regions?
	8. How will the transition to new boundaries work? Will they grandfather students? Ensure least disruptive transition. Consistency is important

Graphic Organizer for Note Taker

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Question 1:	General challenges:
In the introduction, we explored various challenges related to the current school boundaries. Which of those do you feel should be the top priority when we create the boundary scenarios?	1. Focus on schools as islands (Whitman) 2. Better bus routes - less passing of other schools, shorter rides/distance to stops 3. Keeping communities together 4. Consider military - cap people placement 5. Reevaluate location center schools & incentives to stay. 6. How will redistribution affect Title 1?

Question 2:	Information to Include in Boundary Review
Based on your experience as a parent/caregiver and/or community member, what are some important data or insights should we consider?	1. Expand IB/AP offerings 2. How will this be implemented, especially those already on certain tracks 3. Equitability of languages & economic advantages 4. Cost of living challenges (teachers...) 5. teacher incentives to stay 6. Make sure schools have academics/programs 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. Do not want to change locations of currently enrolled students
	2. Equitable at all schools, esp. AAP
	3. Improve transportation challenges
	4.
	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 will the transition be implemented? Esp for enrolled students - can they finish out?
	2. Have school board member run on their position
	3. Monitor transfers/cap on transfers
	4.
	5.
	6.
	7.
	8.

Facilitator: **Lachelle Williams**

Table: **26**

Graphic Organizer for Note Taker

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Question 1:	General challenges:
In the introduction, we explored various challenges related to the current school boundaries. Which of those do you feel should be the top priority when we create the boundary scenarios?	1. Class crowding in some elementary schools (eg. waynewood) 2. Walt whitman - 100% bus in - issue of attendance island and can't walk to school 3. Sandburg capacity/crowding 4. More equal access to programing or better transportation to centers with that programing (spanish immersion; IB; AAP) schools 5. Make sure houses within walking distance can have kids walk to their ~~schools~~ schools 6. ↳ But proximity perhaps less important for high school

Facilitator: _____

Table: _____

Question 2:	Information to Include in Boundary Review
Based on your experience as a parent/caregiver and/or community member, what are some important data or insights should we consider?	1. Property values - impact of rezoning 2. Student - teacher ~~ratio~~ ratio data point 3. Including possibility for exceptions/ grandfathering for siblings → 4. ~~was~~ ensuring consistency for families & current students + siblings 5. 6. Walt whitman late bus grant is really important to do extracurriculas → ~~equitable access to resources~~ 7. 8. Making sure all schools & our pyramid get equitable access to resources.

Additional Note Space for Question 2:

- Need to consider social/emotional well being of students having to move to different school and make new friend groups. How will you draw the cut off/ time lines?

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 access to resources/facilities. If all schools created equal, will increase teacher retention, increase student success, and increase engagement.

2. Get rid of Mt. Vernon HS Stigma / W.W. MS Stigma.

3. No more W.W. MS attendance islands to make the community stronger.

4. Bike rack @ W.W. MS needed once we can walk to school!

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 phase 3? How long is the roll out?
	2. More detailed outline of deliverables in phases 1 & 2
	3.
	4. In spring 2025 will we have a real draft? Will it be shared?
	5.
	6. Grandfathering procedures for siblings and ensury consistency for kids → will draft rules include those procedures?
	7. How will families be notified?
	8. When will 6th grade move to middle school? Is that happening in the next draft?

Graphic Organizer for Note Taker

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Question 1:	General challenges:
In the introduction, we explored various challenges related to the current school boundaries. Which of those do you feel should be the top priority when we create the boundary scenarios?	1. Distance from school 2. Underpopulated (Bucknell ES → Montessori?) Overpopulated 3. Safety for students (to cross highways) 4. Renovations made w/o regard to future needs (e.g., new multifamily residential construction) 5. 6.

Question 2:	Information to Include in Boundary Review
Based on your experience as a parent/caregiver and/or community member, what are some important data or insights should we consider?	1. When residential development is planned, what will the impact be on Title I funding for existing schools? Will FCPS lose significant federal funding? 2. 3. Diversity - risks of loss of ethnic/racial or socioeconomic diversity. 4. How will special programs be allotted or changed in Title I schools to build up population (Spanish immersion, AAP) 5. 6. Does a student have a real chance of staying with an ES/MS/HS track that is shared by peers/friends? Why have a bifurcated movement into HS (e.g, from Sandburg MS into MVHS & Whitman MS) 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. Minimal change to fix the problems of island schools.
	2. How can we address the Reality of property value concerns that have blocked any change ~~valid~~ before now.
	3. Add attractive programs to schools that are not deemed as desirable
	4. because of their lack (e.g. IB vs. AP) in order to ~~share~~ offer different
	5. diploma options at every HS. Can the same be done to fortify MS & ES
	6. offerings so that there is no pull away
	7. from any one school. Changing the boundaries doesn't change the programs (nor does new Construction fix the
	8. problem).

Favorable outcome? Students are closer to their school. ~~Investment~~ in better special programs at _all_ Schools.

Facilitator: _____

Table: _____

Question 4: What questions do you have about the next steps in this boundary review process?	Questions about the Process:
	1. How dare is FCPS working with the County depts of transportation, planning/zoning (too many)? siloes
	2. How are community centers being built into the Fairfax County plans for development?
	3. Can after-school programs be built up in ES? Budding in MS now for sports.
	4. Transparency desired to see <u>all</u> data before decisions are made.
	5.
	6.
	7.
	8.

Facilitator: _Drew_   **Table:** _34_

Graphic Organizer for Note Taker

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Question 1:	General challenges:
In the introduction, we explored various challenges related to the current school boundaries. Which of those do you feel should be the top priority when we create the boundary scenarios?	1. Equitable access requires an increase in program budget 2. Enrollment/capacity - teacher burn out with larger class sizes 3. Access to programming causing class sizes to fluctuate - large class sizes for the programs dilute the effectiveness of program 4. Class sizes are the most important to help kids establish a strong foundation 5. ~~Parents~~ Some parents are ok with long bus rides ✱ 6.

Question 2:	Information to Include in Boundary Review
Based on your experience as a parent/caregiver and/or community member, what are some important data or insights should we consider?	1. Finding a way to level out capacity in a small area (w/ in 10 minutes) 2. Some families do not get to choose where they live. 3. Have they done studies on why some schools are over crowded and some are under? 4. What is the plan for increasing program budget to allow for access to programs? 5. What is the connection between equitable access and boundaries? 6. Student familiarity with current pyramid schools. What is the effect of a change for those kids? 7. Mentorship w/th pyramid-schools older and younger students 8. Historical comparison of class sizes over time. How has affected student outcomes

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 stable enrollment and more even enrollment throughout the district - equitable class sizes
	2. Stability for our kids - less disruption
	3. Kids stay in the school closest to their home walkability if possible
	4. Understanding the diversity of opinions throughout the county
	5. Stability of current pyramids
	6. Importance of keeping specials and not outgrowing current available space
	7.
	8.

Question 4: What questions do you have about the next steps in this boundary review process?	**Questions about the Process:**
	1. How are they deciding what the priority is for changing boundaries - who ultimately decides?
	2. What is the plan to roll out once the plan is accepted?
	3. How are programs distributed throughout the community? who decides where these programs go? (location)
	4. Who is responsible for communication with county planning commissions - huge influx of population in a specific boundary can cause major capacity
	5. issues.
	6. What level of feedback will be accepted from the community once a draft plan is released?
	7. How much of this process will be data-driven vs. opinions
	8. Any voting by community on plan (like the school calendars)?

Facilitator: _____   Table: 41

Graphic Organizer for Note Taker

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Question 1:	General challenges:
In the introduction, we explored various challenges related to the current school boundaries. Which of those do you feel should be the top priority when we create the boundary scenarios?	1. Length of commute Enrollment/Capacity overcrowding of buses 2. Programming offered at each school not equitable 3. Proximity to schools 4. Transportation challenges 5. Anxiety/Disruption/Mental Health of Children 6. minimized disruption to communities community/neighborhood

Additional Note Space for Question 1:

Apprehension to have 6th grade to move middle school.

Share specifics with what is being considered

- Keeping kids where they want to be

Question 2:	Information to Include in Boundary Review
Based on your experience as a parent/caregiver and/or community member, what are some important data or insights should we consider?	1. Mental health & current community make-up. 2. Transportation routes -understanding future Road construction considerations - 3. Mindful of current student make up Ensure equity of programs 4. Sibling considerations -when and how will this be rolled out. 5. Population shifts - development of the area. Birth rate data 6. Achivement data to be considerd. 7. Honesty - transparency - concerns about children being moved to a lesuer performing school 8. concerns about staffing / special education ESOL resources

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. As Little disruption as possible
	2. Title 1 designation for high school as needed.
	3. More resources for special needs ESOL more staffing that enables student success.
	4. More High Quality staff - ↟
	5. Staff support - teacher retentions -
	6. Students & Families want to feel like they are in a syncrons community
	7. Check in with the communities about hopes and dreams -
	8. Less consultants / more local input - More the

Question 4: What questions do you have about the next steps in this boundary review process?	Questions about the Process:
	1. How many times call you ask the community -
	2. Other solutions possible - more buses construction for expansion, more teachers
	3. Community opposition and how will this be impacted.
	4. How will the boundary changes impact planned school improvements and construction
	5.
	How will the boundary change specifically impact students with requiring more services
	6.
	7. Transparency in what FCPS is thinking specifically
	8.

Facilitator: Damon McDonald   **Table:** 23

Graphic Organizer for Note Taker

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Question 1:	General challenges:
In the introduction, we explored various challenges related to the current school boundaries. Which of those do you feel should be the top priority when we create the boundary scenarios?	1. FCPS has divided focus - upper county & MV Pyramid Concerns for Region3 & this pyramid receiving less focus and attention Institutionalization of that. + focus on avoiding division & increased equity 2. Concern about filling classrooms for the sake of filling classrooms. 3. Stronger rules for pupil placement. Specifically school choice for programs that are not necessarily a focus 4. 5. 6.

Question 2:	Information to Include in Boundary Review
Based on your experience as a parent/caregiver and/or community member, what are some important data or insights should we consider?	1. Consider development of Rt 1 corridor that is planned in determining the boundaries 2. Will have large numbers of children having to cross a major hwy — will divide even further 3. Data Point Ø 25-26 will be 35-36 4. Fort Belvoir choice / Federal Impact Survey 5. Access to programs — AAP Center @ Sandburg 6. Division of Classes (economic classes) & thereby potential reduction of diversity 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. Equity of programs

2. Keep kids in pyramids by having programs within every pyramid

3. Easier access to buildings

4. Enforcement of the boundries with equity of programs

5. Accountability for moving kids

6. Teacher retention

7. Insight on diversity (economic & racial) of the schools

8.

Facilitator: _____ **Table:** _____

Question 4: What questions do you have about the next steps in this boundary review process?	Questions about the Process:
	1. accountability for roll-out & ripple-effect?
	2. What impact will there be of wealty enclaves political power & litigiousness affect the equity of the implementations?
	3. What effect is the level of buy-in from the military industrial complex into the building or not?
	4. How is the roll-out going to affect kids in 6th & 7th grade in Spring Fall 2026?
	5.
	6.
	7.
	8.

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Question 1:	General challenges:
In the introduction, we explored various challenges related to the current school boundaries. Which of those do you feel should be the top priority when we create the boundary scenarios?	⭐ 1. <u>Travel time</u>, which leads into equitable access. 2. Whitman is an attendance island. not consistent. 3. <u>Equitable access to education</u> ! . . .)||| (race and socio-economic status has to be considered) 4. Relationship building + skill building lost when being forced to move. 5. 6.

Question 2:	Information to Include in Boundary Review
Based on your experience as a parent/caregiver and/or community member, what are some important data or insights should we consider?	1. Parents/guardians who don't have cars (navigating transportation in order to pick up students, or attend events). 2. Socio-economic status. What is the community at the school their jobs/background? 3. Capacity of students. ✱ 4. Consider AAP student's balance. → Magnet programs to make schools more attractive, while considering equitable 5. access to transporation. Providing the Knowledge to certain communities. 6. Increase ~~opportunities for~~ student based needs (especially special education.) 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. The voices at this meeting that are the loudest do not often represent the population of certain schools.
	2. FCPS should have schools the everyone is proud of.
	3. Consider and have empathy for the parents that can't attend the meeting.
	4. Districts that are transportation friendly.
	5. Every school is viewed highly and attractive.
	6. Ensuring that all families, from various communities are aware of all options.
	7. ✳ Equitable access.
	8. Universal Pre-k, make sure families are aware of importance.

✳ Increased educational options for student based on needs, especially special education options. High school completion options.

Question 4: What questions do you have about the next steps in this boundary review process?	**Questions about the Process:**
	1. How are we ensuring that all communities are represented at this meeting?
	2. How are we ensuring equitable access?
	3.
	4.
	5.
	6.
	7.
	8.

Facilitator: __Rachel Semenov__
(Cindy Cohley)

Table: __2/4__

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Question 1:	General challenges:
In the introduction, we explored various challenges related to the current school boundaries. Which of those do you feel should be the top priority when we create the boundary scenarios?	�X 1. Proximity to schools; students end up at schools that don't logically make sense. 2. Parents need / prefer specific schools that get tangled in confusing boundaries. 3. Community populations sometimes overwhelm specific schools (with programs) autism, medical needs, other programs. ✗ 4. Access to specialty programs is limited. 5. Difficult to plan students future schools (sometimes they split from diff. feeders). 6. Military families face specific challenges with zoning because of on-base school.

Additional Note Space for Question 1:

° "transient apt. complexes cant plan easily if caught in attendance island.
   & to equitable access
°

Question 2:	Information to Include in Boundary Review
Based on your experience as a parent/caregiver and/or community member, what are some important data or insights should we consider?	1. Diversity of neighborhood is great — but not fully supported by school. Language support, etc. 2. Resource support needs to be standard : autism, language barrier, learning differences. 3. Our region is so diverse, transient, etc. It's integral to how our schools support the student population. 4. ~~Not~~ FCPS is not equitable across the county. There should be standards. 5. How is budget-use mandated? or guidelined? Are the school leaders empowered to make decisions with their population in mind? 6. One school with CPI trained ~~teachers~~ staff; all students that need that program are expected to find way to get there. 7. Students are losing time in trailer use. 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. Closer routes for kids.
	2.* Concerned about the transition plan — how will the kids in the middle of the process be protected?
	3. Will the public see the proposed boundaries sooner rather than later.
	4. Smaller class sizes
	5. Capacity more equalized.
	6. No more trailers included in school capacity count.
	7. Safer commutes for kids — no crossing dangerous roads.
	8. Technology parity — access to tech.

Facilitator: _____

Table: _____

Additional Note Space for Question 3:

* Shorter bus rides — no dawn / dusk waiting.

Question 4: What questions do you have about the next steps in this boundary review process?	Questions about the Process:
	1. Will the public see the data? And the boundaries?
	2. How will Ft. Belvoir be addressed?
	3. What are the implementation be addressed, in detail).
	4. What will we be told vs. what is kept private?
	5. How will split feeders be addressed?
	6. Will new school plans be factored in?
	7. What counts as close proximity? ~~Easy~~ Ease of access? What's the threshhold for success throughout this process? Need to know specifically.
	8. Transportation — is walking included in calculation?

Facilitator: Ana Amelunge
Cindy Conley

Table: 43

Graphic Organizer for Note Taker

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Question 1:	General challenges:
In the introduction, we explored various challenges related to the current school boundaries. Which of those do you feel should be the top priority when we create the boundary scenarios?	1. + Transportation To & From School. In areas of over population when buses are full students are left behind waiting for a late bus arrival. 2. + For Example, Audubon Community Mobile Homes students are marked absent or late for bus late 3. arrivals being at over capicity. + Quantity of students assigned per school building capacity. 4. + Take into accont the diversity that lives in each zone. For example, ESOL students. which may cause 5. for education level to slow down progress. + Less population for VESOL student more student areas. 6.

Facilitator: _____   **Table:** _____

Question 2:	Information to Include in Boundary Review
Based on your experience as a parent/caregiver and/or community member, what are some important data or insights should we consider?	1. Balance out Diversity of Ethnicity per boundary. 2. Lack of Parent Representation Per PTO or PTA per school, area. 3. Accessible Parent/Student After-School Programs. 4. ✱ <u>Census Survey</u> Per Home to Calculate Students per area ✗✗✗✗ 5. Balance Income Based Families Equally Per Area. 6. Amount of schools assigned to each school Health Nurse. 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. If every school is equitable in student count then more funds can be used for student program.
	2. If there are smaller classrooms then teachers will be available to do more individual work.
	3. Less/ over population. ZERO !!!
	4. Average Amount of Teaching / Learning Time Balanced Between
	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. When will the Boundaries be set? 2. How will the socio-economic status of each area be divided / decided to set boundaries? 3. What will be taken into account? Number of homes per square feet? or Apt. Complex? us, or Houses? or Apts.? or Mobile Homes? 4. 5. 6. 7. 8.

Facilitator: ~~Adrian Williams~~ Jessica Lee (FCPS) / Jennifer Olin (parent)
Dianna Lopez

Table: 17

(Graphic Organizer for Note Taker)

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Question 1:	General challenges:
In the introduction, we explored various challenges related to the current school boundaries. Which of those do you feel should be the top priority when we create the boundary scenarios? ③ Access to programming	① 1. Capacity Enough space in school bldgs → avoid overcrowding in schools → Student/teacher ratio is appropriate. ② 2. Proximity → many cannot stay w/ friend group when bussed to school. (long commute to assigned schools) Note 3. Current continuous improvement plan → proposes re-opening a school closed in 80s/90s → Virginia Hills. Also Bucknell is currently under capacity 4. Capacity & Proximity both contribute to access → long commute → miss out on community connections & also fights/other things on bus cause discord programming. 5. Lots of change: cultural, political age, in last 40 years hasn't been taking into account 6.

Facilitator: Jessica Lee (FCPS) / Jennifer Olm (parent) **Table:** 17

Question 2:	Information to Include in Boundary Review
Based on your experience as a parent/caregiver and/or community member, what are some important data or insights should we consider?	1. Health outcomes ~~for~~ walkers vs bus (bus-crossing school (activities)) • Parent participation & school spirit if live far from school. 2. Safety of the walkers → abusers, traffic (roads & s. dewalks safe → no crossing roads & major intersections). Traffic 3. Crime data in area → especially for young children access to T1 funding 4. Demographics → title 1 funding (federal vs County) & programs offered. ELL Learners Immersion AAP → are there teachers @ the local school 5. Housing financial. Census data → where are the young kids. → military → new housing developments. → lower income apartments → sometimes 2-3 families in one apartment. also undocumented families often more families in one apartment. (not just one family in one unit) 6. 7. 8.

Facilitator: Jessica Lee (FCPS) / Jennifer Olin (parent)   **Table:** 17

| 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 around the data collected, how it's collected & analyzed (make sure not jerrymandering (sp?)) → to restrict

2. Increase social/racial equity & access → shared humanity vs. division based on social, racial, economic boundary

3. Data → use current school data to predict what will happen as the shifts in demographics take place (not penalize schools for the adjustment periods as things shift)

4.

5. Student inclusion → include their voice in the community

6. Allocation of resources to help

7. How to engage marginalized communities. Also → more ways to let people give input → not just having to come to large meetings

8. |

Facilitator: Jessica Lee (FCPS) / Jennifer Olin (parent)   **Table:** 17

Question 4: What questions do you have about the next steps in this boundary review process?	Questions about the Process:
	1. Who is doing the analyzing?. Through what lens?
	2. How will this data impact current improvement plans? Or will it?
	3. Transparency of this process → how and by who will data be analyzed.
	4. Methodology → who are these experts.
	5. & are the analyzers from FFX community → need to be people who understand how we operate in FFX county → we are a commonwealth (impact on ability 2 take wealth & use it to improve, our schools vs going out to smaller towns, etc)
	6.
	7. Can we see aggregate data by pyramid and county - → the county is so diverse.
	Rollout process
	8. Any priorities w/in pyramids → one priority over another . . . . pyramid gets
	- Will student voice be incorporated into student process.

What is
• Plan to handle backlash from communities and the fact that it is likely those who already have political power versus those who do not.

Facilitator: Mike
A. Enright

Table: 910

Graphic Organizer for Note Taker

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Question 1:	General challenges:
In the introduction, we explored various challenges related to the current school boundaries. Which of those do you feel should be the top priority when we create the boundary scenarios?	1. Mt Vernon HS needs an economic shift; ie wealthier families 2. Improving student well-being & achievement. 40 years ago boundaries were better. 3. Creating neighborhood-style school. 4. Minimizing travel time is critical; ie proximity to physical location. 5. 6.

Additional Note Space for Question 1:

- Historical boundaries were short-sighted. It was all about what you could afford re: programs in schools.

- Economic diversity is missing. Should move Waynewood to this district.

- Could build a middle school in the neighborhood - last one built was west Potomac. 40 years ago.

- Students benfit outside "of their block"

Question 2:	**Information to Include in Boundary Review**
Based on your experience as a parent/caregiver and/or community member, what are some important data or insights should we consider?	1. Planned development and future population in next 5~10 years.
	2. Area development/urban planners should communicate as part of the planning process for school boundaries
	3.
	4. Understand data points such as student/teacher ratios
	5. Will families be "grandfathered in" to ensure kids stay in the same school for continuity.
	6. What is the actual timeline, not just planned, to implement
	7. How visible will the entire process be?
	8.

Additional Note Space for Question 2:

- Rte 1 development will have a huge impact on population, socio-economics, etc.

-

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. Outcome: equitable divide - a levelling if there is movement in terms of resources
	2.
	3. Community feels process is secure and parent's voices are heard
	4.
	5.
	6.
	7.
	8.

Additional Note Space for Question 3:

Difficulties in schools that don't get same PTA ~~school~~ score

Facilitator: _____   **Table:** 10

Question 4: What questions do you have about the next steps in this boundary review process?	Questions about the Process:
	1. Will the proposed plan be shared before approval
	2. How will dissent or dissatisfaction w/ proposal be dealt with?
	3. What external factors will be addressed such as tools That can be used besides boundaries to solve problems?
	4. What considerations will be made for military families?
	5. Will public be given a chance to vote on it?
	6.
	7.
	8.

Additional Note Space for Question 4

— If boundaries are changed, we don't want children's lives disrupted. children should be "grandfathered in" to keep friends, teachers, etc.

Facilitator: Lateefah Walker   **Table:** 13

Graphic Organizer for Note Taker

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Question 1:	General challenges:
In the introduction, we explored various challenges related to the current school boundaries. Which of those do you feel should be the top priority when we create the boundary scenarios?	1. Class size/Building capacity 2. Condo communities. Keeping together 3. Bus length time — walt witman — No one can walk — Kids can't stay for afterschool. — Sleep. 4. frequency of change of Boundaries. 5. enrichment programs fairly spaced out. 6. AAP 10p- Programing based on interests. ∟ High Schools should offer all the same advanced programs.

Additional Note Space for Question 1:

- Minimize changes
- Weighing positive & <u>negative</u> impacts on certain neighborhood.

- Kids being pulled ½ way through elementary school.
  - give 2 yrs. you can stay.

- timeline of changes - if announced in Jan - how do people apply for private in time to get in by fall of next year.
  - certain pyramids, different timeline.

Facilitator: _____   **Table:** _____

Question 2:	Information to Include in Boundary Review
Based on your experience as a parent/caregiver and/or community member, what are some important data or insights should we consider?	1. Timeline. Roll out too short. 2. parent input. 3. housing data — kids per home up and coming areas. 4. population/neighborhood changes since covid. 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. Balanced budget
	2. Student focused — Bus Time.
	3. (lasting effect) wont change in 4 yrs again.
	4. targeted few changes that are going stick. └BIGGER changes.
	5. ~~Data~~
	6. Bigger Boundary moves then Little ons.
	7. Housing value.
	8. Actually make the Schools "neighborhood" Schools.

Facilitator: _____   **Table:** _____

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

1. Where is the opportunity for Community engagement w. proposal drafts?

2. will the community See the data

3. decision criteria made avalible.

4. implementation transition & plan.

5. does this allow enough time? — daycare, change strategy

6.

7. define implematation 2026

8. |

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Question 1:	General challenges:
In the introduction, we explored various challenges related to the current school boundaries. Which of those do you feel should be the top priority when we create the boundary scenarios?	1. proximity (to build community, unnecessary commutes) 2. enrollment/capacity and 6th grade included in elementary school 3. 4. 5. 6.

Facilitator: _____ **Table:** _____

Question 2:	Information to Include in Boundary Review
Based on your experience as a parent/caregiver and/or community member, what are some important data or insights should we consider?	1. where does 6TH grade belong? Elementary or middle? 2. Not to have long travel times 3. no change for change's sake, disrupts community building. make necessary change. 4. → Ability to walk/ride bike 5. → way of unintended lowering standards 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. We chose where we lived for the school. ~~the~~ No change. We don't want boundary change. 2. ~~[scribble]~~ outcome truly reflects community input 3. → noticing what voices ~~was~~ weren't included/participating 4. → existing schools don't close. ~~keep~~ Find a way to keep open 5. ⌐→ could bring communities closer together 6. ↘ better able to distribute programs. 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 school board/superintend's ofc hope for from this.
	2. → ~~how~~ how and when data share.
	3. opportunities for feedback when data shared.
	what → 4. opportunities ~~for~~ ~~feed~~ to provide ~~after~~
	5. → explanation of "why" of proposed changes
	6. → how will this affect special education kids ~~are s~~ and services
	7. how/what services will be implented to help kids (~~~~ with and without
	8. IEPs adjust to change. ↳ can we address only attendance islands ~~or~~ vs. all of them.

Facilitator: Laura Elliot   **Table:** 11

Graphic Organizer for Note Taker

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Question 1:	General challenges:

In the introduction, we explored various challenges related to the current school boundaries. Which of those do you feel should be the top priority when we create the boundary scenarios?	1. Equitable Access to programming
	
	2. Walkability and Transportation
	   – to include for specific programs
	
	3. Enrollment Capacity –
	   – using our resources efficiently and effectively
	
	4. Proximity – Stability for the kids
	
	5.
	
	6.

Facilitator: Laura Elliot

Table: 11

Question 2:	Information to Include in Boundary Review
Based on your experience as a parent/caregiver and/or community member, what are some important data or insights should we consider?	1. School Attendance 2. Academic Performance 3. Age of Schools and Renovation Schedules 4. Demographic Projections 5. Impact on transitions within school District 6. Special Programing - Bus routes expanding 7. Data Collection & Transparency to help determine Needs of Community 8. Data on Early Childhood intervention - related to extra pressure based on shuffling schools

Facilitator: Laura Elliot   **Table:** 11

Additional Note Space for Question 2:

What are the students opinions?

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. Relieve some pressure on over capacity schools
	2. Awareness of parent issues to school Board
	3. We want transparancy and hope the school Board will take the opportunity to be clear and open.
	4. Tax Relief would be nice.
	5. Get better feedback from the community.
	6. Hope that they will show responsiveness to community needs
	7. Minimal change to current enrollment to meet the goals.
	8.

Facilitator: Laura Elliot **Table:** 11

Question 4: What questions do you have about the next steps in this boundary review process?	Questions about the Process:
	1. We would like transparancy on the methodology use to create the scenarios. 2. Will and how many opportunities will there be for revision after they provide the draft scenarias? 3. What role do the advisors have in the process? 4. Where will the Boundary Change Approval process be published? 5. 6. 7. 8.

Graphic Organizer for Note Taker

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Question 1:	General challenges:
In the introduction, we explored various challenges related to the current school boundaries. Which of those do you feel should be the top priority when we create the boundary scenarios?	1. ACCESS TO PROGRAMMING → CONSIDER HIGH SCHOOL AAP VS. IB OFFERINGS 2. ENROLLMENT / CAPACITY TODAY AND FOR THE FUTURE → BASELINE METRICS USED? HOW WILL CAPACITY GET BALANCED? → HOW ARE FACILITIES ASSESSED? → SPLIT FEEDER CONSIDERATIONS? 3. TRANSPORTATION → METRIC USED TO MEASURE TIMES? → CONSIDERATION OF BUS AVAILIBILITIES 4. TIMING → CONSIDERATION OF ATTENDING STUDENTS AND GRADE LEVEL 5. CAN IT BE COMMUNICATED ON WHICH BOUNDARIES HAVE PROBLEMS? 6. → FAMILIES WANT TO KNOW IF THEIR BOUNDARY IS IMPACTED OR NOT

Facilitator: Devon Phillips   **Table:** 42

Question 2:	Information to Include in Boundary Review
Based on your experience as a parent/caregiver and/or community member, what are some important data or insights should we consider?	1. PROPERTY VALUES IMPACTED BY NEW BOUNDARIES 2. EFFORTS PERFORMED TO IMPROVE SCHOOLS WITH INSUFFICIENT FACILITIES 3. EFFORTS PERFORMED TO IMPROVE THE COMMUNITY → TRAFFIC → WALKING AND BUSING SAFETY. ~~AND~~ ASSESSMENTS DONE 4. TO DETERMINE IF WALKING VS. BUSING IS SAFER 5. HOW DO WE MEASURE STUDENT SUCCESS AT SCHOOLS? → TEST RESULTS → STUDENT PERFORMANCE 6. → PURPLE STAR (MILITARY RECOMMENDED SCHOOLS) 7. NEED TO KNOW HOW FEEDBACK FROM BOUNDARY REVIEW WILL BE USED? 8. POPULATION MOVEMENTS AND IMPACT TO FAMILIES → SIBLINGS CURRENTLY AT ELEMENTARY SCHOOL THAT ARE GRANDFATHERED IN WILL NOW NOT BE IN THE SAME SCHOOL AS A YOUNGER SIBLING.

Facilitator: DEVON PHILLIPS

Table: 4 2

Question 3: What do you hope the outcomes of this boundary review process will be? How could this review process positively impact our community?	**Favorable Outcomes:**
	(1.) ARE THERE OTHER METHODS TO POSITIVELY BENEFIT SCHOOLS WITH LOWER RANKINGS? ~~OR~~ ARE NEW BOUNDARIES THE ONLY WAYS TO IMPROVE LOWER RANKED SCHOOLS?
	2.
	(3.) MOST POSITIVE OUTCOME WOULD BE IMPROVEMENT AT ALL SCHOOLS, BENEFITING ALL FAMILIES WITHIN FAIRFAX COUNTY.
	4.
	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 WILL WE KNOW IF ~~problems~~ PROBLEMS HAVE BEEN RESOLVED ?
	2. WILL BOUNDARY REVIEW OCCUR AGAIN IN A FEW YEARS ?
	3. HOW WILL RESOURCES GET DISTRIBUTED AFTER FINAL BOUNDARY CHANGES ?
	4. CAN WE ~~know~~ KNOW WHICH BOUNDARIES / AREAS ARE IMPACTED ?
	5. WILL NEW SCHOOLS GET ADDED AS A RESULT OF THIS BOUNDARY REVIEW ?
	6.
	7.
	8.

Graphic Organizer for Note Taker

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Question 1:	General challenges:
In the introduction, we explored various challenges related to the current school boundaries. Which of those do you feel should be the top priority when we create the boundary scenarios?	1. Proximity 2. Transportation 3. Resources for adequate programming 4. Capacity 5. 6.

travel times I   proximity III   resources

capacity   programs
                              AP
                            immersion

Facilitator: _____

Table: _____

Question 2:	Information to Include in Boundary Review
Based on your experience as a parent/caregiver and/or community member, what are some important data or insights should we consider?	1. ~~Lo~~ Access to resources – after/before care – waitlisted for several yrs 2. Long term population Trends, # of Kids in a zone 3. Last time a school (highschool) was added to FC. 4. Access to qualified educators 5. 6. 7. 8.

# of children in a zone   developable land – highschool
Long term population trends   hiring resources (HR)
                                                    resources for diverse community (by neighborhood)

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. Additional School construction needs to be part of the conversation
	2. Grandfathering students & siblings already enrolled in schools so they aren't
	3. Increase engagement & participation in public school system
	4. Neighborhood school model w/ strong level 4 resources Equity of resources across district.
	5. Better education for all district students, equal opportunities for students.
	6.
	7.
	8.

Facilitator: _____

Question 4: What questions do you have about the next steps in this boundary review process?	**Questions about the Process:**
	1. What does a boundary scenario look like?
	2. Will school construction be part of the equation? Some middle & HS have two to three feeder schools.
	3. When will we have access to the data? Over crowding, under crowding — digestable data please!
	4. What are the ethical info security to make sure data is showed with community mbrs at the same time and special interest groups don't get early access.
	5. How are you including educators & school admin in the conversation?
	6. Are salaries for FCPS competitive with surrounding districts?
	7.
	8.

Facilitator: David Oechslein   **Table:** 47

Graphic Organizer for Note Taker

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Question 1:	General challenges:
In the introduction, we explored various challenges related to the current school boundaries. Which of those do you feel should be the top priority when we create the boundary scenarios?	1. Keeping kids in their pyramids from elementary to HS. 2. ~~How~~ Will boundary changes ~~impact~~ change where my child goes to school? 3. People want consistency; don't want boundaries to change every 5 years. 4. 5. 6.

Facilitator: David Oechslein   **Table:** 47

Question 2:	Information to Include in Boundary Review
Based on your experience as a parent/caregiver and/or community member, what are some important data or insights should we consider?	1. Having ability to adjust school resources to population needs could help all schools be better 2. Kids need consistency; change every 5 years is not a good idea, could be very disruptive. 3. Can money being spent on boundary consultants be spent better at schools? 4. Each school should offer the same programs. 5. Keeping social groups from E→MS→HS is important. 6. 7. 8.

Facilitator: David Oechslein   **Table:** 47

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. Put out more information
	2. Grandfathering is important.
	3. Resolving attendance islands.
	4. After review process & plans are concluded, give families a longer implementation period
	5. Keep siblings together
	6. Equitable access to programs at schools
	7.
	8.

Facilitator: David Oechslein   **Table:** 47

Question 4: What questions do you have about the next steps in this boundary review process?	Questions about the Process:
	1. How long for implementation? Next school year?
	2. Will people/families be grandfathered? Siblings kept together?
	3. where will space be found for universal preK? what about staffing?
	4. How much input will parents have once a proposal is made? How much weight will our voices have?
	5.
	6.
	7.
	8.

Facilitator: _____   **Table:** 14

Graphic Organizer for Note Taker

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Question 1:	General challenges:
In the introduction, we explored various challenges related to the current school boundaries. Which of those do you feel should be the top priority when we create the boundary scenarios?	1. Enrollment Capacity was the most voted Item in our group. to us it seems the most clearly connected to performance 2. 3. ~~Already~~ We want to avoid moving kids who are already settled in their school. Can we ~~save~~ stay after changes are made if we'd like? 4. 5. 6.

Table: 14

Question 2:	Information to Include in Boundary Review
Based on your experience as a parent/caregiver and/or community member, what are some important data or insights should we consider?	1. Not disrupting students' current school 2. ~~Hello~~ When changes are ~~available~~ proposed, we'd like to review them again to consider before they are implemented (survey parents) 3. 4. Survey Parents more in the process 5. Avoid Schools 6. 7. 8.

Additional Note Space for Question 2:

- Some

- Middle School is just a struggle in general.

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 can keep attendance levels equitable, other programs and transportation issues may get solved

2.

3. We want to take action that will make only only some schools better

4.

5. A key metric will be Academic outcomes. If test scores go down, this is a failure...?

6. If we dont coordinate at a level beyond just fairfax county it might be hard to raise

7. all schools

8. if we reduce class sizes we think This will be a key ~~indicator~~ component in having a good mass effect & comunnity impact

Question 4: What questions do you have about the next steps in this boundary review process?	Questions about the Process:
	1. Can we stay at our school if we want to?
	2. Will programs move with students? If my student goes from a school with AAP, or a basketball team, will those programs be available there?
	3.
	4. How will we measure the success of this after it is complete?
	5.
	Are students being brought in/dropped off
	6.
	7.
	8.

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Question 1:	General challenges:
In the introduction, we explored various challenges related to the current school boundaries. Which of those do you feel should be the top priority when we create the boundary scenarios?	1. Current boundaries - why were they developed? 2. Underserved populations 3. Have we acheved any goals in equity? 4. capacity /reliance on modulars /trailers - would like smaller class sizes when possible 5. access to programming across county - why aren't all the programs available at all the schools - what are the barriers 6. maintaining diversity

Additional Note Space for Question 1:

☆ the group would have appreciated additional information to provide context to this discussion.

Question 2:	**Information to Include in Boundary Review**
Based on your experience as a parent/caregiver and/or community member, what are some important data or insights should we consider?	1. Concerned that community meetings ~~will~~ will occur ~~in~~ the summer Phase II 2. Previous realignments and ~~see~~ what were the results 3. Class sizes / Projected enrollments / make sure schools aren't under/over capacity 4. socio economics 5. which schools have special programs - AAP, language immersion, etc. 6. bus time data - how long are kids commuting to each school 7. ~~@~~ student experience / insights / preferences 8. concerns about adding 6th graders to middle school / safety 9. safety outcomes / issues

Facilitator: _____ **Table:** 22

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. Safety in schools
	2. ~~xxx~~ matches the plan you had for your family when you decided where to live
	3. shorter bus rides
	4.
	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. Scheduling of community involvement during the summer
	2. difficult to be objective when considering your family/child — need more data.
	3. need understanding of outcomes that would occur
	4. prioritize small class sizes
	5. Are teachers involved in this process
	6. ~~will~~ will AAP/ language immersion transfers still happen?
	7.
	8.

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Question 1:	General challenges: ~~priorities~~
In the introduction, we explored various challenges related to the current school boundaries. Which of those do you feel should be the top priority when we create the boundary scenarios?	1. Have we identified which of these are the biggest issues? Based on data. 2. Minimize disruption in social and academic needs 3. Keep communities together 4. Student : teacher ratio, Staff movement based on enrollment 5. 6.

Question 2:	Information to Include in Boundary Review
Based on your experience as a parent/caregiver and/or community member, what are some important data or insights should we consider?	1. People move into certain areas to attend certain schools / greatly impacts home values. 2. Kids switching schools mid-way through their educational journey 3. Possible impact to kids SEL. 4. Equitable access to same resources when changing schools. 5. Impact to schools diversity 6. Teacher input? / 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. Outcomes need to be based on strategy.
	⊕ 2. No more split feeders / attendance islands
	3. Idea of leveling the playing field isn't watering down academic experience.
	4. Minimize disruption
	5. Improve educational experience of all kids
	6.
	7.
	8.

Question 4: What questions do you have about the next steps in this boundary review process?	**Questions about the Process:**
	1. ~~When~~ How much ^{will our} feedback really matter in this process?
	2. Will community feedback be shared to increase transparency.
	3.
	4.
	5.
	6.
	7.
	8.

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Question 1:	General challenges: What's best for the students. Grandfathering
In the introduction, we explored various challenges related to the current school boundaries. Which of those do you feel should be the top priority when we create the boundary scenarios?	1. and implementation. Want grandfathering. people are involved in their communities with years worth of investment. Don't want to get pulled out. Also keeping siblings together. 2. Girls on the run, girlscouts, other groups that are already together. Keep communities together. Reduce busing long distances. Localization is necessary. 4-8 year projections vary a lot, but what data is being used. How reliable is it. Accurate projections is very important. 3. 4. Maybe help out w/ the bus driver shortage. Parent traffic is very bad too. A Better after school options that are affordable and available. Maybe stagger when folks 5. go to school. 6. All of the schools should have more educational options. AP programs, multiple languages, etc.

Question 2:	Information to Include in Boundary Review
Based on your experience as a parent/caregiver and/or community member, what are some important data or insights should we consider?	1. Access to after before school care, improve those options. there shouldn't be years-longs wait lists. also make sure it's long enough. Fully staffed clubs. 2. Make sure there is sufficient staff support for english as a second language and other particular needs for the school. 3. Having advance knowledge to plan before changes happen. 4. Implementation plan. 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. More community identity. 2. Hope there will be more discussion after the options come out. 3. Allow flexibility in implementation. No hard cut offs just for rising seniors. 4. From a military standpoint, it was important to be in a school with support. Also let the kids stay until they're going to move. 5. More thought given to before and after care. It's also expensive. Military families don't have familial support or other options. 6. Would like to see some follow-through. 7. ~~Scool~~ Class sizes may not matter as much as having a significant variety of needs; english as second language in a variety of languages, etc. 8. Giving families the option to have kids with similar abilities.

Question 4: What questions do you have about the next steps in this boundary review process?	Questions about the Process:
	1. Options available before the review meetings.
	2. Online feedback for the options.
	3. Is everyone aware of this even if they don't have kids? or kids that are not school aged.
	4. Implementation and impact to the actual kids attending schools.
	5. Are you considering school start times?
	6. In rebounding, will more students be able to access via walking distance. (keeping major roads as boundaries.) (or biking)
	7. Could they have more after school busing.
	8. Is fairfax county addressing sidewalk issues. Also dangerous busstop locations (telegraph Rd)

Graphic Organizer for Note Taker

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Question 1:	General challenges:
In the introduction, we explored various challenges related to the current school boundaries. Which of those do you feel should be the top priority when we create the boundary scenarios? Proximity Access	1. Lewis. not enough programs. Not enough. E.C. activities. Access to programs. 2. Annandale. Overcrowding @ Glasgow Middle School. may need additional AAP programs. Distribution of AAP 3. Special Education availability in each pyramid Distribution of Resources 4. Travel time when schools are closer 5. Capacity / overcrowding 6. Community engagement if programs available in school district. Should not be split or fracture community

7. Transition for students.

Facilitator: MARK **Table:** 19

Question 2:	Information to Include in Boundary Review
Based on your experience as a parent/caregiver and/or community member, what are some important data or insights should we consider?	1. Transferring to different schools even eary on in the Schooling. 2. where are different programs throught the district? 3. Pupil Placement policy - & who Reviews that? 4. what will the middle school times be 5. Resources Available with funding with each district. 6. PTSA budgets. 7. Test scores / Graduation Rates 8.

Facilitator: MARK   **Table:** 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. Every FCPS student has equal access to support & resources, no matter which school they attend.
	2. Change boundries to include communities.
	3. School Board will need to be more involved with new school development. & County.
	4. Equal distribution.
	5.
	6.
	7.
	8.

Facilitator: Mark   **Table:** 19

Question 4: What questions do you have about the next steps in this boundary review process?	Questions about the Process:
	1. who will be the ultimate decision-maker at the end of the day. How much influence 2. will be given to parents / Developers. 3. 4. 5. 6. 7. 8.

Facilitator: Andy Goldin   **Table:** 37

Graphic Organizer for Note Taker

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Question 1:	General challenges:
In the introduction, we explored various challenges related to the current school boundaries. Which of those do you feel should be the top priority when we create the boundary scenarios?	1. Split feeder problem 2. Suboptimal instructional program locations 3. 4. 5. 6.

Facilitator: _____ **Table:** _____

Additional Note Space for Question 1:

Thanks to Dr Reed for stopping by to provide us with more information!

Question 2:	Information to Include in Boundary Review
Based on your experience as a parent/caregiver and/or community member, what are some important data or insights should we consider?	1. Keeping kids together 2. Going to a school nearby your home 3. 4. 5. 6. 7. 8.

Facilitator: _Andy Goldin_   **Table:** _37_

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. Happier + better educated kids
	2. ~~Else~~ Kids going to a school nearby their home
	3.
	4.
	5.
	6.
	7.
	8.

Facilitator: Andy Goldin   **Table:** 37

Question 4: What questions do you have about the next steps in this boundary review process?	Questions about the Process:
	1. Will there be "grandfathering" in the transition plan?
	2.
	3.
	4.
	5.
	6.
	7.
	8.

Facilitator: __Liz Noto__   Table: __27__

Graphic Organizer for Note Taker

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Question 1:	General challenges:
In the introduction, we explored various challenges related to the current school boundaries. Which of those do you feel should be the top priority when we create the boundary scenarios?	1. Over-capacity + lunch time consideration 2. Equable programs + services 3. Competitive athletics 4. Transportation 5. 6.

Question 2:	Information to Include in Boundary Review
Based on your experience as a parent/caregiver and/or community member, what are some important data or insights should we consider?	1. Proximity – especially @ elementary level 2. Diversity – academic, socio-economic + race, etc. ↳ but ensure staff is there to support it 3. Equitable resources based on population + demographics 4. Transfers in+out and # of ppl that attend private schools 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. Reducing overcrowding
	⮑ ensuring there's enough space in the county for all students (without moduals)
	2. ⮑ if not where do we put a new school(s)
	3. Facility + grounds remain safe + accesiable to the population of the school
	4. No moduals
	5. Small size for a community feeling
	6. Some would prioritorize a cohort model and some would not – a different opinion within the group
	7.
	8.

Question 4: What questions do you have about the next steps in this boundary review process?	Questions about the Process:
	1. How many people are sending their kids to private school + are/is that considered in this data
	2. Consideration of ages — individually w/in elementry/middle school/highschool — or as a
	3. Cohort/prymaid
	4. Allocation of Title 1 funding — what would happen if less concentrated need in some areas — ensure
	5. we aren't taking away resources for students
	6. Is ~~SEC~~ SEC used to determine boundaries now?
	7.
	8.

Facilitator: Shannon Anderson   **Table:** 20

Graphic Organizer for Note Taker

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Question 1:	General challenges:

In the introduction, we explored various challenges related to the current school boundaries. Which of those do you feel should be the top priority when we create the boundary scenarios?	1. proximity to school → affects participation, attendance, parent support, community feel. + safety
	
	2. transportation → don't want children on the bus for forever. OR miss bus
	
	3. equitable access to programs/facilities
	  ↳ proximity + capacity
	  ↳ feeds into well being
	
	4. capacity → what if capacity ≠ proximity?
	  bus reqs + driver reqs.
	
	5. budget/op costs would possibly be an unintended positive consequence of fixing above.
	
	6.

Facilitator: _____   **Table:** _____

Question 2:	Information to Include in Boundary Review

Based on your experience as a parent/caregiver and/or community member, what are some important data or insights should we consider?	1. full transparency due to lack of trust in previous decisions → FHES principal → 3hr early release.
	
	 2. break up of community due to change → how it affects upcoming HS attendance. grand fathering? clear trajectory for programming (ex immersion)
	
	 3. holistic review → community for immersion. continuity of community (relationships, friendships) how do you quantify?
	
	 4. behavioral development in transition critical/formative years → if breaking community, what kind of resources are provided?
	
	 5. want middle ⟹ feed HS.
	
	 6. Is there a thought to split FCPS?
	     - snow days
	     - cultural observance
	     - resources ? reviews.
	
	 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. equitable, takes current communities into account.
	2. walkability / proximity ⟶ why make someone commute when there's a walkable school.
	3. MAKE IT MAKE SENSE. <u>clear</u>! <u>Transparent</u>! <u>Early</u>! <u>Frequently</u>!
	4. better attendance w/ better proximity. ↳ affects participation, behavior, well being
	5. Immersion specific ⟶ lack of good transportation affects attendance ? participation.
	6.
	7.
	8.

Facilitator: _____

Question 4: What questions do you have about the next steps in this boundary review process?	Questions about the Process:
	1. How will you ensure transparency and how much actual input will the community have?
	2. What considerations were made (and priorities) for final decision?
	3. Is expanding capacity a consideration?
	4. Will there be a board meeting prior to voting? └ after Dr. Reid, before final vote?
	5. What is the likelihood of process/decision delay?
	6. Have you looked at other large metropolitan school districts?
	7.
	8.

Facilitator: Jess Stebbins

Table: 31

Graphic Organizer for Note Taker

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Question 1:	General challenges:
In the introduction, we explored various challenges related to the current school boundaries. Which of those do you feel should be the top priority when we create the boundary scenarios?	1. Location of schools outside of boundaries WALTMAN OUTSIDE OF WHAITMAN BOUNDARY 2. Safety! Crossing major highways and trailers 3. Population density - where do people live? 4. Transitions of academic programming across the course of a learners lifecycle 5. 6.

Additional Note Space for Question 1:

- Whitman Middle School outside of boundaries
  - Where to locate?
  - Shifting of population
- Proximity - safety of crossing major highways (Route 1, Franconia Road)
- Trailers - getting kids out of trailers
- Population Density, where do people live?
- Academic Programming
  Transitions - so many across the course of the learners lifecycle

Question 2:	Information to Include in Boundary Review
Based on your experience as a parent/caregiver and/or community member, what are some important data or insights should we consider?	1. Population locations 2. School Scores 3. SACC - equitable access, after school clubs 4. Diversity - more frequent boundary reviews to look at demographic changes 5. Look at Title 1 schools 6. Traffic Patterns & Roads 7. * Qualitative Data 8.

Additional Note Space for Question 2:

Population Volume - where are the people located?

School Scores — not equitable across Fairfax County
      ↳ Great Schools ratings

Facilitator: Jess Stebbins   **Table:** 31

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. Student-Centered -show us this along the way!
	2. Equity in terms of space & resources available
	3. Safety! Avoid trailers & crossing busy roads
	4. Make resources/options more available evenly across schools
	5. Don't force kids to choose between academic opportunities vs. friends & community
	6.
	7.
	8.

Facilitator: Jess Stebbins   **Table:** 3/

Additional Note Space for Question 3:

interested to see data on how many kids
choose to stay w/ friends over different
academic opportunities

Facilitator: Jess Stebbins   **Table:** 3 1

Question 4: What questions do you have about the next steps in this boundary review process?	Questions about the Process:
	1. What other data points will you be looking at? (see next page)
	2. How much impact will Phase 2 community engagement have? Will things change?
	3. After approval, how quickly of a turnaround will this be? Is it a Phased implementation
	4. approach?
	5. How will Richmond Highway Corridor Project (Future Population density centers)
	6. impact?
	7. Was/will there be transportation options for future meetings where the population
	8. might not be able to make it to the session?

Additional Note Space for Question 4

Other data points
Walkthroughs of buildings
Environmental scan
Numbers lose meaning if you don't look @ students

Facilitator: Shannon McCaulley   **Table:** 29

Graphic Organizer for Note Taker

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Question 1:	General challenges:
In the introduction, we explored various challenges related to the current school boundaries. Which of those do you feel should be the top priority when we create the boundary scenarios?	#2 suboptimal instructional program locations: loss of value if 1. students are transferred to a school with suboptimal instructions - Equitable access to all programs & high quality education regardless of boundary. Need criteria to measure success of students. Equitable distribution of programs throughout schools 2. over/under enrollment of schools - schools currently underenrolled or students who should be enrolled at a specific school bussed to another school. Some students may go to another school based on a specific program offered. 3. offer consistent programs w/ #6 - Renovation - many schools require renovations and hvac etc. Need to address major issues w/schools. 4. Transportation time not high priority. 5. 6.

Facilitator: Shannon McCaulley   **Table:** 29

Question 2:	Information to Include in Boundary Review
Based on your experience as a parent/caregiver and/or community member, what are some important data or insights should we consider?	1. look at # of students enrolled at specific programs at each school 2. see how far students are traveling to go to a school outside their boundary in order to participate in a program 3. Measuring school performance - invest in schools that need it (lower scores) rather than those that are highest scores. 4. Capture teacher turnover rate and see what schools are retaining teachers. Also early-career vs seasoned teachers. 5. Transportation/infrastructure/traffic previews of schools to see impact of adding substantial student populations to schools. 6. Community makeup - diversity of students, transient population to how school performance is affected by this. 7. What supports/changes will be required for language support (ESL) based on boundary changes. Lang. staff must be able to support 8. Lessons learned from last boundary review - what were challenges. — Talk to neighboring school districts to learn best practices/challenges

Facilitator: Shannon McCaulley   **Table:** 20

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. Equity – to resources, programs, extracurricular activities, fields, facilities ACROSS the county. kids will want to be @schools that have the resource.
	2. Want all kids to be feel welcomed and have pride in their school/ want to go there. This is all about the kids.
	3. High ratings because every child has access to the same programs and quality of education no matter where they go.
	4. More equitable experiences across the county (not just west/north part of county)
	5. Everyone has a better understanding of school success based on this process. Learn about cross county wants/needs.
	6. Resources go to ~~xxxxxxxxxx~~ schools that are considered low performing. Equitable distribution of students & allocated student populations across the county.
	7. Focus on military students and/additional funding for schools w/ transient population. Additional resources.
	8.

Question 4: What questions do you have about the next steps in this boundary review process?	Questions about the Process:
	1. ~~Coo~~ Involve teachers and school administration in this process. With the feedback gathered at these meetings - Will you be sharing it w/the schools and then gathering their feedback?
	2. - Staff and administrator feedback is invaluable.
	3. Where is the student voice in this process?
	4. What data is being collected that is already available and will it be available for the community to see (transparency)
	5. What is the goal teacher/student ratio based on grade level?
	6. Logistics of gathering data - how is it being shared, ~~whose~~ what impact will it have. Is it performative? Just to say you are "engaging" the community?
	7. ~~How~~ How will school renovation schedule be affected by boundary challenges? Will you eliminate trailers?
	8. Are there constraints outlined in boundary review process? (Building new school, repurpose existing schools...)

Facilitator: _____   Table: 45

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. Enrollment/Capacity- class sizes too large
 - split feeder

2. Proximity - want to stay within ~~to finite radius~~ reasonable radius
 current pyramid
 - current MS walkable, other school not, but HS may be closer
 - concerns with crossing busy roads — students have to wake up too early to catch bus
3. Mitigate impact on current students
 - possibly phased process

4. Keep siblings in same schools
 - Separating siblings would cause huge difficulties for families
5. Impacts on families — kids and parents have formed communities $, would be very hard to split groups + communities
6. School pyramids were large factor in home purchases
Transportation - What are the safety concerns? |

Question 2:	Information to Include in Boundary Review

Based on your experience as a parent/caregiver and/or community member, what are some important data or insights should we consider?	1. Keep siblings in same school pyramid
	   — don't break families up
	
	2. Capacity should be prioritized over demographics
	   — would like transparency on capacity issues
	     — which schools over, which schools under?
	
	3. How does transportation timing/proximity relate to capacity challenges
	   — kids spend too much time on bus
	
	4. Real estate values may be affected so even people w/o school aged kids may be affected and should weigh in
	
	5. Anticipate capacity needs over the long term
	   — forecast where we'll be over time
	
	6. Not good for anyone to do this every 5 years — time, money, resources and huge impacts on families and communities
	
	7. Give affected families some amount of choice during defined transition window
	
	8. Offer AAP Level IV in every school

Additional Note Space for Question 2:

Families need more information
  — what are the numbers?
      - Capacity
      - transportation
      - budget

- website needs more info
    - Not user friendly!

- we would like to see maps of current boundaries

- consider that siblings rely on older siblings for transportation
  so they need to be at the same 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. Get rid of split feeder schools <u>eventually</u> — do it gradually, grandfather people in
	2. Improve overcrowding — maybe improve/expand facilities rather than just move kids out
	3. Improve transportation issues (travel times)
	4. Everybody bought their house based on the schools they thought their kids would go to
	5. Everyone agrees they don't want to change the schools they're currently zoned for
	6. Boundary review may not be the only way to solve some of these issues
	7.
	8.

Question 4: What questions do you have about the next steps in this boundary review process?	Questions about the Process:
	1. When will changes go into effect? ~~will this e~~
	2. What recourse will families have who are negatively impacted by outcomes of this process?
	3. Who is on the 'advisory committee?
	4. Will families have any choice?
	5. After advisory committee comes up w/ options/recommendations will there be any opportunity for public comment/feedback?
	6. Will all changes go into effect immediately and at the same time? How will this be rolled out?
	7. What will the implementation process look like?
	8. Will siblings be grandfathered in so that all kids in a family can go to the same high school?

Additional Note Space for Question 4

What efforts are being made to ensure developers/community planners are being encouraged/discouraged from building near under-capacity or over-capacity schools?

    – incentives to build near under-capacity schools?

Facilitator: _____ **Table:** 2.2

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Question 1:	**General challenges:**
In the introduction, we explored various challenges related to the current school boundaries. Which of those do you feel should be the top priority when we create the boundary scenarios?	1. Uneven distribution of students due to over/under enrollment 2. longer facility renovation wait times 3. numerous split feeder schools & attendance islands 4. ⊗ Everything is linked to over/under 5. enrollment 6.

Question 2:	Information to Include in Boundary Review
Based on your experience as a parent/caregiver and/or community member, what are some important data or insights should we consider?	1. home sale prices 2. title 1 data and if more students are flowing in increasing title 1 3. Time on buses / programming availability in relation to school. Equitable access to programs ex: language, AAP, Prek 4. alignment of fairfax county + FCPS (building/zoning) upcoming apt complexes + data 5. Budget + high renovation costs, Trade offs due to accomodating enrollment 6. Population growth 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. Greater sense of community with in school zone/home grown neighborhood
	2. Equitable access to programs (pre-k, AAP, specialty services)
	3. Equitable access to resources and classroom distribution
	4. Setting the future up for the next 40 years w/ equitable classroom size
	5. All schools within allotted capacity. No one over and no one under
	6. Reasonable student/teacher ratio
	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. When will it be implemented?
	2. More details about phase 2?
	3. How will it be phased in?
	4. What is the transition process for current students? (grandfather, choice, impact on families)
	5. What choices will be provided to the families?
	6. Similiar to the federal impact survey - will there be surveys distributed to the larger community?
	7.
	8.