

**Graphic Organizer for Note Taker**

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

<p><b>Question 1:</b></p> <p>In the introduction, we explored various challenges related to the current school boundaries. Which of those do you feel should be the top priority when we create the boundary scenarios?</p>	<p><b>General challenges:</b></p> <ol style="list-style-type: none"><li>1. Not split feeder schools and <sup>nc</sup> attendance islands.</li><li>2. increased travel time.</li><li>3. proximity / transportation</li><li>4.</li><li>5.</li><li>6.</li></ol>
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Facilitator: \_\_\_\_\_

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

**Question 2:**

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

**Information to Include in Boundary Review**

1. Data is wrong. current projections are not accurate.
2. Is the current attendance accurate? (validate attendance).
3. Children in different school pyramids disrupts family's ~~school~~ <sup>of the school family</sup> life.
4. interrupting child's life by changing schools. once they have started at a school.
5. ~~consider~~ <sup>Collaborate</sup> urban planners and 3rd parties. employers, military, zoning.
- 6.
- 7.
- 8.



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

Table: 45

**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. transparent → publish decision making process.
2. prioritize the 4 priorities and why?
3. How did FCPS prioritize?
4. Communicate w/ Fairfax county planning department.
5. What programming do what people want and where?
6. Don't break up neighborhoods.
7. ~~Don't break up neighborhoods~~
- 8.

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

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

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

**Questions about the Process:**

1. Define the priorities and why?
2. are you going to post draft boundary changes to the public?
3. Will it be an open school Board meeting when boundaries are presented?
4. are they going to grandfather kids?
5. can you do the implementation in a phased manner?
6. is transportation the biggest issue?
- 7.
- 8.

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**Question 2:**

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

**Information to Include in Boundary Review**

1. **School rankings:** Many schools within proposed redistricted regions have poor - very poor - ratings.
2. **Home Property Prices:** Home values will tank - this impacts not only homeowners with kids in FCPS but also people who bought in at higher prices because of the quality premium that would drive a higher resell value.
3. **School Improvements:** Prior to Redistricting to ensure equity across all schools. Quality teachers, programs, quality of education.
4. **Teacher/ Staff Quality:** Tenured staff vs. net new teachers. How will you retain good teachers? How will you incentivize teachers to stay/leave?
5. **Kid Disruption:** Splitting up friends, lack of continuity. This could increase negative impact on mental wellbeing of teens during critical and challenging years of their lives.
- 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. **Equity Adjustments:** Show the discrepancy (BIG DIFFERENCE) of academic success among schools w/in the various neighboring regions. Begin building the high school to make it better and it would be less of a battle.
2. **County Growth Projections:** Establish where more homes need to be developed vs. moving kids. Zone the residences vs. students.
3. **Identifying the Needs of the Regions:** Needs for more teachers, better programs, bonding allocations, education/test score continuity.
4. **Analyze the Redistricting from the Past:** Lessons learned - negative/positive from the effort that happened in the 80's.
- 5.
- 6.
7. **Not Redistricting and**
8. **negatively impacting the community!**

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

**Questions about the Process:**

1. Has the decision already been made? There have been multiple steps made that feel this process is not as transparent as its being presented to be.
2. Student first vs. operational efficiencies - Why was there only one box that was truly focused on the student and their education?
3. Why are we putting <sup>specialty</sup> programs at already overcrowded schools? Why make an already crowded school a magnet school.
4. What will be done to improve the lower performing schools? Leveling out the volume doesn't improve the school.
5. How will you evaluate the emotional impact these changes will have on the students? Will you be increasing access to mental healthcare providers? Suicide rates are already at an ultimate high among children and teens.
6. Why was this process not an RFP? This Consultant has no past performance.
7. Will children be grandfathered?
- 8.

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<p><b>Question 2:</b></p> <p>Based on your experience as a parent/caregiver and/or community member, what are some important data or insights should we consider?</p>	<p><b>Information to Include in Boundary Review</b></p> <ol style="list-style-type: none"><li>1. Keeping neighborhoods together/contact Better and thoughtful approach to what are the physical boundaries. Taking into account social/geographic groups.</li><li>2. Better checks for residency requirements Seems to be a worry of some that students aren't in right places</li><li>3. Keeping class sizes limited is important for student growth. Managing those should be a focus for rezoning.</li><li>4.</li><li>5.</li><li>6.</li><li>7.</li><li>8.</li></ol>
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**Question 3:** What do you hope the outcomes of this boundary review process will be? How could this review process positively impact our community?

**Favorable Outcomes:**

1. Data driven, transparent outcomes
2. Realigning split feeder situations and reunited communities.
3. Redistribution of students can positively impact schools with redistribution of resources to make 1 Fairfax more feasible.
4. Neighborhood stability → planning for demographic changes
5. If transparency is achieved (based on varying standards, sorry) then it could restore trust in the school district and those in charge.
- 6.
7. Improvements in travel time, class sizes, etc. will help shift focus to improve education of our children and grow their futures
8. Creating responsible and conscientious adults that care about their community.

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

**Questions about the Process:**

1. How will the School board demonstrate transparency to the county and individual parents?
2. What recourse do parents or schools have once decisions are made?
3. How responsive will decision makers to parental questions? Will there be .
4. Will there a public display or release of notes from break out sessions at meetings? Will community feedback be released in a collated grouping ~~or~~ digestible form?
- 5.
6. When will changes go into effect?  
Will seniors be grandfathered into be able to stay at their current school for their last year?
- 7.
8. Will the changes be made all at once? Or will they be implemented in shifts or piece-meal?



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**Question 2:**

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

**Information to Include in Boundary Review**

1. How can we keep every one moving forward regardless of student need
2. Military Families
3. Transportation if going to site other than base school to
4. HOAs/community maps → consider going to the same school rather than splitting across schools
5. ~~Privilege~~ Privilege, ensuring regardless of your location/family wealth/etc having access to quality education
- 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. Education about the schools, family engagement and involvement  
family involvement in children's education.
2. Better understanding of where missing pieces are and how to build those programs even if no boundary changes occur
3. Improving conditions for students/staff
4. Class size
- 5.
- 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. Implementation timeline  
     ↑ reality of January public notice
2. Teacher/family uncertainty with the unknown
3. How will community be alerted ~~about~~ about maps?  
     How do we ensure
4. Transparency → why did the school board make the decision
5. What might this look like in the long term future?
6. What is the scale of this project? Fixing attendance islands, distributing capacity, etc.?
7. Are transportation costs ~~comparable to other districts~~ in line with other districts of our size?
- 8.

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

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**Question 2:**

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

**Information to Include in Boundary Review**

1. maintain existing school pyramid
2. minimize (assess) impact on property values.
3. Survey about voluntary school reassignment to see for patterns.
- 4.
- 5.
- 6.
- 7.
- 8.



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

**Favorable Outcomes:**

1. Kids from the same Street going to same school.
2. Staying in the current school pyramid.
3. If done well will not destroy communities or make families move out.
- 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. Is the timeline for data analysis & scenario development enough?
2. Will there be a direct community approval rather than by the school board in the implementation process?
3. ↳ what are the main current issues driving this?
4. Why not consider new developments as a solution?
5. Why can't we have more programs in existing schools who don't have it instead of redistricting?
6. Why make binding decisions when school boards were not elected campaigning on the issue? why not ~~wait~~ until next election.
7. Will students who started attending a school <sup>wait.</sup> be allowed to complete in the same school?
- 8.

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\* Don't take away stability \*

**Question 2:**

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

**Information to Include in Boundary Review**

→ When children move schools their test scores go down

1. \*During Covid\*  
• test scores + social emotional tests show that breaking kids apart had a negative impact
2. Home values in Fairfax
3. Keep Fairfax Comty a great place to live

4.

5.

6.

7.

8.

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

**Favorable Outcomes:**

1. That TCPS will actually listen to the community and stop playing chess with our kids. Parents made decisions based on where to live/kids go to school on current boundaries.
- 2.
- 3.
4. Process stays local and community makes this decision.  
- State stay out of this process.
- 5.
6. Parents input #1 priority
7. Changes children feel are given slowly + at natural breaks for example Elem to middle school.
- 8.

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

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

**Questions about the Process:**

1. Are we definitely Re bounding?
2. Is the next step going to include transparency on why the rebounding is taking place?
3. What are the actual issues?
- ~~4. Are we to be~~
4. Is the implementation Fall of 2026?  
Can we extend this? What is the 'rush'?
5. Do next steps in process consider alternatives other than changing boundaries?
6. ~~Are there alternatives~~
7. Who does this benefit?!?
- 8.

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

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

**Question 2:**

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

**Information to Include in Boundary Review**

1. critical to minimize change for students w/in upper elem + HS students
2. military families moved here for stability + this change could ~~cut~~ <sup>be</sup>
3. ~~you~~ ~~also~~ the school is a pig part of home purchase
4. well-being of kids + mental health of kids to protect kids if any changes
5. reconsider grandfathering
6. impact of pandemic on social-emotional, starting to recover, + now
7. distance - long + narrow district <sup>changes</sup> could impact longer transportation
8. why is this happening?



## Additional Note Space for Question 2:

• Long term planning - looking @ community growth + new developments

### Military Family Concerns

- researched areas + moved into homes for stability + consistency (after potential periods of instability of families)

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

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

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

**Favorable Outcomes:**

1. increased staffing to increase equal access to programs which could alleviate overcrowding
2. identify areas to build new schools where needed
3. Equity + access to programs
- 4. minimize change to protect student wellness.
5. Stability for students + communities
6. putting the honor on SB + Superintendent to fix the issues
7. not the students
- 8.

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

**Questions about the Process:**

1. ~~How~~ what is the plan for reviewing programs
2. what role is student <sup>outcome</sup> data playing in this process?
3. what is FCPS doing to ensure Ss who ~~attend~~ <sup>live</sup> in county are attending <sup>FCPS</sup> schools?
4. We want to see the data + ensure transparency - two way communication
5. put phrase "overall impact on families + students back in 8/30"
6. when would the changes be <sup>decided</sup> <sup>communicated</sup> implemented?
7. when will <sup>it be shared w/</sup> communities ~~be~~ changes may be made to neighborhood?
8. what other solutions have been considered rather than boundary changes (e.g. building schools).

What is FCPS doing to monitor <sup>enforce</sup>?

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

CYP

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## Question 2:

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

## Information to Include in Boundary Review

1. Mental Health of students
2. Property values
3. New housing data / community data + where is it ~~coming~~ coming from?
4. ~~Qualifications~~ Qualifications of consulting company running boundary reviews.  
Transparency of RFP selection
5. reliable/accurate audit of residency status
6. socio/economic impact of free and reduced lunch ~~population~~ population on school resources.
7. Return on investment on tangible ~~and~~ and intangible.   
     ↗ property value      ↗ student success
8. Data on overcrowding vs. performance
9. Data on Student/Teacher ratios

Facilitator:

CJR

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. Reliable and accurate audits of residency would alleviate pressures on schools.
2. Reduce overcrowding
3. That our children remain at the school in the district which we ~~also~~ bought.
4. ~~That our children remain at the school in the district which we bought.~~
- 5.
- 6.
- 7.
- 8.



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

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

**Additional Note Space for Question 1:**

Review why some students attend schools out of their zoned area

Does the county have sufficient AAP seats?

Average class size

Bus ride length - distance from school

Classroom space

Bus Rides

split feeders - not an issue

**Question 2:**

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

**Information to Include in Boundary Review**

1. Building capacity
2. Classroom size
3. Review students that attend out of zone
4. High School attendance zones most important to keep the same with little disruption
5. Would like to hear from kids about life at less desirable High Schools
6. look at sq-ft per child - do we need new wing on school or new schools
- 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:**

Question #2/4

1. Spend money adding capacity at desirable schools
2. Change is inevitable. How is our voice going to be heard? Can the community make a change?
3. Making programs available where they are needed
4. High Quality ~~Robust~~ schools - that have lots of offerings
5. We want our test scores increasing of individuals
6. We want our kids at Safe schools  
no gangs  
no drugs  
no fighting  
respectful learning environment
- 7.
8. grand fathering policies

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

**Questions about the Process:**

1. We want to know if our voices will actually be heard
2. Communication from community engagement presented back to community.
3. Transparency in every step
4. How are priorities weighted?
5. Market Special programs in high school  
↳ How do these special Academy schools or programs factor in to the process  
even immersion programs in elementary schools
- 6.
7. How comprehensive will this process be?  
⇒ define comprehensive early in the process
8. Do we know anything about the consulting company analyzing data?
9. Notify all residents, not just people w/ school aged children.

Better  
for Q3

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

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**Question 2:**

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

**Information to Include in Boundary Review**

1. Special education support equal across the county
2. Spread "center" programs to equal access within pyramids
3. Less transportation time to access programs
4. Staffing for programming (such as arts & band) be equitable and accessible
5. Tailor programs to support at pyramid levels/groupings
6. Provide transparent standards of evaluation (i.e., no more than 30 minute bus ride, max 25 students)
- 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. Be aware of community and personal financial impact
2. Standards of limit of transportation time.
3. Students with special education not having routines disrupted
4. How often these reviews are conducted
5. Plans should reduce or limit any disruptions for special education students
6. Phased implementation, grandfathering, and siblings consideration
7. Smaller class sizes with programming access
- 8.

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

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

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

**Questions about the Process:**

1. Who is leading the review & what transparency do we have during the review
2. What data points are reviewed for a safe bus route
3. What is the process for receiving student input
4. Counseling and support opportunities for students affected
5. Hearing from student leadership
6. Teacher input
- 7.
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<p><b>Question 1:</b></p> <p>In the introduction, we explored various challenges related to the current school boundaries. Which of those do you feel should be the top priority when we create the boundary scenarios?</p>	<p><b>General challenges:</b></p> <ol style="list-style-type: none"> <li>1. SPLIT FEEDER <sup>(EXAMPLE)</sup> SOFT FROM BOUNDARY (SPECIAL NEEDS) PROXIMITY EASE OF ACCESS</li> <li>2. SPECIAL NEEDS NOT STAYING WITH COHORT</li> <li>3. ATTENDANCE ISLAND (ELEM + MIDDLE SCHOOL)</li> <li>4. PROGRAMMING (IMMERSION) <sup>AAP</sup> WITHIN BOUNDARY ACCESS</li> <li>5.</li> <li>6.</li> </ol>
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**Question 2:**

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

**Information to Include in Boundary Review**

1. MENTAL HEALTH + SPEC ED
2. TRANSITION / GRANDFATHERING ~~THE~~ KIDS IS IMPORTANT  
MINIMIZE DISRUPTION TO KIDS WITH PARENTAL OPTIONS
3. KEEPING SIBLINGS TOGETHER SHOULD BE CONSIDERED <sup>+</sup> FLEXIBILITY  
(TRANSPORTATION)
4. PUPIL PLACEMENT PROCESS IS EXPENSIVE + ~~COMPLEX~~  
COMPLICATED  
+  
LONG
- 5.
- 6.
- 7.
- 8.

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

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

**Favorable Outcomes:**

1. CONNECTED COMMUNITIES (NO ISLANDS)  
FEWER SPLIT ~~FEEDERS~~ FEEDERS
2. MORE CHOICES IN RELATION TO BOUNDARY CHANGES
- 3.
- 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 GET ACCESS TO THE DATA?
2. CAN THE DATA BE PRESENTED IN A WAY THAT'S UNDERSTANDABLE (AND PROVIDES CONTEXT) TO PARENTS?
3. WILL REGIONS BE REDISTRICTED AS WELL?
4. HOW WILL CHANGE MGT HAPPEN AFTER APPROVAL / IMPLEMENTATION?
- 5.
- 6.
- 7.
- 8.

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<p><b>Question 1:</b></p> <p>In the introduction, we explored various challenges related to the current school boundaries. Which of those do you feel should be the top priority when we create the boundary scenarios?</p>	<p><b>General challenges:</b></p> <ol style="list-style-type: none"><li>1. Stability &amp; neighborhood continuity</li><li>2. Walkability &amp; proximity to all 3 schools children in the house will attend.</li><li>3. Incorporate consideration of specialty program location/re-location into the planning.</li><li>4. Consider building additional high school or middle school(s) to address the</li><li>5. Take into account new developments planned in lower populated school districts.</li><li>6. Consider demographically if the current overcrowding is temporary</li></ol>
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## Question 2:

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

## Information to Include in Boundary Review

1. Resident's proximity to the school
2. Continuity of neighborhood.
3. Don't shift kids to a new school when the boundaries change  
- allow kids currently in place to finish where they are.
4. Students' mental health (prioritize)
5. Don't overreact to what seems to be a temporary overcrowding situation. (Data - what does the long term projection in student numbers show?)
6. Communities are developed based on the pyramids → maintaining the pyramids & decreasing potential for kids to switch pyramids during their elementary to high school careers.
7. <sup>data-</sup> Coding market for construction may stabilize renovation/construction costs
8. School ratings & equity of options → <sup>moving</sup> taking kids <sup>to</sup> pyramids ~~them~~ with fewer educational varieties (e.g. if ~~crosser~~ <sup>losing access</sup> to languages)

Facilitator:

K. Schuller

Table: 56

**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. Ideas for solving problems that aren't solely focused on school boundaries - <sup>e.g.</sup> resources for under performing schools
2. Transportation efficiencies - don't bus kids further than the nearest school
3. Transparency about the process; considerations/evaluation criteria; options being considered; outcome.
4. a plan to maintain/stability → concern that redistricting every 5 years will be very disruptive.  
prioritize
5. Help kids maintain cohorts of peers through their school careers to support their mental.
6. Renew process ~~can~~ can increase community engagement if it persists with these engagement sessions and is accompanied by persistent transparency from the school board.
- 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 more times will there be this type of community engagement during other phases of the review process?
2. How much communication can we expect?
3. What is the school board's plan for handling/responding to rumors / misinformation?
4. What impact can Phase 2 community surveys have on the planning?
5. How will you keep students informed about the process and potential impacts to them of the ~~potential~~ boundary changes?
- 6.
- 7.
- 8.



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<p><b>Question 1:</b></p> <p>In the introduction, we explored various challenges related to the current school boundaries. Which of those do you feel should be the top priority when we create the boundary scenarios?</p>	<p><b>General challenges:</b></p> <ol style="list-style-type: none"><li>1. Proximity to school - Provides greater sense of community</li><li>2. Cohesive school attendance - maintains friendships and learning groups age together</li><li>3. Overcrowding</li><li>4. Home values / Home purchase based on school assignment <i>may be impacted positively or negatively</i></li><li>5. Teacher Assignments</li><li>6.</li></ol>
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**Question 2:**

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

**Information to Include in Boundary Review**

1. School start/end times and relationship(s) to common work schedules
2. Legacyed permissions for enrollment(s) within established pyramid
3. Extra-curricular or specialized programs at schools with focus on impacts if boundary adjustments are made
4. Home values and impacts on boundary adjustments
5. Populations ~~st~~ per school
6. Cost to Ffx County and taxpayers to address over crowding
7. Population growth projections and trends
8. Standardized test scores

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

**Favorable Outcomes:**

1. NO changes to boundaries
2. concern that this hasn't been performed in decades, but positive sign that FCPS is open to change it and when necessary
3. Negative impacts on neighborhoods with drastic changes
4. opportunity to lift up under performing schools
5. Reduce stress on families by focusing on reduced travel time to/from school
6. opportunity to balance school populations
7. Environmental benefits by reduced travel time by bus
8. opportunity to educate the community about our ~~community~~ demographics

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

**Questions about the Process:**

1. After not doing this type of study, why now?
2. How will decision makers interpret data to make an informed decision for the benefit of the community?
3. How/when will data be made publicly available?
4. How much impact will these community meetings have?
5. What is the effective date of any boundary change?
6. What will legacyed permissions be?
7. What appeal processes will be available?
8. Is reopening closed FCPS facilities an overcrowding relief option?

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

Table: 31

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<p><b>Question 1:</b></p> <p>In the introduction, we explored various challenges related to the current school boundaries. Which of those do you feel should be the top priority when we create the boundary scenarios?</p>	<p><b>General challenges:</b> Roughly in priority order</p> <ol style="list-style-type: none"><li>1. Split feeders → emotional well being</li><li>2. Siblings should go through the same schools</li><li>3. Proximity</li><li>4. Enrollment/capacity</li><li>5. Continual, dramatic boundary changes</li><li>6. Property value / decision to buy based on boundary</li></ol>
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**Question 2:**

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

**Information to Include in Boundary Review**

1. Transparency / equity of rezoning
2. Accuracy of data predictions + share <sup>data</sup> w/ community
3. Feasibility of trailers / temporary fixes if only slightly above capacity
4. Psych impact on children of moves
5. Verification of addresses / improper registration?
6. how frequency will rezoning occur
7. changing to worse school district + impact on property value ~ ~~desire to act~~ ~~more~~ programs available
- 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. Desire for high school pyramids to stay the same and not impact home value
2. Get rid of islands / maximize proximity to schools in boundaries
3. Grandfathering kids in to allow to finish @ current school + siblings go to same schools
4. Exceptions for SPED who have trouble transitioning
5. Do not want to be re-zoned/change schools every 5 years
6. Split feeders are a problem
- 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 highest priority for creating models
2. Will models / priorities be consistent across the county?
3. Timeline for roll out + what grades are affected
4. ~~Share~~ Create <sup>and share standardized</sup> benchmarks of what triggers redistricting - ex: % over capacity; # min beside
5. Publish / share population predictions over ~~10+~~ long time of 10+ years
6. Are teachers being redistributed - how do you ensure equal programming / staffing in times where there are vacant positions
7. Will citizens have recourse / final say? What about expected lawsuits + costs?
- 8.



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<p><b>Question 1:</b></p> <p>In the introduction, we explored various challenges related to the current school boundaries. Which of those do you feel should be the top priority when we create the boundary scenarios?</p>	<p><b>General challenges:</b></p> <ol style="list-style-type: none"><li>1. Keeping kids in their existing schools, stability</li><li>2. Access to resources like AAP, IB, special ed</li><li>3. Military HS stabilization, will parents still be able to provide transport to keep students at current school if started @ the high school.</li><li>4. Being able to graduate HS from the same school you started at (phased approach)</li><li>5. <del>Being</del> Reducing the amount + size of secondary schools</li><li>6. Ability to play sports, access to be able to make the team (currently too competitive)</li></ol>
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Facilitator: \_\_\_\_\_

Table: 32

**Additional Note Space for Question 1:**

- Community engagement (like PTA) would be impacted if students are being redistricted
- access to advanced programs like languages, dual enrollment in all high schools

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

**Question 2:**

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

**Information to Include in Boundary Review**

1. population projections
2. new development / planned development
3. amount of time spent on the bus (reduce transit time)  
especially for younger students
4. access to bus transit
5. walkability to schools
6. access to resources like foreign languages, dual enrollment / language immersion
7. making sure each HS has a variety of languages + academic opportunities
- 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. engaging with people + parents from around the county
2. learning about other schools
3. identifying shared goals + priorities
4. increasing availability of academic opportunities across all schools
5. FCPS becomes more streamlined in offerings across all school levels
6. manageable class sizes
7. managing + forecasting future population growth, being prepared for future growth
8. keep neighborhoods together, students attend schools close to home

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

Table: 32

**Additional Note Space for Question 3:**

- building cohesive community at a school, continuity + stability

-

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

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

**Questions about the Process:**

1. what are you doing to prepare for areas that may have future development / housing?
2. where / when do they plan to build new schools?
3. what renovations are planned? Is this a possible way to handle future capacity?
4. what benchmarks will they use to determine future boundary changes?
5. How will you ensure the process is transparent?
6. what are the top priorities in decision making? Attendance? Busing? Access? Efficiency?
7. when will this actually be implemented?
8. what kinds of flexibility will there be for high schoolers

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

Table: 49

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<p><b>Question 1:</b></p> <p>In the introduction, we explored various challenges related to the current school boundaries. Which of those do you feel should be the top priority when we create the boundary scenarios?</p>	<p><b>General challenges:</b></p> <ol style="list-style-type: none"><li>1. Overcrowding - WSHS has many classes with 30+ students. Difficult to get classes. Kindergarten @ Ravensworth has 25 students in kindergarten classrooms</li><li>* 2. Attendance Islands - really nice to have kids being able to walk to their elementary schools. Buses have to travel further to make it to their schools</li><li>* 3. walkability / <del>logical</del> choices for schools. <del>less</del> No reason to bus students past many schools to get to their zoned school.</li><li>4. accessibility for students going to schools. Kids should have a way to get to the school without needing to get on high speed roads</li><li>5.</li><li>6.</li></ol>
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Facilitator: \_\_\_\_\_

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

**Question 2:**

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

**Information to Include in Boundary Review**

1. Transportation times - living has to be at school at 7:15, buses must come very early to get them there.
2. Academic continuity - Some high schools offer different programs, moving students from an AP school to an IB school partway through high school could be incredibly disruptive.
3. Boundary changes frequently could be moving kids frequently. Maybe have limits to how often kids can be moved?
4. Social group continuity - keeping kids with their friend groups
5. Continued feedback going forward. Some groups are much more vocal than others. Get people engaged.
6. House values. Many people buy homes to go to a high school, parents sacrifice to afford a home just to be redistricted. Moving from one high school to another shouldn't change the value of your education.
- 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. Transparency - how are decisions being made, follow the guidelines. Strong concerns that the community feedback will not be taken into consideration and redistricting will be done anyway.
2. Forward thinking - doing this very often could be very stressful for kids. Plans should address many years, not be redone every 5 years completely.
3. Give us more information - what lines are being considered? Only one round of community development/engagement may not be enough.
4. Who will be making the decision?
5. More equitable education - parents wouldn't leave lower performing schools if education was better.
- 6.
- 7.
- 8.

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

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

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

**Questions about the Process:**

1. When will we see the lines?
- ★ 2. Will community feedback actually impact lines? Concern that feedback will be ignored, especially after the 3 hour early release decision was not taken
3. What is the weighting of the various groups? - Superintendent, Advisory Council and Community
4. Four months seems too short to really have community feedback gathered after lines have been announced.
5. Is this more of a piecemeal change or a holistic change that will impact every school?
- ★ 6. How will they incorporate feedback? How will we know that our input was actually included?
- 7.
- 8.

Facilitator: Jerry

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

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

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

**Additional Note Space for Question 1:**

neighborhood pools build community you join  
based on where you live & your children's  
friends, you move schools you disrupt  
the community

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

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

**Question 2:**

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

**Information to Include in Boundary Review**

1. don't cross major highways / interstates
2. protecting smaller communities
3. stability & consistency for students
4. supporting military families & school choice
5. accurate data - how will this affect siblings?  
will it account for busing changes - we are
6. short on drivers as it is  
protecting walkability - don't change walkers
7. bus riders
8. no split feeder elementary - transitioning to middle school is already challenging

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

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

**Additional Note Space for Question 2:**

What other challenges exist with overcrowding

What other ~~solutions~~ solutions can be considered

Is overcrowding really an issue?

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 want the boundary process to go away
2. If there are challenges at specific schools address those
3. Real Estate predictability is a huge contention
4. Students mental health & consistency should be a priority
5. Negative impact of teaching staff
6. Does shifting students shift teachers?
7. schools that are under capacity - shifting students might not solve any of the problems
8. community members bought houses in a specific neighborhood for specific reasons

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

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

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

**Questions about the Process:**

1. how will you ensure that data is transparent & accurately accounted for?
2. population changes?
3. how do we ensure an accurate census & population count?
4. Have you surveyed the community & how they feel about these changes? & a 5 year boundary process
5. ~~How do~~
6. Have you asked the students how they feel?
7. What is the order of the 4 boundary review priorities? which holds the most weight?
- 8.



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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. Equitable access to school facilities. Shouldn't have to move to a different part of the county to get a better education. Putting IB in low performing schools doesn't help.
2. Purchased homes in certain areas to go to West Springfield schools.
3. Grandfathering? How is that determined.
4. Moving further away from our neighborhood schools. Should make sure transportation times are kept as low as possible.
5. School overcrowding? Need to make sure we're using spaces. Use of capital outlays
6. Does this impact W. Springfield as much as other parts of the county? Our boundaries are very compact.
7. Rather be in a more crowded school with better test results.

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

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

**Question 2:**

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

**Information to Include in Boundary Review**

1. Capacity
2. Transportation
3. Mental impact for students + families.
4. Moving from over-performing school to under-performing?  
How do you define equity? Equity for kids going to under-performing schools.
- 5.
6. Keep neighborhoods together. Don't break them up to send them away to other communities.
7. Grandfathers - kids who have siblings. Do they go to different schools? Kids in high school who have built up leadership roles.
8. Keep communities together - but how in really large communities?
9. Data points - unbiased points of view?
10. Data is ~~not~~ but it can't be everything.  
important, People move to W. Springfield for a reason.

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. Please don't change the boundaries in W. Springfield other than eliminating the split feeders.
2. Put 6<sup>th</sup> grade in middle school.
3. Hope for transparency on this. This has been hard for the community to attend these events.
4. Feels like this is a force. The school board already knows what they want to do. They know some problem areas they know they will change and this is window dressing.
5. Better use of data. How are they going to take into account Trump admin. promises to cut federal work force and do mass deportations. That would materially impact these school # projections.
6. They could make better decisions on under-enrolled schools. Why keep them open?

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

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

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

**Questions about the Process:**

1. Does this planning take into account external factors like cutting 25% of the federal workforce + mass deportations?
2. What's being considered? Transparency.
3. How do we do this without tearing our community apart? Pitting parents against each other
4. Financial analysis of what the decisions are? How much money saved?
5. How does this impact school start times and transportation.
6. What considerations will be made on the changes that impact property values?
7. After the maps are proposed, how do we provide feedback on that?
8. How are you going to use this data to impact this process. How do you get data from those who can't attend these sessions?
9. How can you make these sessions more available to those in the community who can't attend in person.

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

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

**Question 2:**

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

**Information to Include in Boundary Review**

1. PROXIMITY OF NEIGHBORHOOD TO A SCHOOL WHERE WALKERS WOULD BE BUSIED TO A SCHOOL FARTHER AWAY.
2. CHILDREN ARE REMOVED FROM SCHOOLS WHICH HAVE THE RESOURCES FOR CHILDREN TO SCHOOLS WHICH DO NOT HAVE RESOURCES,
3. COUNTY SCHOOLS ~~SHO~~ SHOULD CONSIDER TRANSPARENCY SYSTEM.
4. KEEP SCHOOL COMMUNITIES TOGETHER INSTEAD OF BUSING CHILDREN TO UNDER UTILIZED SCHOOLS
5. EMPLOYEES OF SCHOOLS ARE ALSO AFFECTED BY SCHOOL SYSTEM SPLITTING UP NEIGHBORHOODS OF WHICH THEY ARE APART.
- 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. THE HOPE IS THAT THE SCHOOL <sup>BOARD</sup> ~~SYSTEM~~ WILL HEAR THE COMMUNITY'S POSITION THAT BOUNDARY CHANGES ARE NOT WANTED
- 2.
3. THE HOPE IS THAT PEOPLE WHO ARE NOT AFFECTED BY THESE CHANGES ARE NOT IN CHARGE OF THESE BOUNDARY CHANGE/DECISIONS
4. THE HOPE IS THAT THIS PROCESS IS NOT CRAMMED INTO 18 MONTHS.
5. TAKE FEEDBACK AND ACT ACCORDINGLY SINCERELY ANALYZING FEEDBACK TO MAKE POSITIVE CHANGE FOR ALL.
- 6.
- 7.
- 8.

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

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

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


**Questions about the Process:**

1. WILL THERE BE OFF-RAMPS <sup>IF</sup> ~~THE~~ COMMUNITY FEED-BACK IS YEHEMENTLY AGAINST BOUNDARY CHANGE?
2. ~~THE~~ PARENT AND STUDENT HAS STAKE-HOLDER FEEDBACK BEEN RECEIVED REGARD CHANGES?
- 3.
4. DOES ELECTED OFFICIALS KNOW THE IMPACT OF BOUNDARY CHANGES. UNFORSEEN EVENTS - EG CHILDREN BEING MOVED BY PARENTS TO AVOID RESULTS OF BOUNDARY CHANGES?
- 5.
- 6.
- 7.
- 8.



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<p><b>Question 1:</b></p> <p>In the introduction, we explored various challenges related to the current school boundaries. Which of those do you feel should be the top priority when we create the boundary scenarios?</p>	<p><b>General challenges:</b></p> <p>1. Split feed challenges / Improving student well being travel time: takes 1 hr. to get to Key MS by bus - but it's approx. 15 min by car. →</p> <p>2.</p> <p>3.</p> <p>4.</p> <p>5.</p> <p>6.</p> 
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Schools Represented @ This Table:

- \* Rolling Valley ES
- Wakefield Forest ES
- Laurel Hill ES
- \* Key MS

Facilitator: Armond Bass

Table: 63

\*Space in ES

Additional Note Space for Question 1:

Attendance islands do make a lot of sense.

⊙ when one part of a neighborhood attends one ES/MS/HS, while

the other 1/2 attends a different school.

**Question 2:**

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

**Information to Include in Boundary Review**

1. Split feeders
2. Travel time
3. Focus on health/wellbeing of Students
- \*4. Demographics: hearing from other families  
\*Income shouldn't matter
5. Programming: what is MS/HS have to offer. Academic Goals
- \*6. Mental Health of kids
7. Attendance:
8. Overall Experience

Facilitator:

Armand Bress

Table:

03

**Additional Note Space for Question 2:**

Housing developments being planned w/in each region for the future.

Facilitator:

Armand Bass

Table:

63

**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 let kids move schools ALL the time. This does nothing to help w/ mental
2. Health/Stability
3. More transparency in How School Boundaries are drawn
4. So many buildings have facility issues:
5. Transportation \$\$\$: the funds need to be rerouted to schools
- 6.
7. Reducing overcrowding
- 8.



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

**Questions about the Process:**

1. Can't base numbers on Spring only - use #'s in Fall due to military/USE/moving, etc.

2.

How many housing developments are being planned w/in each Region.

3.

4. Are FCPS actually going to change anything??

5. Does FCPS actually listening to the Community?

6.

★ Are the Boundaries being redone for the Students OR is it ~~all~~ benefitting tax payers?

8.

↳ kids/families affected by construction/huge changes

Additional Note Space for Question 4

mental health for kids

Split feeders need to disappear  
\* This information must be  
~~on~~ on school websites - Do not  
Hide it.

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

Table: 21

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<p><b>Question 1:</b></p> <p>In the introduction, we explored various challenges related to the current school boundaries. Which of those do you feel should be the top priority when we create the boundary scenarios?</p>	<p><b>General challenges:</b></p> <ol style="list-style-type: none"><li>1. Taking students out of their high school pyramids. - suboptimal instructional program</li><li>2. move even distribution of students <u>locations</u> (even out under/over enrolments)</li><li>3. School facility-conditions are bad; long renovation queue</li><li>4.</li><li>5.</li><li>6.</li></ol>
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**Question 2:**

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

**Information to Include in Boundary Review**

1. Which schools are overpopulated? *Data desired*
2. What are the issues that are affecting the District 4 Schools? *Data desired*
3. What are facility condition of the local schools? *Data desired*
4. Grandfathered in some group of students (phased in)
5. School enrollment projections for the ~~the~~ local school areas.
6. *Insight* - Keep children who live in boundary of school ~~is~~ assigned to school before families that choose special programs in the neighborhood.
7. Concentric circles are helpful for families to thrive. Geographic ~~etc~~ proximity to schools and community ~~&~~ stuff.
8. ~~keep~~ Logical transition points - maybe changes ~~at~~ in between elementary and ~~boundaries~~ middle schools

*transparency*

*Insight*

~~keep~~

9. Data on transitional population = transient population data

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

Table: 21

**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. protect relationships of children throughout their school years.
2. equity for all students
3. clear rules about transferring once new boundaries are established.
4. less overcrowding
5. transparent process; regular updates; rational for decision presented clearly.
6. grandfathering / phase in changes.
7. ~~abit~~ provide data to demonstrate need for ~~the~~ boundary changes.
- 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 ~~transparency~~ transparency be guaranteed?
2. Publically available feedback. —  
Website should include this input
3. Main issue that concerns each District.
4. Data pushed through multiple tools; methodologies; text, instagram, emails, websites.
5. Will county staffs ~~meet~~ meet with
6. ~~the~~ impacted neighborhoods directly?  
(smaller groups)
7. Will <sup>public</sup> we get data and the opportunity to discuss findings/challenges at beginning
8. of phase 2?

**Graphic Organizer for Note Taker**

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<p><b>Question 1:</b></p> <p>In the introduction, we explored various challenges related to the current school boundaries. Which of those do you feel should be the <u>top priority</u> when we create the boundary scenarios?</p> <p><i>actually #2 priority</i></p>	<p><b>General challenges:</b> <i>minimize</i></p> <ol style="list-style-type: none"> <li>1. <i>minimize change - the fewer changes to students pyramids the better</i></li> <li>2. <i>reconnect split feeder so no split feeders</i></li> <li>3. <i>Not one-size fits all for entire county - smaller interest groups need a chance to be heard;</i></li> <li>4. <i>We need a general/holistic plan BEFORE meaningful feedback can be provided</i></li> <li>5. <i>TRANSPARENCY is lacking - ie requiring a NDA for reps to committee does not instill trust and citizens do not really feel their opinions are being considered</i></li> <li>6. <i>Minimize time on busses &amp; transportation</i></li> </ol>
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Facilitator: \_\_\_\_\_

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

**Question 2:**

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

**Information to Include in Boundary Review**

1. Accurate data - where is data coming from?  
Citizens need to know where the data is coming from because the CIP #'s are in correct (see attached analysis)
2. Travel time - we need to see the data being relied on as well to help families understand
3. Consider existing buildings and maximize use - some buildings are empty
4. Require address checks annually because that may be
5. Ensure the problem set is captured - how many families are seeking changes
6. Impact on students
7. Early community input before you make changes
- 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. Consolidating split feeders
2. Realizing that you don't actually have to redistrict to have equitable access because you can allocate resources to provide more opportunities throughout
- 3.
4. Identify what schools are lacking programs and re-allocate resources to that school
- 5.
- 6.
- 7.
- 8.

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

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

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

**Questions about the Process:**

1. How much feedback will the committees/consultants consider once scenarios are presented in March 2025?
2. What does equitable access to programs mean and is redistricting the only or best way to tackle the program?
- 3.
4. How will FCPS help mitigate the negative impacts to students when they are moved?
5. What #s is the committee relying on for schools and how are they being confirmed?
- 6.
- 7.
- 8.

Facilitator: Tracy Layne

Table: 47

### Graphic Organizer for Note Taker

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<p><b>Question 1:</b></p> <p>In the introduction, we explored various challenges related to the current school boundaries. Which of those do you feel should be the top priority when we create the boundary scenarios?</p>	<p><b>General challenges:</b> <del>No particular order preference</del></p> <ol style="list-style-type: none"><li>1. Proximity to school - ease of getting to school</li><li>2. Property values falling due to redistricting.</li><li>3. Capacity of the school</li><li>4. Programming for specialties - immersion, arts, IB, etc</li><li>5. Transportation Staffing</li><li>6.</li></ol>
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Facilitator:

Tracy Wynn

Table: 47

**Question 2:**

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

**Information to Include in Boundary Review**

1. Keeping Continuity of community for Feeder schools
2. How will ~~old~~ families, be considered or be grandfathered in if changes occur?
3. Will boundary changes affect start times?
4. Define attendance islands.
5. Data on what schools are over/under capacity
6. How many ppl choose their houses/residences based on the schools?
- 7.
- 8.

Facilitator:

Tracy Wynn

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. Get rid of attendance islands/~~get rid of~~ no feeders that are split
2. Grandfather kids in if they are changes. Consider families.
3. travel times for students in specialty programs at the secondary level.
4. How to set a realistic review process timeline for reassessing? Will all schools ages be considered? Is 5 years too ambitious - could affect children multiple times.
5. Is there other ways to consider @ keeping the status quo?
- 6.
- 7.
- 8.

Facilitator:

Tracy Wynn

Table: 47

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

**Questions about the Process:**

1. What are the data points for consideration?
2. Will the data be in a digestible format?
3. How many draft scenarios will there be?
4. How long will the ~~review~~<sup>implementation</sup> process take?
5. What will the grandfather process look like?
6. Will the bell change schedule be looked at simultaneously w/ the boundary change consideration?
7. How does this boundary review process help renovation time frames?
8. Are they going to increase SAC based off of times changes & boundary changes?

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<p><b>Question 1:</b></p> <p>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?</p>	<p><b>General challenges:</b></p> <p>① ★ 1. Uneven distro of students due to under/over (e.g. WSHS)</p> <p>2. Travel time related to feeder school, and keeping kids together and not splitting</p> <p>② ★ 3. AAP programs split kids up sometimes / split feeder Too much travel times</p> <p>4. <u>Moving kids in 3<sup>rd</sup> or 7<sup>th</sup> year of high school.</u></p> <p>5.</p> <p>6.</p>
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**Question 2:**

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

**Information to Include in Boundary Review**

1. Re-arranging boundaries and moving a student in 3<sup>rd</sup> or 4<sup>th</sup> year at high school
2. ~~for~~ Students going to different schools that live on same street (dividing neighbors) - Keep communities together.
3. Access to ~~at~~ AAP programs in all <sup>each or many</sup> or more school pyramids.
4. When building new school, look at increasing AAP pgm as part of increasing the capacity
- 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. *Keeping community of Kids/parents together*
2. *Less crowded on buses.*
3. *More equity & better education overall.*
- 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. Who makes up advisory <sup>board</sup>, what other data is being collected, feedback provided
2. Will students in 3<sup>rd</sup> year or 4<sup>th</sup> year of HS remain @ current H.S.
3. What is basis / starting point of scenarios? There will be tendency to not to depart very much from starting point.
4. What expansion projects will be put on hold / delayed while this process plays out.
- 5.
- 6.
- 7.
- 8.



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

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**Question 2:**

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

**Information to Include in Boundary Review**

1. Having kids go to multiple schools
2. consistency / impact on students
3. limit disruption
4. long-term data on enrollment - cannot make changes based on short-term data
5. sports / programming opportunities - limited at some schools - how will students have access?
6. distance / walkability - will students who can walk to school still have that ability or will they be placed in a school where they need to be bused?
7. stress / social anxiety - of having to change school - building up for years
- 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. Reducing commute time - try to keep districts closer to home school
  2. Limiting disruption
  3. Overcrowding reduced
  4. eliminating split feeder - Es to Ms
  5. minimal disruption to neighborhoods
  6. Referendum on the ballot
  7. allow public to see the potential incomes and then take a vote
  8. transparency about the process
- increasing AAP options for home school to keep neighborhoods together

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

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

**Questions about the Process:**

1. we would love to see potential options so the community can give their input
2. when + how will this take effect & who will it impact?  
what are the exceptions? will there be grandfathering in?
3. give options & metrics - how many students will be impacted?  
cost savings?
4. what are the pressure points?
5. what is the cost of implementing AAP Level IV at home schools vs. the cost of these boundary changes?
6. what is the implication for special education programming?
- 7.
- 8.

Facilitator: ERIN CHEN

Table: # 71

### Graphic Organizer for Note Taker

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**Question 2:**

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

**Information to Include in Boundary Review**

1. IS THERE COMMUNITY SUPPORT FOR THE BOUNDARY REVIEW?
2. HOW WOULD THIS AFFECT START TIMES AND IS THIS A PART OF THIS?
3. ~~DATA~~ DATA ON ECONOMIC IMPACT ON PROPERTY VALUES & THE COMMUNITY AS A WHOLE
4. DATA ON FAMILIES CONSIDERING MOVING IF PYRAMID CHANGES
5. ~~DATA~~ WOULD THIS CAUSE UNNECESSARY DISTRESS/TRAUMA TO STUDENTS?
- 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. ~~FOR~~ MAJORITY OF TABLE DOES NOT WANT BOUNDARIES CHANGED.
2. IF BOUNDARIES CHANGE IT WOULD BE MORE POSITIVE IF TRANSITIONED OVER A FEW YEARS TO "EASE INTO IT"
- 3.
4. MAKES LOGISTICS, ESPECIALLY TRANSPORTATION, MORE EFFICIENT FOR THE SCHOOL SYSTEM AS A WHOLE
- 5.
- 6.
- 7.
- 8.

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

**Questions about the Process:**

1. IS THIS BEING IMPLEMENTED IN ONE FELL SWOOP?  
IS THERE A PHASING/TRANSITIONING PLAN TO IMPLEMENT?
2. WHAT PROGRAMS WILL BE CHANGING ALONG WITH BOUNDARY CHANGES? I.E. AAP PROGRAMS
3. INSTEAD OF PHASING OVER TIME WOULD IT BE POSSIBLE TO PHASE GEOGRAPHICALLY?
- 4.
- 5.
- 6.
- 7.
- 8.

Facilitator: ~~Wade Hasle~~  
Wade Hasle

Table: ~~75~~ 75

Graphic Organizer for Note Taker

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

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

**Question 2:**

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

**Information to Include in Boundary Review**

1. purple star school status - keep kids/families currently in a purple star school in a purple star school <sup>resources</sup> for familiarity
2. avoid having high school kids driving to schools further away
3. collecting data on kids w/ specialized needs and making sure they're at schools that support
4. what have been the forecasts for projected enrollment vs. actuals in the past years? what's that delta?
5. Look at past boundary changes; what were the outcomes? what lessons were learned?
6. what was measurable impact on families who've been reassigned in previous boundary changes? what can we learn? Adverse outcomes?
7. Examine <sup>em</sup> 5-year boundary review timeline - is this too short to collect data, evaluate impact, etc.?
- 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. Logical outcomes → it should make sense when you look at a map
2. Having a fair sundown plan for plans - phase out & siblings grandfathered in.
3. Being transparent w/ numbers: once the <sup>new</sup> boundaries are established, the enrollment numbers should be clear.
4. Transparency in the decision & the data and access to the information.
5. more consistent review of data & analysis of community trends
6. If people can see where the resources are going, people will be more likely to get on board w/ changes.
- 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 all of this feedback be synthesized, and will the data be shared?
2. How many people took part in this process, and from where?
3. For the committee meetings, what's the communication plan?
4. Will the data be available on websites/dashboards?
5. In the next steps, it would be interesting to have data on how many kids are being missed where, inequities, how can we see this data that impacts decisions?
6. Are there any legal parameters on these boundary changes?
7. We need clear information on how decisions are being made.
8. Who has the final say, and will decisions be clearly communicated?



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

Graphic Organizer for Note Taker

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8. We do not have any issues (5 @ table) w/ the current boundaries & parties would be ~~minimized~~ negatively affected.

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

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

**Additional Note Space for Question 1:**

a.) Equitable access is important but we don't know where those issues are. Seems like access to AP classes, etc.

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

**Question 2:**

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

**Information to Include in Boundary Review**

1. Moved where we moved for a reason. Particularly the school assignments.
2. Consider incentives for teachers to move to lower performing schools.
3. Make sure the system is considering where the growth is/will occur.
4. Consider the impact on the kids who are currently attending schools. Maybe keep them @ schools, especially w/ 1-2 years left.
5. You should delay this until you see what the Trump Administration workforce plan is for the DC area. We may actually be looking @ a decrease in students if jobs leave the area.
- 6.
- 7.
8. This will be disruptive to staff as well. How will transcripts work for kids in HS?

Incentives  
~~...~~  
 Growth  
 vs  
 Boundaries



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. Leave our kids where they are.
2. Minimize changes where possible.
3. Consider the impact on the well being of students, who have been a lot already, and don't want to change schools.
- 4.
5. Expand existing schools as needed. (West Spr. is a good example)
6. Community input is important but you actually have to listen to it. Looking @ the review process we're skeptical about how much you will actually
7. listen to our concerns.
- 8.

Facilitator:

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

**Questions about the Process:**

1. Who is on the "Superintendent's Advisory Committee"?
2. There does not appear to be a feedback mechanism when boundary changes are announced.
3. Will there be?
4. When does the boundary change take effect?
5. Can ~~students~~ students stay @ their current school until they finish? Espec. Seniors in HS?
6. Access to counselors to send transcripts.
7. How will transportation to/from schools be affected?
- 8.



Additional Note Space for Question 4

Shares for Q1-4

- Stability for students "Improving student well-being" → Minimize  $\Delta$  when possible?
- Impact on HS students (Transcripts, recs, etc.)
- ~~When~~ When does it take effect? → (Rollout Q)
- Feedback Mechanism when changes <sup>potential</sup> announce?

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<p><b>Question 1:</b></p> <p>In the introduction, we explored various challenges related to the current school boundaries. Which of those do you feel should be the top priority when we create the boundary scenarios?</p>	<p><b>General challenges:</b></p> <ol style="list-style-type: none"><li>1. — Enrollment capacity — student to teacher ratio. — Create neighborhood environment where kids can walk or bike to school which also helps transportation efficiency.</li><li>2. — High quality programming at every school.</li><li>3. — Student population fluctuates but keep things as close to neighborhood as possible.</li><li>4.</li><li>5.</li><li>6.</li></ol>
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**Question 2:**

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

**Information to Include in Boundary Review**

1. - Looking broadly at over and under enrolled schools, definitely need to balance and can bring neighborhood lens in as we balance.
2. - Bus driver shortage impacting students - late runs and double-backs.  
- Avoid "islands" for transportation - keep walkable schools walkable.
3. - Coordinate with county development - public planning department. Eg. are we looking at how the Rolling Road expansion may impact? Are we tracking new housing development?
4. - Distance and length of bus ride time for base school.
5. - Don't make transportation shortage worse by creating more islands.
6. - Mobility especially with military families → don't want kids to have to move twice.
7. - Impact on staff shortage in all areas.
8. - Keep changes within the region first.

**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 use of modulars  
- Shorter bus rides or may move from bus to walk
2. - Hope it wouldn't impact the same student twice.  
- Balancing staff to reduce shortages in every area.
3. - Can enhance community feel - students riding bike past relatives who went to the same school → generational roots.
4. - An efficient balancing of resources.  
- Increased family engagement due to walkable access for school events.
- 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. - Will we have an opportunity to give feedback on the new boundaries before implementation?
2. - When will we be able to see concrete plans? And what will feedback look like once the plan is released?
3. - Will there be a "hidden agenda" about ~~the~~ the reason behind certain moves? What will transparency look like?
4. - Will busing kids for special programming negate the gains in efficiency and community/neighborhood feel? eg. If Orange Hunt is too full, could there be a teacher at each pyramid to spread the program out?  
5. Or a second one for the county.
6. For under-enrolled schools, could a menu of options be presented to the school community to choose to avoid a Bucknell repeat.
- 7.
- 8.

**Graphic Organizer for Note Taker**

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<p><b>Question 1:</b></p> <p>In the introduction, we explored various challenges related to the current school boundaries. Which of those do you feel should be the top priority when we create the boundary scenarios?</p>	<p><b>General challenges:</b></p> <ol style="list-style-type: none"><li>1. PROXIMITY - KEEPING KIDS CLOSE TO ELEMENTARY SCHOOL GROUP &amp; NEIGHBORHOODS</li><li>2. ACCESS TO PROGRAMS</li><li>3. PREVENTING SPLIT FEEDER SCHOOLS</li><li>4. CAPACITY <del>CONCERN</del> <sup>CONCERN</sup> BUT NEED TO BE FORWARD LOOKING SO NOT TOO MANY CHANGING</li><li>5. LACK OF FUNDING - TITE UNDERCAPACITY SCHOOLS MAY HAVE LESS PROGRAMMING → REVITALIZE SCHOOLS BALANCE SPECIAL PROGRAMS</li><li>6. MAJOR UNDERTAKING TO LOOK AT WINDLE COUNTY</li></ol>
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**Question 2:**  
  
Based on your experience as a parent/caregiver and/or community member, what are some important data or insights should we consider?

- Information to Include in Boundary Review**
1. PRIORITY TO STAY W/N CURRENT PYRAMID
  2. STABILITY - LOTS OF MILITARY MOVE HERE TO NOT - RELOOK BOUNDARIES EVERY 5 YEARS
  3. LOOKING AT OTHER SCHOOL DISTRICT FOR LESSONS LEARNED FOR REVITALIZING POORER PERFORMING SCHOOLS OR FOR REDEFINING BOUNDARIES
  4. UPCOMING CONSTRUCTION -> USE THIS TO PROJECT CAPACITY ISSUES. ANTICIPATE
  5. AGE TURNOVER W/N DISTRICTS  
OLDER PEOPLE SELLING TO FAMILIES WITH YOUNGER CHILDREN
  - 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. LOGICAL USE OF BUSING IRT ATTENDANCE ISLANDS  
BALANCE DIVERSITY & BUS RIDE LENGTHS
2. CREATE DEMAND FOR HIGH PERFORMING CHILDREN  
→ MAKE LONGER BUS RIDES A CHOICE
3. ~~KEEP~~ KEEP [COMMUNITIES] TOGETHER  
&  
[NEIGHBORHOODS]
4. KEEP IN MIND — ECONOMIC BACKGROUNDS  
USUALLY BALANCES OUT AT HIGH SCHOOLS
- 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. WILL PHASE 2 BE CONDUCTED VIA PYRAMID OR REGION? SMALLER GROUP WOULD ALLOW MORE FOCUSED DISCUSSION AND POTENTIAL CHANGES
- 2.
3. WILL THERE BE AN UPDATED POPULATION ESTIMATE TO USE FOR THIS REVIEW?  
SHOULD BE DONE W/POST-COVID DATA
- 4.
- 5.
- 6.
- 7.
- 8.

### Graphic Organizer for Note Taker

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<p><b>Question 1:</b></p> <p>In the introduction, we explored various challenges related to the current school boundaries. Which of those do you feel should be the top priority when we create the boundary scenarios?</p>	<p><b>General challenges:</b></p> <ol style="list-style-type: none"> <li>1. Mental Health, well-being of children; moving/separating classes can be difficult</li> <li>2. "Grandfathering" students, siblings</li> <li>3. Don't remove high school students out of their H.S. prior to graduation</li> <li>4. Establish effective date of re-boundary to new classes (pre-K) starting class</li> <li>5. Military continuity; if we say we value and honor our Service Members, we need to provide continuity to Military students</li> <li>6. How will this re-boundary "fix" facility renovation costs?</li> </ol>
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**Question 2:**

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

**Information to Include in Boundary Review**

1. Families moved to specific areas (purchased/leased) for specific schools. This impacts long-term planning. (property location is important)
2. "One Fairfax" equity... busing children further in name of inclusion (DEI)
3. Specialization/expertise for ESL/special needs (focus these groups)
  - ↳ one size does not fit all. maintain peer group.
4. Need to know how community input will be weighed in COA assessment.
  - ↳ will our input be given more weight
5. What is performance metric used to evaluate the schools?
  - ↳ This process?
6. Can we move faculty/school talent? Easier to move a few faculty than hundreds of students.
7. How can we assure no negative disruption to academics/disruptive after move?
8. Property values/taxes

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

Table: ~~15~~ 15

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

**Favorable Outcomes:**

1. Hope nothing changes
2. ID schools/needs and focus efforts there. Don't "peanut-butter" spread the solution. (masks the problem)
3. Changing the boundaries may/may not "fix" the problem.
4. Will changing M.S. to 6-8 alleviate some over crowding?
5. Focus planning/construction efforts
6. Bus/trans impact to over crowding? Population Density  
↳ staggered school hours
- 7.
- 8.

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

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

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

**Questions about the Process:**

1. Will there be exuptions to policy, waivers? Appeals?
- \* 2. We want to see the data/evaluation criteria used in analysis  
↳ Transparency. Why are there NDAs for committee members?
3. Next steps?
4. How are we reaching the entire community for input?
5. How will this affect language immersion classes?
- 6.
- 7.
- 8.

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<p><b>Question 1:</b></p> <p>In the introduction, we explored various challenges related to the current school boundaries. Which of those do you feel should be the top priority when we create the boundary scenarios?</p>	<p><b>General challenges:</b></p> <ol style="list-style-type: none"><li>1. Proximity - minimizing travel time</li><li>2. Enrollment / Capacity - what does that mean for each building</li><li>3. We prefer elem → middle → HS feeder not split schools</li><li>4. Will there be a grace period?</li><li>5.</li><li>6.</li></ol>
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**Question 2:**  
Based on your experience as a parent/caregiver and/or community member, what are some important data or insights should we consider?

- Information to Include in Boundary Review**
1. Keeping communities together  
- friends, changing relationships, mental health
  2. military kids - are we making an additional hard change for them?
  3. we need more info - how many people are going to be impacted - will everyone change or?
  - 4.
  - ★ 5. Could we see what buildings are at capacity?  
Transparency! In an easy to read format!
  6. Can ~~old~~ some grade levels be grandfathered in w/ option to stay - especially 10<sup>th</sup>, 11<sup>th</sup>, 12<sup>th</sup>.
  7. Will we still be able to apply for special programs - like AP/IB?
  - 8.

Facilitator: Kate Server

Table: 9

**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. Eliminating split feeder elementary schools
2. ~~Will be~~ Eliminate attendance islands.
3. Hopefully ~~they listen to~~ ~~the~~ community / student concerns are heard and valued.
- 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. Is the entire county impacted by this review?
2. Will the "suggested" boundaries be open for discussion?
3. Can we see which schools are underused/overcrowded?
4. Are the communities that have already been moved around going to be impacted again?
5. ~~Clifton~~ Clifton, - LB/AHS/Woodson  
How many draft scenarios will there be?
6. Do bus routes really have anything to do w/  
Changing of boundaries?
- 7.
- 8.

## Graphic Organizer for Note Taker

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<p><b>Question 1:</b></p> <p>In the introduction, we explored various challenges related to the current school boundaries. Which of those do you feel should be the top priority when we create the boundary scenarios?</p>	<p><b>General challenges:</b></p> <ol style="list-style-type: none"> <li>1. None should be the priority. Minimize <u>disruption</u> to families. Continuity w/ friends.</li> <li>2. Cause problems w/ kids fitting in with new kids. Been w/ same group since early elementary school. Social &amp; Anxiety issues.</li> <li>3. Military family → chose neighborhood because of school. Would like to keep kids in same school! Trying to establish continuity w/ school, friends.</li> <li>4. Access to programming &amp; enrollment/capacity - main priority → can best learn when class sizes are smaller.</li> <li>5. Disparity among schools problem w/ boundary.</li> <li>*6. <sup>Need</sup> Military representative for West Springfield since highest # of military population for boundary priorities. Get voice for large population of kids affected.</li> </ol>
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Facilitator: \_\_\_\_\_

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

**Additional Note Space for Question 1:**

- 1) Improve schools  $\Rightarrow$  move money around to fix issues rather than changing boundaries.
- 2) Transportation - after school buses take an hour + half to get kids home.
- 3) **E**ncorporate AAP program ~~at~~ @ more schools

#1 priority - no disruption to kids.

**Question 2:**

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

**Information to Include in Boundary Review**

1. Availability of Advance Learning Programs
2. Middle School 6, 7, 8 → Younger students bullied by older kids  
High School 9-12 w/ Secondary School.
3. Preservation of unique programs - language immersion starting in elementary  
maintain access to programs continue on track.  
~~all~~ currently in
4. Why not look @ school to school, not whole County
5. Mental health for students
6. Plan for housing development when planned - don't wait until construction.
7. Ask PTAs ~~at~~ <sup>from</sup> schools along w/ community groups for input
8. What methods are being used for community development?  
Lorton are more undeveloped  
Other areas not.

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

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

**Additional Note Space for Question 2:**

a) Repurpose Office Space to Schools

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

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

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

**Favorable Outcomes:**

1. Minimal disruption to kids/families
2. Families choose a certain location for specific schools.
3. Improve quality of education @ underperforming schools.
4. Transition schools to technical school
- 5.
- 6.
- 7.
- 8.

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

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

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

**Questions about the Process:**

1. How are you gathering data?
2. Implementation timeline after approval?
3. No boundary meeting during the summer. Families are traveling. School year so higher community involvement.
4. Criteria more objective.
5. What weight is given to the priorities?  
Define criteria better.
6. Community announcement → How does the process work?  
Are you telling us the changes or taking feedback after the announcement.
- 7.
- 8.



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<p><b>Question 1:</b></p> <p>In the introduction, we explored various challenges related to the current school boundaries. Which of those do you feel should be the top priority when we create the boundary scenarios?</p>	<p><b>General challenges:</b></p> <ol style="list-style-type: none"> <li>1. Minimizing travel times while keeping neighborhoods together Avoiding split feeders. Providing stability to the maximum extent possible</li> <li>2. Questions on what qualifies as a "bad travel time". What are the longest bus routes</li> <li>3. People moved into neighborhoods based on schools and community support. Property values play into this some.</li> <li>4. Projections vs current populations and whether those bear out and how they are</li> <li>5. Keeping kids from being moved part way through their school career. (Moving last year)</li> <li>6. Unless kids have same access to the same programs this lack of access will be used to force changes to other schools.</li> </ol> <p>Every five year review would</p>
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Facilitator: \_\_\_\_\_

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

**Additional Note Space for Question 1:**

Do not split feeder schools

**Question 2:**

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

**Information to Include in Boundary Review**

1. Military connected families and the support structure.
2. Access to all programs and what programming is available where
3. Better transparency on what is included in population growth projections. Permitted new builds should be included.
4. Kids who walk via non traditional paths need to be included as walkers. Trail through trails not sidewalks
5. Looking at data on housing prices and its impacts of these changes.
- 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. A very transparent process. that is more final than every five years.
2. If there are schools not on the same level as high performing schools, remediate that as soon as possible. Close loopholes for changing schools. by providing better access to the same programs
3. Process could be positive if they can stop split feeders.
- 4.
- 5.
- 6.
- 7.
- 8.

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

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

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

**Questions about the Process:**

1. Is there a way to grandfather kids from being moved between schools in their final years
2. Is Staffing for for changes new boundaries also under assessment during this process.
3. How they plan to rank and prioritize the data gathered.
4. What is the data analysis process? Gathering the right conclusions from large data is difficult
5. Will they share the map options that they are deciding between? Proposed maps should be shared.
6. Will they share population projection methodology?
- 7.
- 8.

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

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**Question 2:**

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

**Information to Include in Boundary Review**

1. People bought homes in specific districts and want to stay in those pyramids - people will move
2. if pyramids change & invalidate data collection
3. Movement within pyramids would not be as difficult as moves to new pyramids
- 4.
5. All kids should have access to the same programming at all levels
6. Being close to school assigned should be a priority
- 7.
8. There should be systems/processes clearly defined if students are shifted to lower performing schools as a result of this review



**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 disruptions to current pyramids
- 2.
3. Early disclosure of likely boundary changes - very important to maintain established schedule,
4. Keep communication open
- 5.
6. Positive outcome; more equitable access to resources, continued option to participate or opt out of programs
- 7.
8. Favorable: reduce overcrowding, more efficient transportation, inclusive

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

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

**Questions about the Process:**

1. How will magnet programs / immersion programs be affected?
2. What is the expertise / qualifications of the data analysts?
3. Will students in the last year of a school (6<sup>th</sup> grade, 8<sup>th</sup>, 12<sup>th</sup>) have the option to stay if they are redistricted?
- 4.
5. What successes have come from redistricting elsewhere ~~in~~ in the state?
6. How will community feedback be incorporated after rec's are made? Specifically - will there be options to vote / rank scenarios?
- 7.
- 8.

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

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

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

**Question 2:**

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

**Information to Include in Boundary Review**

1. ROLLING ROAD PROJECT - TAKE INTO CONSIDERATION WALKABILITY
2. LEVEL OUT ESL RATIOS THROUGHOUT DISTRICT
3. STUDENT WELL-BEING AS IT RELATES TO SPLIT FEEDERS
4. TRAVEL TIME TO SCHOOL INCLUDING BUS ROUTES AND NUMBER OF STARTS
- 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. MEET OBJECTIVES WITH AS MINIMAL CHANGES TO STUDENTS AS POSSIBLE
2. MAKE THE DECISION WITHOUT POLITICAL INFLUENCE OR SPECIAL INTEREST PRESSURE
3. TAKE YOUR TIME, AND GET IT RIGHT, GRADUAL ~~TOO~~ TRANSITION.... POSSIBLY IN STAGES,
4. PROGRAMS/FACILITIES WOULD BE BALANCED BETWEEN SCHOOLS
5. "EQUITY" SHOULD NOT BE MAIN GOAL
- 6.
- 7.
- 8.

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

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

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

**Questions about the Process:**

1. BOUNDARY REVIEW ADVISORY COMMITTEE - WILL MEMBERS BE ANNOUNCED TO PUBLIC?
2. WILL THESE MEETINGS BE OPEN TO PUBLIC?
3. IMPLEMENTATION TIMELINE? FALL 2026
4. WILL DRAFT SCENARIOS BE SHARED AT THE END OF PHASE 1? OR WILL INITIAL PUBLIC REVIEW BE PART OF PHASE 2?
- 5.
6. AS PART OF BOUNDARY REVIEW, WILL THEY ALSO REVIEW GRADE LEVELS IN EACH BUILDING? K-5 VS K-6, ETC.
7. WHAT IS THE FINAL APPROVAL PROCESS?
8. WILL THERE BE ANY CHANGES/ELIMINATING SECONDARY SCHOOLS?

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

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

**Question 2:**

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

**Information to Include in Boundary Review**

1. School Ratings - Extra curricular, test scores, APs & classes
2. Special Ed Services
3. Language Immersion Programs
4. Teacher Turnover / Retention
5. Data Last Boundary  $\Delta$  lessons learned did it meet goals
6. Overcrowded Schools
7. School Density - less density to drive better education
8. Equitable Services across FCPS

~~Related?~~

- Getting rid of AAP  $\rightarrow$  all schools have all services vs specializing

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.

Entrenched → Status Quo

2.

Reliable & predictable school

3.

boundaries create strong communities

4.

- Is boundary redistricting cure

5.

worse than the problems it's trying to solve?

6.

Most Cleaver Solution that requires a scalpel

7.

8.

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

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

**Questions about the Process:**

1.

Will individual surveys be disseminated?

2.

What other factors are causing overpopulation?

3.

How many people want redistricting?

4.

Is this a problem?

5.

Is this the right solution?

6.

Is there any other solutions?

7.

Bifurcate FCPS? Too Big & can't fix it all & can't

8.

be responsive

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**Question 2:**

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

**Information to Include in Boundary Review**

1. What programs are attracting students to leave a school and transfer to another? (eg: crew) → could be extra-curricular OR academic!!  
→ what about schools that offer trade skills? (vocational)
2. What schools are pulling in more people?
3. Will they grandfather in? Are they considering students years' with their peers? Are they tracking longevity in the school pyramid?
4. Heat maps (who is transferring in/out)? Makeup of neighborhood?
5. How does school board work with county on building new homes or re-zoning?
6. Are boundary changes at the HS pyramid level, or elementary?
- 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. Open / Transparent Boundary review process → what does the NDA cover?
2. Hard data to backup the decision.
3. Equity in the schools (distribute programs evenly across the 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. Will the boundary review affect how much funding the school receives?
2. Will the data they collect be provided to families?
3. Will there be a generic survey sent to families?
- 4.
- 5.
- 6.
- 7.
- 8.



Facilitator: Christina Testalainy

Table: 52

### Graphic Organizer for Note Taker

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<p><b>Question 1:</b></p> <p>In the introduction, we explored various challenges related to the current school boundaries. Which of those do you feel should be the top priority when we create the boundary scenarios?</p>	<p><b>General challenges:</b></p> <ol style="list-style-type: none"><li>1. Proximity to school - Closer you are to the school makes the community stronger. Consistency for kids. Minimize the kids.</li><li>2. Is there going to be a realignment every year? Will houses be rezoned every 5 years?</li><li>3. Access the programming - equal access to <del>plan</del> <sup>Advanced</sup> classes</li><li>4. Proximity to school. - Real estate values can differ based on</li><li>5. Enrollment and capacity</li><li>6. Transportation -</li></ol>
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## Additional Note Space for Question 1:

- Discrepancy <sup>between</sup> what the schools are overcrowded and what is reported to the state.
- Advanced Placement programs are not equally spread out
- Want equal access to programs, spread out programs equally to all schools.
- Transportation - Avoid the high volume roads.

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

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

**Question 2:**

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

**Information to Include in Boundary Review**

1. Higher military population - in this area - would like stability (emotional response to moving over and over) with a 5 year rezone.
2. Would like a longer rezone time period. Keep it stable as long as possible.
3. Census is every 10 years - so you are either in front or behind the census.
4. ~~Some~~ Some people think kids are resilient others ~~are~~ think the changes are very disruptive to kids.
5. Keep kids as many together as possible. Socialization and Parents that grew up together.
6. Resources - move resources to school instead of rezoning.
7. Every pyramid will be touched - Phasing in the students for high school.
8. ~~Start~~ Start times will impact <sup>students</sup> ~~high schoolers~~ from changing during the high school.

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 transparency. ~~Committee~~ School <sup>must</sup> be transparent  
(40 people on committee)
2. NDA for the panel is not a good idea  
NO NDAs
3. What is ideal elementary school? size wise?  
middle school?  
high school?  
what is ideal size then build a community around it.
4. ~~Re~~ Rearranging grades in schools vs zoning kids  
IS possible?
5. Split feeder areas on the map are a problem.
6. Have any decisions about building new schools - high schools.
7. Tell us where high growth areas?
8. Transportation as small as possible - help the environment.

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

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

**Additional Note Space for Question 3:**

Transparency is a MUST.

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

**Questions about the Process:**

1. Population projections. Building projections
2. Result of what is being collected today.
3. What policies will ~~dictate~~ dictate where special programs are?  
Possible teacher rotation for example Japanese
4. What is the <sup>(FCPS)</sup> ideal scenario?

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5. <sup>Enforcement of</sup> Residency check for attendance at assigned school,

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6. <sup>Enforcement</sup> Sports residency check at assigned school.

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7. Inequity at underserved schools → Make those schools magnet schools for certain program to increase population and increase scores.
8. What are the plans to build new schools?

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

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

**Additional Note Space for Question 4**

→ Empty Commercial properties - ~~at~~ Aug plan to use these buildings  
for schools ~~at~~ that need more space.

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

Table: 59

### Graphic Organizer for Note Taker

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<p><b>Question 1:</b></p> <p>In the introduction, we explored various challenges related to the current school boundaries. Which of those do you feel should be the top priority when we create the boundary scenarios?</p>	<p><b>General challenges:</b></p> <ol style="list-style-type: none"><li>1. PROXIMITY to the SCHOOL - DRIVE TIMES. - AFTER SCHOOL</li><li>2. SLEEP TIMES</li><li>3. SPLITTING SCHOOLS - KEEPING STUDENTS TOGETHER</li><li>4. OVER POPULATION OF SCHOOLS</li><li>5. PEOPLE HAVE PURCHASED HOMES BASED ON CURRENT SCHOOL DISTRICT. AFFECTS PROPERTY VALUES.</li><li>6.</li></ol>
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Facilitator: \_\_\_\_\_

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

**Question 2:**

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

**Information to Include in Boundary Review**

1. Proximity to Schools.
2. Quality of Education Between Schools.
3. Class Sizes. - OVER CROWDED.
4. DEMO GRAPHIC DATA - NEIGHBORHOOD SIZES.
5. SOCIAL ASPECTS OF SPLITTING ELEMENTARY SCHOOLS AND STUDENTS TO NEW SCHOOLS.
- 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. HOPE TO HAVE A FAIR REVIEW.
2. KEEP ELEMENTARY SCHOOLS TOGETHER
3. GRANDFATHER'D IN TO EXISTING SCHOOLS.
4. POSITIVE IS THE SCHOOLS WOULD BE BETTER POSITIONED TO HANDLE OVERCROWDING
5. COULD ALLOW NEIGHBORHOODS TO REMAIN TOGETHER.
- 6.
- 7.
- 8.

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

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

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

**Questions about the Process:**

1. How will FCPS HANDLE EXISTING HS STUDENTS - will they be GRANDFATHERED TO EXISTING SCHOOLS?
2. How will AP AND IB SCHOOLS BE HANDLED?
3. DOES THE COMMUNITY HAVE A SAY w/ A VOTE?
4. WHO DRAFTS THE PLAN AND WHO HAS THE AUTHORITY TO APPROVE IT?
5. WHEN WILL WE HAVE SOMETHING IN WRITING?
6. How will THE COUNTY IMPROVE THE SCHOOL DISTRICTS WITH LOWER SCORES?
7. WHO IS DOING THE ANALYSIS OF DATA AND WHAT CRITERIA WOULD BE CONSIDERED?
- 8.

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

### 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. Avoid split feeder school situations  
Proximity to schools should factor
2. We are worried about what happens with AAP and how the boundaries will affect. Highlight equitable access to the programs.
3. Consistency of the current school boundary
- 4.
- 5.
- 6.

**Question 2:**

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

**Information to Include in Boundary Review**

1. Consistency for community and families. As a product of ECPS decades ago when the boundaries changed continually - I don't want to see that happen to another group of kids - so many impacts socially, emotionally and academically especially high school students.
- 2.
3. What schools are over capacity and which ones are not.
4. Qualitative data is just as important as quantitative data  
in
- 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. Equitable programs for more students
2. Kids choice is ~~is~~ very important
3. Least amount of disruption for the least amount of people (students) esp. high school students given clubs, sports, band placements, leadership doesn't translate to a new school easily.
- 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. What school year does FCPS anticipate boundary changes going into effect?
2. What is the plan for high school students who have already acclimated to school programs, teams, bands etc. And also
3. AAP students and special education students?
4. Will there be grandfathering in for students to remain at special programs.
5. What precautions will be put in place to monitor and protect the mental health of the affected students with the boundary changes.
- 6.
7. Will there be exceptions for family members so that kids aren't split up at schools?
- 8.

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

**Graphic Organizer for Note Taker**

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<p><b>Question 1:</b></p> <p>In the introduction, we explored various challenges related to the current school boundaries. Which of those do you feel should be the top priority when we create the boundary scenarios?</p>	<p><b>General challenges:</b></p> <ol style="list-style-type: none"> <li>1. Equitable access to programs -</li> <li>2. Enrollment/Capacity - understand neighborhoods change but please don't move kids if driven by unique situations like <del>AAPT</del> at Sangster Elem. That can be fixed with diff. solution</li> <li>3.</li> <li>4.</li> <li>5.</li> <li>6.</li> </ol>
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## Additional Note Space for Question 1:

We don't understand Attendance Island. We believe you are trying to hide attendance issues by splitting up areas that have higher than average attendance issues. If true, you are only hiding the problem, not fixing it. Explanations have been very poor and don't even make sense.



**Question 2:**

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

**Information to Include in Boundary Review**

1. Traffic patterns need to be considered - could be very bad depending on change
2. Use the data avail. Regarding future development
3. Transition timelines must be considered. ~~Must~~ <sup>Must</sup> consider letting kids finish elem, middle, or high school.
4. ("Grandfather" students)  
7th → 12th would work
5. Weighting criteria
- 6.
- 7.
- 8.

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

Table: 20

**Additional Note Space for Question 2:**

*Cannot improve attendance with boundary changes.*

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. Less overcrowding
2. Access to programs from any school
3. Increased parent involvement - this topic energizes parents
4. Boundaries not changed<sup>just</sup> to hide attendance problem.
5. Restore our faith in the Board - that they actually listen
6. School ratings increase - communities become or continue to be attractive and desirable
- 7.
- 8.

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

**Additional Note Space for Question 3:**

Since parents are not voting members of the committee, we're concerned their lack of power means lack of influence, ~~and~~ we think you're including community Reps just so you can say you had community (parent) input.

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

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

**Questions about the Process:**

1. How will Boundary Committee get community feedback if Reps have to Sign NDAs - So, no feedback during the process
2. You already stated the Priorities, so why are you asking us now. Will you actually modify the list or at least prioritize the existing ones?
3. The next scheduled community meetings are not until mid 2025 - we highly doubt we will have any influence at that point. How will we be able to make any changes at that point
4. Will you be showing us a summary of the feedback in this phase. Like, we got x comment from 80% of the tables. Some sort of roll up.
- 5.
- 6.
- 7.
- 8.

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

## Additional Note Space for Question 4

~~34~~ During the intro comment one of the presenters said we "get to say what we like and don't like" after the data analysis and ~~some~~ draft scenarios are made available.

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<p><b>Question 1:</b></p> <p>In the introduction, we explored various challenges related to the current school boundaries. Which of those do you feel should be the top priority when we create the boundary scenarios?</p>	<p><b>General challenges:</b></p> <ol style="list-style-type: none"><li>1. Proximity [this will help get more equal #s of students in schools] ↓</li><li>2. Equitable access to programming [which then leads to equal funding for schools for programming]</li><li>3.</li><li>4.</li><li>5.</li><li>6.</li></ol>
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**Question 2:**

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

**Information to Include in Boundary Review**

1. Disruptions to students' friend groups, athletic teams, relationships with teachers + guidance counselors, impact on college application process
2. Equitable access → will kids get grandfathered in with siblings? without siblings?
3. Ex: a rising junior having to switch schools + the disruption ~~to~~ that would cause
4. How will you address the mental health impacts on students when you redraw
5. lines and change their lives?
6. Why isn't FCPS addressing, and focusing on, underperforming schools → does this really
7. need a boundary re-draw?
8. This timeline feels rushed — why are we forcing this process in a two year timeline?



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

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

**Additional Note Space for Question 2:**

- Is there a way to re-verify that students actually live in their residence when counting the # of students at school?
- what are the #s based on? Has FAPS considered current plans for re-development? The potential for federal jobs to shift from DC to other areas of the country?

**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. Accurate projections for # of students based on residency checks, development projects, and job #s
- 2.
3. WE DON'T WANT OUR KIDS TO SWITCH THEIR SCHOOLS
- 4.
- 5.
6. → what are the benefits?  
All information is vague?
- 7.
8. what ~~are~~ is FCPS doing to minimize the downside of a boundary redraw?

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

**Questions about the Process:**

1. Why isn't FAPS focusing funding on the schools that are not performing as well? This would
2. likely ease tensions in communities who don't want a boundary change.
3. Are there multiple options or scenarios or is the decision black + white?
4. Why is FAPS willing to spend ↑↑ funding on buses for early release Mondays but so focused on equitable transportation with a boundary change?
- 5.
- 6.
- 7.
- 8.

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

Table: 34

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

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

**Question 2:**

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

**Information to Include in Boundary Review**

1. Balancing maximizing capacity w/ reducing transportation time.
2. Only disrupt kids ~~to~~ where there is really an egregious transportation issue.
- 3.
- 4.
- 5.
- 6.
- 7.
- 8.

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

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

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

**Favorable Outcomes:**

1. Don't just change things for change sake. Keep ~~the~~ current boundaries in place unless there is a significant reason for change.
2. is a significant reason for change.
3. Less need to build portables.
- 4.
- 5.
- 6.
- 7.
- 8.

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

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

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

**Questions about the Process:**

1. How are ~~school~~ facility wait times impacted by boundaries?
2. ~~Will~~ will there be clear feedback about why changes are made for kids that have to change schools?
- 3.
- 4.
- 5.
- 6.
- 7.
- 8.

Facilitator: Cory

Table: 41

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LIMITED. BOND AMOUNTS REQUESTED BY VOTERS, RENOVATIONS NEED TO BE STRATEGIC TO MEET THE GOALS OF THE PLAN



**Question 2:**

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

**Information to Include in Boundary Review**

1. NOTHING BUT POPULATION & GEOGRAPHY SHOULD BE REVIEWED
2. EQUITY HAS TO BE DEALT WITH USING RESOURCES
3. DONT JERRYMANDERING
4. NEIGHBORHOOD BOUNDARIES NEED TO BE FACTORED IN
5. COMMUNICATION BETWEEN FCPS AND FAIRFAX COUNTY ON NEW HOUSING DEVELOPMENTS - THIS CHANGES CAPACITIES
- 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. SWITCHING STUDENTS IN ONE FAMILY THROUGH MULTIPLE REDISTRICTINGS WILL BE AN ESSAY FOR FAMILIES
2. CONSISTENCY WITH PREDICTABILITY
3. CATHY TRAM LIVES IN DAVENPORT - THEY WERE IN LEE, THEN SHIFTED TO WEST SPRINGFIELD - SOUNDS LIKE POLITICS
4. UNDERSTAND THE UTILIZATION RATE OF THE SCHOOL CAPACITY
5. FULL & TOTAL TRANSPARENCY IN REDISTRICTING PROCESS
6. ACCESS TO ALL PROGRAMMING & EVERY SCHOOL REDUCES BUSING & INTER-PYRAMID TRANSFERS
- 7.
- 8.

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

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

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

**Questions about the Process:**

1. ~~WHY~~ <sup>TRANSPARENCY TO</sup> WHAT IS THE REAL GOAL THAT IS REDISTRICTING?
2. SEE FCPS SPEND LESS MONEY DURING RENOVATIONS - BATHER BUS STUDENTS ~~THAN~~ TO USE EXISTING FACILITIES
3. WHAT IS THE ~~THE~~ INFO FOR THE NON-DISCLOSURE AGREEMENT
4. ALL DISCUSSION SHOULD BE LIVE & RECORDED
5. HOW WAS THE CONSULTANT SELECTED? DO THEY HAVE EXPERIENCE
6. ONCE THEY ROLL OUT THE PLAN, WHAT IS THE TIMELING? ~~IS~~ ARE THE CHANGES ALL AT ONCE OR IS IT PHASED? - WHEN IS IT?
7. WHAT IS THE COST ASSOCIATED WITH THE BOUNDARY CHANGE?
8. SURVEYS NEED TO HAVE A LOT OF OPEN ENDED FEEDBACK

IS REDISTRICTING A STRAIGHT CUT OR DO SOME STUDENTS GET GRANDFATHERED IN?

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**Question 2:**

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

**Information to Include in Boundary Review**

1. Mental Health and well being of the child
  - when a boundary is changed, it will impact the child's social circles, support systems
  - ~~2.~~ - For middle school / High school could ~~be~~ have a negative impact on their well being
  - looking at how many students are receiving special services
  - the data isn't showing that overcrowded schools are not performing well
  - ~~3.~~ - breaking up neighborhoods
4. Ensuring demographics are looked at and not creating areas of inequality
  - need to focus on students who need support
  - look at data of specialized communities
5. Planned Developments should be closely looked at
6. Gather data on under performing schools (why are they not performing)
- 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. Hopes: Transparency in Process (TownHalls)  
- authentic transparency (ex. how did they choose the "random" region parent representatives)
2. Equal access, without the need to transfer
3. ~~is~~ What is the budget behind making the changes  
- How will you fund the equity (taxes,?)
4. Engaging other community members
5. Hope that life does not get "shaken" up
6. If all the schools in the district were equally stellar we would not be having such concerns  
- systematic issue  
- look at things like PTA involvement
7. Avoid negative impact on property value. boundary changes should not diminish property values, as families rely on the stability of local 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. How will FCPS measure success in boundary shifts
  - Will these data points be shared (what did the council issue) ~~what~~
  - what did you see in the data that determined a change
2. Grandfathering policies
  - what is the cut off (will high schooler be able to stay)
3. Transparency around ~~and~~ Superintendent Advising Group
  - How when to choose???
  - How broad is the NDA, ~~what can~~
  - when the parents
4. How will the potential impact on property values be assessed?
5. Are you look at Prek at all schools? How does Prek factor into the boundary review process?
- 6.
- 7.
- 8.

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

Table: 42

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**Question 2:**

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

**Information to Include in Boundary Review**

1. transportation, Busing, and walkability
2. "grandfather" provision for the entire pyramid.
3. Classroom ratios
4. Future housing development (or lack here of).
5. Before moving boundaries, we would want the school district to verify that all students are legitimately enrolled in the correct school and are not fraudulently enrolled.
6. declining birth rates.
- 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?

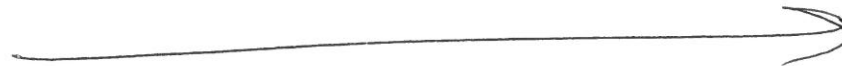
**Favorable Outcomes:**

1. greater stability for families & children
2. Equitable access to education should be achieved by improving individual schools, not by moving children.
3. we have significant concerns that the school boundary is being moved for improper reasons (i.e., improve failing or poorly rated schools).
- 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. Will the data analysis & collection take into consideration historical data
2. (i.e., declining Birth rates).
3. ~~target~~ the data collection needs to incorporate data from future community development (i.e., housing development).
4. We have concerns that one or more school board members may be pursuing
5. School redistricting for improper purposes (ie, to change the demographics of a
6. particular school).
7. Can the school district commit to seriously considering the views of the community members.
8. Why not put the matter on a ballot and have the community vote on the matter???



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

Table: 42

**Additional Note Space for Question 4**

will <sup>FCPS</sup> ~~FCSA~~ publish the results of community data collection and input?

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

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

### Graphic Organizer for Note Taker

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<p><b>Question 1:</b></p> <p>In the introduction, we explored various challenges related to the current school boundaries. Which of those do you feel should be the top priority when we create the boundary scenarios?</p>	<p><b>General challenges:</b></p> <ol style="list-style-type: none"><li>1. Continuity for Students, Stability</li><li>2. Minimize Split Feeder Schools</li><li>3. Travel / Transportation - Minimize Time</li><li>4. Mental Health of Students - Students suffer from uncertainty.</li><li>5. Looking at under/over enrollment and make sure <del>the</del> programs are at all the schools.</li><li>6.</li></ol>
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**Question 2:**

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

**Information to Include in Boundary Review**

1. ~~Outside of~~ Consistency of Community is most important,
2. Consistency for the mental health of students!
3. Not moving neighborhoods from high performing schools to low performing schools.
4. Transparency on data used for student enrollment  
- Projected data does not mesh with actual
5. student counts at the high schools.
- 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. ~~Do~~ Do no harm! Choices we made for our children by selecting where to live/go to school should not be compromised.
- 2.
3. Enforce existing school boundaries. Audit a HS to determine if kids from <sup>other boundaries</sup> ~~other~~ ~~performing~~ schools are going there. The Hayfield incident highlighted
4. how widespread and easy this may be.
5. ~~Perhaps if kids go~~
- 6.
- 7.
- 8.

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

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

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

**Questions about the Process:**

1. When will the data being collected be available to the community, and how will it be made
2. available.
3. What data was used to determine this boundary change initiative is necessary? ~~Why~~ Where
4. is the Phase 0 or Analysis?
5. Please be transparent w/ the data.
- 6.
- 7.
- 8.



**Graphic Organizer for Note Taker**

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<p><b>Question 1:</b></p> <p>In the introduction, we explored various challenges related to the current school boundaries. Which of those do you feel should be the top priority when we create the boundary scenarios?</p>	<p><b>General challenges:</b></p> <ul style="list-style-type: none"> <li>• 1. Don't want <del>current</del> kids to be split up from their current peer group → phased in approach</li> <li>• 2. Proximity to schools → less time on buses</li> <li>• 3. Stability in boundaries → community is so important → don't change every 5 years</li> <li>• 4. Make capacity flexible so boundaries can be more stable!</li> <li>• 5. How does boundary changes help add instructional programming? Invest in schools that need it instead of changing boundaries</li> <li>• 6. Define what would be changing every 5 years <del>not</del> not knowing that makes it hard to plan for your kids future! Make friends</li> </ul>
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but not too many friends because you may move ~~to~~ again.

**Question 2:**

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

**Information to Include in Boundary Review**

- 1. How does the AAP landscape change with boundary changes?
- 2. Impact of moving schools on kids' mental health
- 3. Keep the community + peers together  
→ boundary changes should be last resort not the 5x norm!
- 4. Availability of after school programs → what if my kids lose programs they have already?
- 5. already?
- Use  
6. Rigorous population and land use projections  
→ Don't use 10-year census data
7. Homeownership vs. rental breakdown  
we can be more sophisticated and scientific  
→ Don't just use attendance data !!
- 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 predictable, stable and consistent boundaries → If you ~~so~~ invest in a community you won't be afraid of losing it
2. Expansion of programs across all schools ~~has~~ don't make it predicated on boundaries
3. Invest more in underperforming schools
4. Minimal change to boundaries
5. Transparency into decision making + clarity  
you say you are listening to community — how much does that factor in?
6. What ~~are~~ does the draft scenarios look like? Include community surveys
7. Now before drafting scenarios
8. Define what would change every 5 years ???



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

**Questions about the Process:**

- 1. Why aren't you taking a phased approach?  
Don't rip off bandaid → what happens to families  
Split apart because of graduating senior
2. How are they incorporating community surveys into draft scenarios?
3. How do we understand complete picture of policy changes that the school board has passed or is considering passing that will affect boundary changes
4. How does this process capture and mitigate ALL of the negative aspects of this process?
5. Transparency into how you are identifying which schools don't currently have access to equitable programming?
- 6.
- 7.
- 8.

**Graphic Organizer for Note Taker**

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<p><b>Question 1:</b></p> <p>In the introduction, we explored various challenges related to the current school boundaries. Which of those do you feel should be the top priority when we create the boundary scenarios?</p>	<p><b>General challenges:</b></p> <ol style="list-style-type: none"> <li>1. Transportation - time on the bus (example: house is 5 minutes from school, but on the bus for 30 mins) should consider student age for time + walkability.</li> <li>2. Capacity - kids in trailers (cold, hot, etc.)</li> <li>3. School Performance (especially at high school level). Not all schools are equal. This wasn't listed but should be included.</li> <li>4. <del>How change could impact students changing schools especially if</del> what does equal access to programs mean? Which things are considered? Will all schools have everything by adding it everywhere or will programs be taken away if it can't be even the same.</li> <li>5.</li> <li>6.</li> </ol>
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\* Orange Hunt  
• Wakefield Forest

• Irving MS  
• West Springfield

• Keene Mill

**Question 2:**

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

**Information to Include in Boundary Review**

1. How change could impact students changing schools & communities? How frequently would this happen for a student? Especially for students with special needs (continuity is important).
2. Elementary school students in ~~the~~ language program should be allowed to stay in the pyramid in middle & high school to continue in language.
3. School Performance
4. Traffic, highways, & walkability
5. Clarify what is included in data collection, consider adding surveys & other qualitative measure options.
6. Will boundary changes impact staff locations?  
would staff in special education potentially move with students?
7. Will staff with children in FCPS move with their child?  
~~Will~~ Will student: staff ratios also inform capacity & equitable access priorities?
8. How will success be measured?
9. Will the choice for special programs, such as language immersion, still be offered? If so, should be accounted for in capacity & other considerations.

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

**Favorable Outcomes:**

1. No change. People moved to neighborhoods for specific reasons.
2. More equity and balance of resources across schools.
3. Could enliven areas economically + demographic distributions in the long run.
4. Boundary changes could impact weather closings at a lower level than the county (ie., at the pyramid level).
5. Will stop the overcrowding of buses (there should not be 3 kids to a seat)
- 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 there be a grandfathering policy? Will parents & students have input? What will it be?
2. ~~Will there be surveys or other methods for input because not everyone can attend these meetings?~~ Consider mailing surveys, especially in low-income areas.
3. ~~Every 5 years?~~ Will it be ~~the~~ similar process each time? Will this be done every 5 years?
4. When will implementation happen?  
How will the county prepare students mentally & emotionally for the change?
5. What is included in data collection?
6. Define terms clearly (attendance zones, attendance islands, attendance areas, etc.).
7. Will you hold meetings at individual schools that are likely to be impacted in Phase 2. (or if there are areas known now)
- 8.



Facilitator: B Halla

Table: 3

### Graphic Organizer for Note Taker

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<p><b>Question 1:</b></p> <p>In the introduction, we explored various challenges related to the current school boundaries. Which of those do you feel should be the top priority when we create the boundary scenarios?</p>	<p><b>General challenges:</b></p> <ol style="list-style-type: none"><li>1. Split Feeder - children travel through the system together</li><li>2. Equitable access to programs - there shouldn't be huge differences in quality of education from one pyramid to another.</li><li>3.</li><li>4.</li><li>5.</li><li>6.</li></ol>
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Facilitator:

K Hall

Table:

3

**Question 2:**

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

**Information to Include in Boundary Review**

1. CONCERNS - how are we ensuring that the students are going to the schools they are zoned for? Not saying they live at a different address.
2. Transportation for special education programs. More special ed programs at more schools. Analyze special ed route times/lengths.
3. How many students are out of zoned schools, why? how does it impact this process?
4. How does this affect extracurriculars (sports, music as examples) at HS + elementary schools - not just PTA
5. Language immersion - more access possible?
- 6.
- 7.
- 8.

<p><b>Question 3:</b> What do you hope the outcomes of this boundary review process will be? How could this review process positively impact our community?</p>	<p><b>Favorable Outcomes:</b></p> <ol style="list-style-type: none"><li>1. Minimal disruption for children. Maintain our current school pyramid because we chose our home after a lot of effort and research.</li><li>2. Keeping community a priority. Have programs at more schools so kids can stay together.</li><li>3. If we are going to go through this emotional event in the community, you have to show how the changes will positively impact the district. Money saved here is used to improve.</li><li>4. We want kids to not feel like they go to a "bad" school.</li><li>5.</li><li>6.</li><li>7.</li><li>8.</li></ol>
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Facilitator: K/Halle

Table: 3

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

**Questions about the Process:**

1. Can your child be grandfathered in? An appeals process? Siblings? Can we get a clear policy statement?
2. How are they equitably choosing the working group - process question. Selection process transparency.
3. Do we get to see the data and scenarios throughout the whole process, not just at the end? So we are informed of how each stakeholder (Superintendent/School boards) are seeing what scenarios?
4. Is Fall 2027 the expected date of change?
- 5.
- 6.
- 7.
- 8.

## Graphic Organizer for Note Taker

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<p><b>Question 1:</b></p> <p>In the introduction, we explored various challenges related to the current school boundaries. Which of those do you feel should be the top priority when we create the boundary scenarios?</p>	<p><b>General challenges:</b></p> <ol style="list-style-type: none"><li>1. How will you reduce impact on students affected? (changes splitting neighborhoods, senior year changes, social emotional needs?)</li><li>2. If the goal is reducing transportation, but the area is not walkable &amp; equidistant from multiple schools, how will you decide boundary changes? (Will you honor parents' intentions when they moved there unless there's another need to change?)</li><li>3. Transportation safety (crossing guards, etc.) &amp; will bus routes potentially lengthen (will you consider things like traffic?)</li><li>4. Students moved may be removed from case managers who know them.</li><li>5. Not impacting specialized programs without making sure it will be equitable &amp; they will get the resources they need &amp; without talking to people on the ground in those programs.</li><li>6.</li></ol>
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## Question 2:

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

## Information to Include in Boundary Review

1. Transportation: traffic — This area is mostly not walkable; how will you shift transportation without making it worse?
2. Specialized & center-based programs (autism, DHOH, PAC, etc.)  
— How will you provide FAPE if you disrupt these programs? Ex. Students & families will be isolated & lose access to communities & staff who know what they need. Likewise, schools would have students they are not trained or staffed to support. →
3. When there are conflicting priorities, how will you hear those voices & navigate that?
4. If overcrowding leads to moving a <sup>feeder</sup> school to a different pyramid, they would probably have longer bus routes. How is that equitable? Considerations for MODS & trailers?
5. Communities are fluid — higher numbers in one area may shift in a few years. You're spending time on this instead of providing supplies & things we need.
6. With the HS start time change they didn't account for traffic, or the lack of bus drivers. Will you bear that in mind as you plan?

7.

8.

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

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

**Additional Note Space for Question 2:**

2. Re: DHOH, we already struggle to staff interpreters. If students are split up, we won't have enough staff (\*have struggled for years to recruit new staff).

Facilitator:

K Hall

Table:

4

**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. Only make changes where necessary, & then do so in an equitable fashion.
2. Making sure the drafted changes (early phase 2) are made easily accessible for that feedback collection
3. Transportation issues with traffic - parents in traffic have to change child care needs if moved to schools with different bell schedules?
- 4.
- 5.
- 6.
- 7.
- 8.



Facilitator:

K Hall

Table:

4

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

**Questions about the Process:**

1. Are you anticipating ~~the~~ the scope of this impacting all of FCPS, or select schools & areas?
2. When changes are made, what factors are you considering to make it equitable?
3. Will we get detailed information in those post-analysis community meetings? (Without actual information, what's the value?)
4. Who is on the Superintendent's advisory group?
5. Will changes be implemented in fall 2026? Fall 2027? (Families need notice, as do staff)
- 6.
- 7.
- 8.

### Graphic Organizer for Note Taker

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<p><b>Question 1:</b></p> <p>In the introduction, we explored various challenges related to the current school boundaries. Which of those do you feel should be the top priority when we create the boundary scenarios?</p>	<p><b>General challenges:</b></p> <ol style="list-style-type: none"><li>1. Ensuring equitable access AAP programs, Special education for all schools.</li><li>2. Balancing available capacity</li><li>3. Improving student well-being and achievement</li><li>4. Minimizing Travel Time</li><li>5. Consistent attendance</li><li>6.</li></ol>
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**Question 2:**

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

**Information to Include in Boundary Review**

1. Establishing consistent attendance zone giving our student consistency without disrupting school attendance without moving the students
2. Minimizing travel time
3. Consistency in staffing and Teachers qualification and quantity
4. Access to extra-curricular activity programs available across the board
5. Having ~~engouing~~ budgeting
6. No
- 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. Equitable access to programs and facilities
2. If and any change of boundary ~~state~~ take student will be affected within the big change
3. Monitor the effects of boundary changes make adjustment for the benefit of student.
4. Keep parents/caregivers involved and informed about the steps
5. Balancing community priority
6. Less use of Modulars as classrooms
7. Equitable use of Taxes paid by the county residents
8. A boundary that will not require frequent changes.

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

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

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

**Questions about the Process:**

1. How is the implementation will happen considering siblings, seniors (Phasing)
2. How does it affect transportation time
3. What are the current boundary ~~issues~~<sup>issues</sup> and how will those be addressed?
4. How ~~are~~<sup>to</sup> address community resistance to any boundary ~~is~~ changes
5. Will there be any additional help for the students who will not take the change of school not well.
- 6.
7. As there a
- 8.

**Graphic Organizer for Note Taker**

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<p><b>Question 1:</b></p> <p>In the introduction, we explored various challenges related to the current school boundaries. Which of those do you feel should be the top priority when we create the boundary scenarios?</p>	<p><b>General challenges:</b></p> <ol style="list-style-type: none"><li>1. Proximity - some boundaries have one street attend a closer school and a neighboring street attend a school twice as far away</li><li>2. Equal access to space and school programs <span style="float: right;">i.e. Transportation time</span></li><li>3. Avoid overcrowding - evenly distribute schools that feed into middle + high schools</li><li>4. Access to immersion programs is limited and no transportation is provided to out of boundary students</li><li>5. Evenly distribute resources to all schools <span style="float: right;">e.g. advanced academics</span></li><li>6.</li></ol>
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Facilitator: \_\_\_\_\_

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

**Question 2:**

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

**Information to Include in Boundary Review**

1. Limited drop off timing causes stress on parents and traffic in surrounding community
2. Minimize student transfers to other schools for various programs
3. Appropriately adjust start times
4. Evenly distribute resources
5. Access to immersion programs
- 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. Limit transportation time to/from schools
2. Evenly distribute resources
3. Reduce traffic in surrounding communities
4. Improved perception of level of learning from school to school
5. Same education, regardless of school
- 6.
- 7.
- 8.



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

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

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

**Questions about the Process:**

1. Will this process take into consideration people who move boundaries to attend a preferred school?
2. Has a voluntary option been considered to avoid overcrowding? What incentives could be offered?
3. Are trade schools/  
programs considered in this boundary review?
- 4.
- 5.
- 6.
- 7.
- 8.

**Graphic Organizer for Note Taker**

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<p><b>Question 1:</b></p> <p>In the introduction, we explored various challenges related to the current school boundaries. Which of those do you feel should be the top priority when we create the boundary scenarios?</p>	<p><b>General challenges:</b></p> <p><u>Questions:</u></p> <p>A: 1. Time travel to schools, increased travel + distance, • None, biased, Pre-determined choices already geared toward change. Significant downsides to switching schools. <u>Community</u> impacts that aren't data driven. Change of school and creating chaos. Is there a possibility of not doing a change?</p> <p>A: 2. Impact to children's social / emotion health. distance could increase. Breaking up neighborhoods and creating division in communities ex elem. → middle → HS • Kids could have a disruptive learning experience. Again, Predetermination? Want more transparency, Interview every household in FFx county.</p> <p>A: 3. Transparency and clarity. Criteria for data. What is the problem we are trying to solve? The questions are biased. <del>and</del> Learn from the mistakes of the Football fiasco. Under kids can be grandfathered into their current schools and siblings can follow. Let the family choose! Walkers remain walkers!</p> <p>A: 4. where are the problems? why now and what prompted this? Clear data for every proof point on the "Boundary Review page" more transparency at every step of the way. What problem are you trying to solve.</p> <p>5.</p> <p>6.</p>
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Attendance zones  
boundary zones  
and are a  
community  
that is  
connected

<p><b>Question 1:</b></p> <p>In the introduction, we explored various challenges related to the current school boundaries. Which of those do you feel should be the top priority when we create the boundary scenarios?</p>	<p><b>General challenges:</b></p> <ol style="list-style-type: none"> <li>1. Proximity should be the most</li> <li>2. Minimal number of kids that are disrupted / Enrollment capacity.</li> <li>3. Transportation</li> <li>4. Access to Programming</li> <li>5. Enrollment/Capacity.</li> <li>6.</li> </ol> <p>Providing grandfathering opt-in</p>
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This seems backward

**Question 2:**

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

**Information to Include in Boundary Review**

1. Will there be a grandfathering option to minimize student impact.
2. IEP plans and programs that are important to students needs.
3. Transparency in how this process works.
4. What is the % (percentage) of kids that are being displaced?
5. What is the process to verify boundary school attendance?  
How do we verify students aren't using out of boundary addresses?
6. Need for potential move of special programs (IB, language, etc).
- 7.
8. ~~Are~~ Is there a goal to reduce # of split feeder schools?

We agree that we all want to see the data about how this process works and how families are considered to be in boundaries.

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. The fewer the kids that are disrupted, the better.
2. Plan to make sure that this move raises the scores of all the schools.
3. Raising teachers salaries and further discussion with parents/community can be determined desired outcomes.
- 4.
- 5.
- 6.
- 7.
- 8.

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

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

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

**Questions about the Process:**

1. What is the rollout plan after this decision is made? Please clarify if there will be a grandfather clause of how long kids can stay in school post 2026.
2. How will the special programs (languages, IB, special needs, <sup>IEP</sup>) be considered?
3. Are you accounting for future land development?
4. How will the data collection be shared? We'd like to see the numbers (of raw data). We don't just want a summary.
5. How will staffing up of new boundaries be considered?
6. We want to know the current plan for how the boundaries will change?
7. How will diversity factor in (in order to have more diversity in each school)?
- 8.

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

Table: 2

**Additional Note Space for Question 4**

Minimal disruption  
transparency.



**Graphic Organizer for Note Taker**

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<p><b>Question 1:</b></p> <p>In the introduction, we explored various challenges related to the current school boundaries. Which of those do you feel should be the top priority when we create the boundary scenarios?</p>	<p><b>General challenges:</b></p> <ol style="list-style-type: none"><li>1. Proximity is our top priority - leads to better attendance.</li><li>2. Schools should already be offered at all school. Change access at school.</li><li>3. We already have access to programs important to us.</li><li>4. Proximity also haps with transportation issues.</li><li>5. Bought houses because of schools for the neighborhood.</li><li>6. Don't want kids taken out of pyramids.</li></ol>
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**Question 2:**

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

**Information to Include in Boundary Review**

1. Overcrowded schools - why?  
Birth rates down but enrollment is up.
2. Is overcrowding impacting students?  
or is it an issue for teachers?
3. Boundary review / changes impact from other countries (effective?)
4. Social / Emotional data for students.
5. ~~Web~~ Test result data for countries with boundary changes.
6. Who is being negatively impacted?
7. What is the positive impact and how will it be measured?
- 8.

<p><b>Question 3:</b> What do you hope the outcomes of this boundary review process will be? How could this review process positively impact our community?</p>	<p><b>Favorable Outcomes:</b></p> <ol style="list-style-type: none"> <li>1. * Deeper dive into root cause of overcrowding and come up w/ a <u>long term</u> solution.</li> <li>2. * <span style="border: 1px solid red; padding: 5px;">Optimal outcome: disrupting the least number of families.</span></li> <li>3. Ensure programs available to all schools instead of moving families</li> <li>4. Keep siblings in same pyramids!</li> <li>5. Keep / attract more teachers and bus drivers.</li> <li>6. <u>Lower taxes!</u></li> <li>7. Increase in <del>test</del> testing results.</li> <li>8. Happier kids.</li> </ol> <p><i>gunt</i></p>
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9. Eliminate islands - hopefully w/o disrupting everyone.

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

**Questions about the Process:**

1. What weight is equity to the importance of?
2. How much community feedback will be taken into account?
3. How many draft scenarios will there be?
4. Who is on the supervisory advisory committee?
5. Why is the next community meeting happening in the summer?
6. Why this can't be done is a phased approach?
7. How can we minimize disruption to families / kids?

**Graphic Organizer for Note Taker**

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<p><b>Question 1:</b></p> <p>In the introduction, we explored various challenges related to the current school boundaries. Which of those do you feel should be the top priority when we create the boundary scenarios?</p>	<p><b>General challenges:</b></p> <ol style="list-style-type: none"><li>1. Not Ranking<ul style="list-style-type: none"><li>• <u>All</u> agreed any changes should only be <u>within</u> + given high school pyramid</li></ul></li><li>2.</li><li>3. <u>Other Views</u><ul style="list-style-type: none"><li>• Different class sizes + uses of modulars due to too crowded</li></ul></li><li>4.</li><li>5. <ul style="list-style-type: none"><li>• Boundaries that pull from very far flung areas are a concern.</li></ul></li><li>6. <ul style="list-style-type: none"><li>• Minimize changes made.</li></ul></li></ol>
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**Question 2:**

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

**Information to Include in Boundary Review**

1. • Start times - too early in many cases  
↳ (Get more buses + drivers ideally)
2. • Property Values by Community. Also families chose particular schools for specific reasons. Concerned about impacts here.
- 3.
4. • Impacts on kids not grandfathered.  
- Only grandfathering final grade is not enough.
5. • - Impact on kids ~~at~~ certain schools with specific programs or certain sports
- 6.
- 7.
- 8.

Facilitator:

Kristen Baldwin

Table:

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

- Minimizing changes. (some in favor)
  - Very disruptive to kids, especially if shifted out of the high school pyramid kid is in.
  - Many military families settled here for continuity for their kids; ~~especially~~
- Important to make changes to on ~~take into account~~ a regular interval to balance things out more to such as uses of portables, etc. (some in favor)  
This would lower angst level.

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

**Questions about the Process:**

1. What will actually change?
2. Is this input actually being taken into account?
3. ~~How to address situation~~
4. How will process handle kids moving to a school without the sport or program they have been in?
5. How will grandfathering (not only top grade) be handled in process (mental health)?
6. Would School Board commit to keeping all changes within a given high school pyramid?
7. Will data be shared on where crowded areas/schools actually are?



Facilitator: Lynn Miller (FCPS)  
Lisa Heald (table)

Table: 7

### Graphic Organizer for Note Taker

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<p><b>Question 1:</b></p> <p>In the introduction, we explored various challenges related to the current school boundaries. Which of those do you feel should be the top priority when we create the boundary scenarios?</p>	<p><b>General challenges:</b></p> <ol style="list-style-type: none"><li>1. Maintain neighborhood groupings - students have made relationships early in their FCPS career that we want to continue to develop. This is important for SEL and mental health.</li><li>2. Access to programming - are schools at each level equivalent - after school, AP/IB, spec ed., athletic, foreign language, class elective opportunities.</li><li>3. Class size and capacity. Keeping class sizes as small as would be feasible benefits our students in every way.</li><li>4.</li><li>5.</li><li>6.</li></ol>
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Facilitator: \_\_\_\_\_

**Question 2:**

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

**Information to Include in Boundary Review**

1. where/how LA FCPS receiving its data about population projections?
2. Will the full report from the contractor be released?
- 3.
- 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 do we each stay in the houses we are in today and have the same access and opportunities that we moved here for? Use choice to live in FCPS ~~for~~ taking into ~~the~~ account the schools. We want assurance for equity.
- 2.
3. ~~How~~ How will ~~this~~ this plan grandfather in students? At the high school level? Earlier?
4. ~~Most~~ ~~this~~ How quickly will this be implemented? Can it be spread over 5-10 years to minimize impact on families and communities?
5. How will you ensure (and convince us) transparency? The rumor mill is ~~an~~ intense and we need to build trust between us and FCPS.
- 6.
7. Are you using the data from the 2019 boundary study? New population projections? Where is that data coming from?
- 8.

Facilitator: Molly

Table: 10

### Graphic Organizer for Note Taker

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<p><b>Question 1:</b></p> <p>In the introduction, we explored various challenges related to the current school boundaries. Which of those do you feel should be the top priority when we create the boundary scenarios?</p>	<p><b>General challenges:</b></p> <ol style="list-style-type: none"><li>1. Split feeders</li><li>2. Maintaining neighborhood familiarity + feed integrity. Ensuring neighborhood school can service all kids</li><li>3. Travel time - stress / health / convenience.</li><li>4.</li><li>5.</li><li>6.</li></ol>
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**Question 2:**

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

**Information to Include in Boundary Review**

1. Split feeders make transitions difficult for middle to high school.
2. Schools should be able to serve all kids (AAP, Special Ed) to not split families.
3. Attendance may be an issue for further away schools, out of boundary schools.
4. Overcrowding / Over capacity
5. How many students attend an out of boundary school for elem / middle / high.
6. Consider zoning for new houses.
7. Ensuring schools can maintain course offerings so remaining kids don't have fewer options
- 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. Minimize disruption for families. Ensure continuity to minimize stress / anxiety over fear of being switched.
2. Lower rated schools could improve through greater investment in resources.
3. Dynamics of existing population kept in mind as new kids come in so they don't suffer.
4. Some communities would be stronger
- 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. Assurance that phasing would occur so that ~~regain~~ high school students wouldn't have to transfer
2. Will all schools have AAP/IB programs.
3. How will this impact the timing of the decision on school start times.
4. How does this affect teacher staffing, could we lose teachers
5. How will school culture be honored as new students come in and some leave.
6. What happens every 5 years exactly. Could there be major changes every 5 years?
- 7.
- 8.

**Graphic Organizer for Note Taker**

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<p><b>Question 1:</b></p> <p>In the introduction, we explored various challenges related to the current school boundaries. Which of those do you feel should be the top priority when we create the boundary scenarios?</p>	<p><b>General challenges:</b></p> <ol style="list-style-type: none"><li>1. → Centreville doesn't have IB program but Robinson does so they would want some programs at Centreville</li><li>2. → Grandfathering in families to schools so you don't have 2 drop offs</li><li>3. → Time on bus is super important - shorter better</li><li>4. → How will walkers fall into this? will they need to be bused if they are rezoned?</li><li>5. → Special ed programs need to be very high on the list of things considered</li><li>6.</li></ol>
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Facilitator: \_\_\_\_\_

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

**Additional Note Space for Question 1:**

★ programming is the most important

★ Transportation - is it the school closest  
to your home?



**Question 2:**

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

**Information to Include in Boundary Review**

1. Kids who are qualified for programs but can't get in because they aren't offered at that school
- 2.
3. Current students in immersion programs would need to stay at that school to complete the programs
- 4.
5. What's the impact on AAP acceptance if elementary school boundaries change
- 6.
7. Would any changes in boundaries save the Candy Money and what would that \$ go to
8. Most people bought their homes based on the schools around that home so that



Needs to be considered very strongly. Spending the amount of money we spent on these houses to go to a certain school needs to be kept in mind.

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

**Favorable Outcomes:**

1. Having boundaries reflect community cohesion - keeping communities together
2. Access to programming
3. Better guidelines on what you have options to as far as programming goes
- 4.
5. During the transition period how much time would we have to adjust
- 6.
- 7.
- 8.

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

**Questions about the Process:**

1. Are all the FCPS boundaries changing or are there only certain areas in the
2. County we are looking to change?
3. What schools are over and under capacity
4. What has already been decided
5. Based on data we have now
6. What role does the boundary review committee play
7. What will the next processes be in summer
8. What's the accountability of this process? How will we measure success?

## Additional Note Space for Question 4

How will TJ admissions change  
or be affected

Is talk of taking away the Secondary  
Schools truth? would they be converted  
to true middle schools and true high  
schools instead of secondaries



**Graphic Organizer for Note Taker**

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<p><b>Question 1:</b></p> <p>In the introduction, we explored various challenges related to the current school boundaries. Which of those do you feel should be the top priority when we create the boundary scenarios?</p>	<p><b>General challenges:</b></p> <ol style="list-style-type: none"><li>1. <u>We are very concerned about <u>proximity</u> - amount of bus/travel time.</u></li><li>2. <u>What are the issues causing certain schools to perform poorly - investigate ways to add resources to those schools instead of just shifting students.</u></li><li>3. <u>Transparency of this process and what is being considered.</u></li><li>4. <u>What is prompting this review? Federal or local mandate?</u></li><li>5.</li><li>6.</li></ol>
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**Question 2:**

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

**Information to Include in Boundary Review**

1. Access to programming, while important, should not require ~~redistricting~~ redistricting
2. Knowing that new build communities are focused on density, how is the school board collaborating w/ planning + zoning to ensure reasonable growth expectations
3. Does re-zoning include new construction considerations?  
How far out are you looking?
- 4.
- 5.
- 6.
- 7.
- 8.

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

**Favorable Outcomes:**

1. We wholly support keeping boundaries as they currently are.
2. Focus on increasing transportation resources instead. To include extra charging stations for electric busses
3. Repurpose ~~older~~ un-used empty structures for new school buildings and for new construction.
- 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. Why did the superintendent's advisory committee have to sign NDAs? Why the secrecy?
2. What datapoints are you pulling from? Does one area get more weight than another?
3. Why are the superintendent's advisory committee meetings not open to the public?
- 4.
- 5.
- 6.
- 7.
- 8.



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

Table: 75

### Graphic Organizer for Note Taker

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<p><b>Question 1:</b></p> <p>In the introduction, we explored various challenges related to the current school boundaries. Which of those do you feel should be the top priority when we create the boundary scenarios?</p>	<p><b>General challenges:</b></p> <ol style="list-style-type: none"><li>1. minimizing travel time for students.</li><li>2. establishing consistent attendance zones</li><li>3. Improving student well-being and achievement.</li><li>4. Balancing available capacity to optimize use of school facilities.</li><li>5. Ensuring equitable access to programs and facilities.</li><li>6. Optimizing budgets and reducing operating costs.</li></ol>
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Facilitator: \_\_\_\_\_

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

Question 2:	Information to Include in Boundary Review
<p>Based on your experience as a parent/caregiver and/or community member, what are some important data or insights <del>should</del> we consider?</p> <p>↑ should</p>	<p>1. people that move into a specific boundary for the school to be changed from the one they moved there for.</p> <p>2. Keeping the boundaries close to the designated school.</p> <p>3. increase teacher and bus driver pay!</p> <p>4.</p> <p>5.</p> <p>6.</p> <p>7.</p> <p>8.</p>

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. people come together and correct the boundaries.
2. teaching is hard. -- pay teachers more so we get more teachers wanting to teach.
3. Happier communities
4. more involved communities  
better funds for schools
5. transparency, making sure everyone knows everything.
- 6.
- 7.
- 8.

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

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

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

**Questions about the Process:**

1. Are there any teachers or principals actively working in schools that are a part of the advisory groups who
2. are making these decisions?
  
3. are the data analysis and scenarios going to be shared with the community.
- 4.
- 5.
- 6.
- 7.
- 8.

Facilitator: ~~Denise Burke~~ Robin Vivian

Table: ~~28~~

### Graphic Organizer for Note Taker

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

Proximity/transportation - students should attend school near where they live within reasonable travel times and siblings should be able to attend the same school

Enrollment/capacity - lower class sizes would be good but concerns about changing schools ~~and~~ and still having capacity issues  
~~and~~

Access to programming - can you move language immersion programs ~~to~~ or other programs before moving people who purchased homes w/ boundary lines

- Programming is not the same at all schools  
~~German~~ German not offered @ some schools but is at others

## Question 2:

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

## Information to Include in Boundary Review

1. Community ~~is~~ - keeping community resources + support together
2. People bought/rent homes in specific areas to have support or other specific reasons (i.e. buying a home near a school w/ the autism program to be close to school)
3. Keeping siblings together - at same school or progression of schools (Sangster to Lake Braddock)
4. Home values can change with boundary lines
5. Grandfather kids starting at a ~~is~~ middle or high school or secondary school to stay in that school to avoid disruption
6. Do not move existing 7-12<sup>th</sup> graders
7. Concern for military children looking for stability or others moving and this will uproot them
8. Concerns about ~~is~~ entire ~~is~~ neighborhoods selling their homes and moving if they can't stay where they are currently zoned

Currently household anxiety over boundary changes is high and negatively impacting child mental health



Facilitator:

Robin Vivian  
~~Jennifer Burke~~

Table: ~~28/28~~

**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. Only change boundaries where people in the schools/communities support the change
2. How do we get lower performing school up to standard? Redistricting won't work because people will leave if moved. Students at lower performing schools need lower class sizes and more support - not more students in the school
3. After being redistricted, affected ~~communities~~ neighborhoods should have a guarantee they won't be moved again in 5 or 10 years as the result of a subsequent boundary review.
4. Part 2: this could positively impact us by providing consistency; options for grand fathering -
5. Allow parents who choose to grand father kids to drive their kids to their old school
6. Provide transparency and data analysis ~~and~~ to the public
- 7.
- 8.



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

**Questions about the Process:**

1. members of the boundary review committee had to sign an NDA. It was said this was because they would have access to name values which is
2. publicly available information. what specifically is the confidential / sensitive data will the boundary review committee have that the general public cannot see?
- 3.
4. Are seniors and juniors grandfathered in to existing schools? When kids change schools test scores ↓ for getting into college.
5. What meetings and processes will you have in place to appeal boundary changes for specific households
6. How can you guarantee that the boundary changes and disruption to communities and families will
7. ~~to~~ address concerns about underperforming schools?  
~~when~~
- 8.

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

Table: 22

### Graphic Organizer for Note Taker

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<p><b>Question 1:</b></p> <p>In the introduction, we explored various challenges related to the current school boundaries. Which of those do you feel should be the top priority when we create the boundary scenarios?</p>	<p><b>General challenges:</b></p> <ol style="list-style-type: none"><li>1. Split feeder schools</li><li>2. Bought my house for a specific school pyramid</li><li>3. Grandfathering policy</li><li>4. Distance</li><li>5. Consistency</li><li>6. How the boundaries are drawn. Down the middle of a street</li></ol>
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**Question 2:**

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

**Information to Include in Boundary Review**

1. Time between classes
2. Capacity
3. Community issues as a result of people moving
4. Change from a 3 school pyramid to a 2 school pyramid (secondary school)
5. Historical school comparison
6. Planned or potential housing developments
- 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. Shorter bus routes
2. Boundaries that result in more efficient bus routes
3. Student to teacher ratios (best)(lower) w/ future impacts
4. Access to advance school programs
5. Consistent AP or advanced HS programs
6. Consistent Curriculum
7. Safe school environment
- 8.

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

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

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

**Questions about the Process:**

1. How important is our voice once they develop the draft scenarios.
2. Will they give us exact boundary in options.
3. Will there be a cost impact associated with the boundary options
4. Unclear on how they are going to determine the final options. (Voting)
5. done by the School Board)
6. Results of the community response be published.
7. When is the study going to be implemented?
8. Grandfathering