

Question 3: What

do you hope the outcomes of this boundary review process will be? How could this review process positively impact our community? How could it negatively affect our community?

Favorable Outcomes:

1. Hoping Woodson pyramid remains and no neg. outcome; don't want to see a decline
2. If transportation is cut down it could create more time in classrooms but don't really know

Concerns:

3. If multiple changes are made, how long are they good for? Haven't been through the process for a significant amount of years.
 - ▶ Fear of losing quality of academics
 - ▶ Teachers would need to be hired for academic qualities; academic qualities does not decline when moving to another school
 - ▶ Is there room in the budget for these changes?
 - ▶ Focus seems to be on facilities and less of mental well-being of students
4. Would like to have option to remain w/one school instead of being forced.

5. Neighborhoods don't get split apart
6. Change of boundary is right solution to the problem
7. That everything will be taken into consideration and not early dismissed

8.

Facilitator: _____

Table: 1

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>Question 1:</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>General challenges:</p> <p>* 1. PROXIMITY / TRANSPORTATION (Same Issue; Most Imp. by ASD) - Ease of Access for Before/After School; Community-Building; Climate Change - Keeping Pyramids intact key</p> <p>2. TRANSPORTATION ENROLLMENT CAPACITY</p> <p>3. ACCESS TO PROGRAMMING ↳ Extremely vague & poorly explained; How would this be achieved across all programs (e.g. special academies currently only @ 1 location)?</p> <p>4. Solution is NOT Redistributing but a spreading out of programming</p> <p>5.</p> <p>6. → Crucial to keep pyramids intact</p> <p>→ Better for Stability across Elem/Middle/HS</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. Keeping pyramids intact should be a crucial driver of all decisions
2. Projected housing growth data (focus on Mixed Use/condo growth areas → most redistricting should focus on these, not single family home dominated districts)
3. Ffx County ^{Planning} Zoning
 ↳ Don't break up areas dominated by these
4. Magnet School location vs. proj. need & demand for such programming
5. Drive Time Data (establish max acceptable distance)
6. Walkability & feature mapping (Don't cross Interstates) (Safe Routes to School) Data if @ all possible, e.g.
7. Goals: Minimize changes in ^{current} boundaries; least disruptive to homeowners
- 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. Preserving communities, which are built slowly in comparison to boundary changes
2. Focus adjustments on reducing split feeder
3. Use process to ID other solutions beyond redistricting for existing problems → program, not geographic availability, e.g.
4. Create "Heatmaps" for these problems & for current solutions
5. More transparency from School Board re: how they are prioritizing
6. Bitter Resource Allocation
7. All at our table agree. Best outcome is solving problems without
8. Make programmatic ^{+ resource allocation} change Redistricting the priority

9. Emphasizing improvements in teaching quality at all schools → reduce inequities between schools that are driving over-enrollment for some

+ Minimization to kids/parents/homeowners + communities they invest their life + energies into

Table:

Facilitator: _____

Table: 1

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

Questions about the Process:

1. How will all data + analyses be shared during ~~the~~ + throughout process transparently + before March 2025 meeting? Publish everything from raw data
2. Growth projections/enrollment projections (on website) } to parent feedback
3. What other solutions to enrollment issues are being considered beyond redistricting?
4. Publish/announce weighting for each core criteria?
5. will you Consider alterations to your current timeline + phasing based on community feedback, your data + analyses?
6. (March 2025 is far too close → SLOW DOWN!)
↳ Will you share early implementation ideas + plans, at a pyramidal level?
7. ↳ Will you have a process for exemption or extension?
8. ↳ Will you consider extending 5 year cycles?

9. Will voters be given a chance to vote out current school board members between now + implementation? (i.e. referendum on this process) Next election is 2027

Graphic Organizer for Note Taker

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<p>Question 1:</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>General challenges:</p> <ol style="list-style-type: none"> <u>Proximity</u> → one family's kids have sig <u>split feeling</u> that leads to kids attending H.S. w/ few kids who they went to <u>Split Feeder</u> E.S. or M.S. to. The pyramid don't all feel consistent/equitable → difficult transitions <u>Transportation</u> - logistics of Roads. <u>QUESTION</u> → is there a policy that caps the amount of time spent on a bus. <u>Capacity</u> → concern this is the primary, unspoken, driver. Important - but shouldn't be the reason to "blow up" all of FCPS. <u>Programmer</u> = Maintaining standard access to resources that students already have to areas where they don't How do we provide input outside of these "data collection" meetings?
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Concern - what if there

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?

- Capact
- Enrollment
- Diversity
- Data Sources to Consider

Information to Include in Boundary Review

1. Property Value → devaluation when boundaries are changed, FCPS is NOT // should NOT work in a vacuum.
2. Services → if moved from a school w/ services to others.
3. Grandfathering - in the immediate versus taking time.
4. Mental Health insurance of the kid → a result of county - forcing changes → especially
5. Family Continuity - siblings able to attend same schools.
6. Engaging PTA's // Hosting Meeting outside of these meetings
le ~~PTA~~
Civic Associations, Planned Housing Developments
7. Collaborating for data - building // schools // → one should develop permits - information-making.
8. Transparency of what the data is and how it is used.
9. Technology // Service / Fault Accessibility → be able to fix

Facilitator: _____

Table: _____

Additional Note Space for Question 2:

10. lots of faculty ^{renovate} ~~rehab~~ —
→ How are they kept on track.
→ Accountability for time + \$.

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. Repeat Consistency + Minimizing Transport. Time.

2. Transparency in decision-making

3. Concerns that the input will be more negative than positive. We don't want "considered feedback" that is actually ignored in the lieu of a spot data process.

4. Recogniz. that a more gradual process is better for the community - not every 5 yrs. - need for Grandfather Program.

5. Consistency for kids/families + allow/ensure they remain on a single path rather than potentially being changed @ 5 yrs.

6. History + Community → but need time for kids/families to adjust (to include moving, changing priorities, etc) change every 5 yrs doesn't give time to adapt to change

7. Educational // Property Valuation shouldn't be shifted changed

8. Collecting Data to Justify a pre-existing path + using a consulting firm that isn't even based in VA.

9. Concern @ Residency // Property Values for those who don't have kids.

→ benefit for

→ specific improvement
Access
program

Table:

- Table 3 →
- Keeping neighborhoods together
 - Physical context, - No islands
 - How data being collected will be shared back (Ethical data)
 - Community options are realistic / viable
 - FCPS works in good faith

Table 2 → Travel time // proximity - no bus based passed other schools, systematic faculty research. Mental health - if physical works - don't break it. Communication between this + March. When do consultants meet w/ comm? Show not pre-baked, boundary shifting - 457 passed.

Table 3 - Safety of schools - Mental health - Parent participation

Table 11 - Don't break up families, →
- Engaging the community more,
- People who kids also impacted.
- What are boards priorities - end goal / intention

Additional Note Space for Question 3:

Facilitator:

Facilitator: _____

Table: _____

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

Any additional info to give a clear understanding of next steps? More mts?

Questions about the Process:

1. How will FAPS ensure transparency in this process? What meetings beyond those to "data collection" mts to discuss the findings. Transparency in data
2. When does this actually take effect? When would boundaries be redrawn? How will this be phased in.
3. Explain how decisions are actually being made? How is "equity" being defined.
4. What boundaries are actually being decided?
5. ~~How~~ How/when will the Regional team meet w/ communities before the data analysis.
6. How will criteria be weighted?
7. How is feedback being elicited/considered from parties (e.g. ~~residents~~, residents, property owners, etc) who do not have kids in FAPS. (Property value impact, etc)
8. How ~~can~~ can people get involved in the actual decision-making? ~~If not~~ → who are the people? Is it true they had to show sign an NDA?

Table:

Table 19 → Transparency / Process -
What data coming from -

What is the problem statement driving this.

Why are we not discussing the other challenges.

→ What other agencies are being engaged.

→ Managing money a student for high performing to lower performing school.

Table 21 - Comments Together → Sports, extracurricular, friendships

Minimizing boundary changes than a body necessary -

Studies show drop out rate ~~higher~~ u/more change

Standard Program across - APPE

Table 15 - More from school board @ city policy?

- What is phase in?

- Grandfathered? (From E.S.)

- Mental health considerations.

Table 31

- Transparency -
Catalyst → What is their background/expertise

Who was hired & do the job.

More agile approach to roll out - too large, too big.
One school @ a time

- long time to plan.

- What is the definition of quality / equitable.

Table 10

- Trust - experts/data

Concern @ many kids need - programs

voice of students??

Table 69

- Comments of friends & teachers -

- instilling fear / incentives in the comments.

Table 6 - ~~Agree~~ Boundaries should be set to accommodate aspects

don't do this every 5 years. Ethnic Attraction, PTA,

can track strategy? Incorporate popular density

- who is

- why not phased approach - priority student mental health.

Additional Note Space for Question 4

Facilitator:

Facilitator: Mary Beth

Table: 3

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. Impact on mental health for students, already ^{data} experienced ~~some~~ ^{major} disruption due to Covid → impacts of ^{School performance} ^{mental health} ^{literacy}
- ✓ 2. Communities already established (Little League, Scouts, etc) strong foundations - disrupting school zone disrupts involvement
3. Civic and community organization boundary lines
↳ residency requirements
4. Recommend getting data from PTAs + Civic associations
- Membership, anecdotal data, understand our neighborhoods
5. Political boundaries, voting precincts
6. Potential growth trends, housing + development
incoming industries
- ✓ 7. travel times
- 8.

Facilitator: Mary Beth

Table: 3 three

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 Mantua / Frost / Woodson Pyramid and community together - it works!
2. boundary adjustments that are focused on reducing split feeders
3. minimizing travel / transportation time
4. maximizing travel / transportation safety for students (students not having to drive on highways 445, 66)
5. parents, caregivers feeling a sense of input and transparency in all steps of boundary review process (including
6. data analysis and draft scenarios March-May 2025)
- under-
standing
7. what information / data is being prioritized by advisory board
8. enhanced sense of community - communication and celebration of our values + what brings us together as neighbors

Facilitator:

Mary Beth

Table:

3

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

Questions about the Process:

- ✓ 1. What data will be prioritized by the boundary review board?
2. ~~Do they~~ the consulting team have a data science team?
3. Why is FCPS not taking a more phased approach in favor of rip bandaid? How will FCPS mitigate negative impacts on student mental health?
4. What methodology is the consulting team using to analyze data?
5. How can the community |parents| caregivers gain access |insight to Advisory Board meetings |minutes?
6. How does the community |Parents|caregivers access data being considered by Advisory Board?
- ✓ 7. What does "equitable access to programs and facilities" mean?
8. If civic associations initiate data collection how do we submit it? To whom? How can we receive confirmation of receipt |review?

How are additional community meetings initiated? By FCPS |Advisory Board? By communities?

Facilitator: _____

Table: _____

Additional Note Space for Question 4

- How do boundary changes get implemented?
- ✓ - Will there be any ^{re}consideration of ~~the~~ already voted on procedures by school board?
- How are students' ideas and opinions being incorporated into the decision process?

Facilitator: Tetyana Radu

Table: 4

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. Only changing a child's school of attendance if absolutely necessary - consider the mental health of kids/not split existing communities
2. Data regarding new buildings/housing and impacts to attendance/capacity projections
3. Data regarding program offerings/locations
4. ~~Build~~ in capacity margin for future growth
5. Consider safety, walking-times; consider physical boundaries/highways/major roads
6. Data regarding property values - how will impact tax revenue if house values drop
7. Info regarding options - can kids be "grandfathered" in to a high school they are already attending
- 8.

Facilitator: _____

Table: _____

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

Favorable Outcomes:

1. Keep neighborhoods together / less splits (reduce split feeders)
2. Adding capacity systematically across ~~FCPS~~ FCPS to schools and decrease renovation time lines - by using data ~~and~~ re projections
3. Have same / more programs across schools / areas to offer equity - ie. add AAP schools or change AAP (way it is offered / what it is)
5. Reduced split feeders + ↓ travel times
6. A way for some groups, such as high school, to choose to stay till graduation
7. Save \$ to invest \$ elsewhere
8. Making a final decision (can be tiered) but not changing boundaries every 5 years - plan ahead!

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 choices when scenarios ~~are released~~ are released - can we vote?
↳ maybe a targeted vote by areas?
2. Transparency - how do you plan to ensure this? ~~can we~~
3. What is best way to get information to the consultants
4. Keep the feedback channel open - more back + forth discussion
5. We will be given insight to a rubric or criteria weighting system - are there criteria that are weighed more heavily
6. How to prevent special interest groups from impacting boundaries?
7. Will FCPS "rip the bandaid" of a tiered/slow approach (with a timeline)
- 8.

Facilitator: Amyr Showker
December 2, 2024

Table: 18

Graphic Organizer for Note Taker

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<p>Question 1:</p> <p>In the introduction, we explored various <u>challenges</u> 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>General challenges:</p> <ol style="list-style-type: none">1. General consensus is that the Item #1 (Uneven distribution of Students)2. the 2nd most highest challenge is that travel times longer renovations3. 3rd transportation times4. General pt: different families have different experiences, ie. some parents5. don't have long transportation times6.
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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. Timeline of rollout of this program. It feels fast.
↳ impacts ↑ to students
2. How this will be ~~phasing~~ phased for student, i.e. there be a "grandfathering" process
3. Assessment of community/neighborhood boundaries as a way to keep neighborhoods together
- 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:** for some families,
1. ~~Not~~ Not all families will be happy with the final ~~map~~ boundaries, so how in all FCPS lessen
 2. the ~~a~~ potential disruption
 3. Benefit: Better align SPED services, reduce transportation costs
 - 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. Need more details & info about interim steps
2. What is the data gathering metrics,
3. What is the transparency on the Boundary Community for the Superintendent
4. How will the data/info be released to the public
- 5.
- 6.
- 7.
- 8.

Facilitator: _____

Table: 19

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. impact on mental health for student/well-being
2. special education
3. academic continuity
4. community continuity
5. ~~with~~ will FCPS consider grandfathering students
6. enrollment projections
- 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. Keeping ^{school} communities together - Keep neighborhoods
2. teacher student ratios that help children
3. safe travel for the student
4. prioritize our students well being
5. strategically plan & slow down the alignment process
6. strongly weigh community input in decision
- 7.
- 8.

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

Questions about the Process:

1. What information are you using & how will you weigh each factor?

2. ~~Will~~ Will you share the data ^{hard} analysis with the community?

3. Will you consider grandfathering students?

4. What will you do with this qualitative data

5. Will there be a public notice of proposed changes?

6. Will you consider programming in the boundary review?

7. Will you move teachers & programming, including lang immersion AAP + special ed, if you move kids?

8. How are you defining equity?

9. What is your implementation plan?

10. Why is there no public vote on this decision

11. Is there a role for the children? and ~~students~~ teachers?

12. Who is the consulting firm?

Facilitator:

Bill Fulton

Table:

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Graphic Organizer for Note Taker

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Facilitator: _____

Table: _____

Additional Note Space for Question 1:

- Our school GBE is suffering from being
 - Attendance Island
 - split feeder
 - over crowded

<p>Question 2:</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>Information to Include in Boundary Review</p> <ol style="list-style-type: none">1. class size2. commute time3. transportation capacity4. process of conducting survey5. more family time6. social anxiety of going to new school7. efficient routes of transportation8.
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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. stop split feeding neighborhoods
2. shorter commutes/relocating to closer schools
3. consistency in GACC after school care
4. build stronger ties with community and opportunities
5. equal access to resources
- 6.
- 7.
- 8.

Facilitator: _____

Table: 55

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

Questions about the Process:

1. process for conducting survey

2.

3.

4.

5.

6.

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. Impact on mental health of school change to kids
2. Want to keep communities/neighbors together
3. Need good data further out to project future needs sooner
(would need to have zoning data timelines to plan realistically) (population density)
4. Individual school capacity as well as pyramid capacity to ensure one move won't create problems elsewhere
- 5.
- 6.
- 7.
- 8.

Facilitator: _____

Table: ~~1~~ 2

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

Favorable Outcomes:

1. no change
2. no split pyramid
3. minimize travel time to school
4. budget and resource optimization
5. Stay in schools budget house to go to
- 6.
- 7.
- 8.

Facilitator:

Table: 2

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

Questions about the Process:

1. how much community input actually going to be used
2. how is the citizen's boundary committee working and getting additional feedback
3. when can community see and review data and methodology used for changes proposed
4. once approved what is the timeframe for implementation
5. what is the grandfathering plan?
6. what is the weight of consideration for community input
7. Does the final outcome need to be boundary change or are there other options
8. how will this effect people placement process

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<p>Question 1:</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>General challenges:</p> <ol style="list-style-type: none"> 1. members prioritized all 4 priorities ↳ what are the additional priorities not shared in the packet 2. Homes are/were purchased based on established school zones 3. Enrollment capacity - FCPS should present where the school enrollment are balanced vs. off balance 4. Access to programming - how does redistricting effect resourcing for programming - look a comparison of delta of school netwep from current school to suggested school 5. timeline - should be slower to enable input 6. what are the full list of priorities
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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. Heavily weight Δ between current & suggested school
- home value
- student
2. transparency of process of how & why these decisions are being made
3. make school data, capacity/enrollment, programming, to be shared with parents
4. look/share what FCPS is doing with the county planners to solve problems with city rather than by moving students
5. 4 priorities are highlighted but ~~these~~ there are 7 additional priorities that aren't discussed presented - transparency of the priorities
6. what alternative solutions are being considered to address the priorities/problems than just redistricting students/schools
7. what are the current scores/data for each of the 11 priorities at each school?
8. what is the problem statement? what is the why?
9. Is a possible outcome of this process status quo or limited changes?

Facilitator:

Amy Goodie

Table:

49

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 school programming without degrading access for any student
↳ what is equitable Access mean?
2. Grandfathering of schools for students currently enrolled
3. ~~Elimination~~ Elimination of split feeders
4. If we knew the problem statement upfront (what are we trying to solve?) it is hard to envision the positive outcome of this effort.
- 5.
- 6.
- 7.
- 8.

Facilitator:

Amy Goodwe

Table:

49

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

Questions about the Process:

1. time line - slower, opportunities for feedback
2. more data - hoping this meeting would be more informative so that community members can provide more feedback
3. what is the ~~extra~~ criteria for changing the boundaries.
4. what does it mean to ensure we are going to capture feedback from all parts of the community
5. how was the decision made to select this consulting company
6. will draft proposals be available ~~for~~ for community feedback? Is there a public comment period?
7. ~~How are these meetings?~~ Will there be opportunities for these meetings to be hosted closer to the communities represented? 45-60 min drive restricts participants.
8. Will student voice be considered in this process?

Graphic Organizer for Note Taker

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<p>Question 1:</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>General challenges:</p> <ol style="list-style-type: none"> 1. class sizes (keep small) 2. more scientific process for predicting growth - conversations between county (building permits + school zoning system) 3. Special education classes/ sizes taken into consideration 4. Eliminate trailers from school. 5. 6. <p>- There was a change in zoning for/from assisted/senior living to family.</p>
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Mtg was not fair → you didn't hear from Westfields Pyramid. Only Mantua. → give us another mtg!!

Facilitator:

Narc Hoffmann

Westfields

Table:

21

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. IEP/ special education needs (space, staff)
2. Capture # houses sold in neighborhood to gauge potential families
3. Did you decide to purchase a home based on school assigned to neighborhood?
4. Proximity/radius - being close to school
5. Concerns from Mantua are very vocal and different than concerns from other
6. areas of the county
7. The point of pyramid mtgs is to HEAR from the Pyramid. TOO MUCH from Mantua.
8. #Notfair
give Mantua their non mtg instead of invading Westfields.

Facilitator:

Hoffman

Westfields

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. Remove wishful^{-thinking} questions (hope)
2. We hope that all of our children stay at the same school. (4/4)
3. ~~The~~ The Teacher hopes that class sizes go down.
4. Transparent process - do not want to be blindsided
5. Conversations with specific neighborhoods if something will impact.
6. Staggered slow change + take into account age of children/students
- 7.
- 8.

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

Questions about the Process:

1. Change FCPS Boundary Review Process
Error (Spring 2026 + Jan 2026) - timeline unclear/misleading
2. What happens after approval process? Will parents request pupil placements, etc.
3. When and how implemented?
4. Will middle school change/combine? (6-8 vs 7-8) Stone MS (example)
5. Will schools being re-built be larger to accomodate growing population?
6. Will there be an appeal process?
7. More detailed communication from School system
8. What is the make-up of the advisory committee? (parents/teachers)

Will this process have a pausing effect on schools already planning for renovation?

Who are the consultants?

9. How much does this process cost? - who
10. How often will boundary reviews take place?

Facilitator: Heather Mivety

Table: 6

Graphic Organizer for Note Taker

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<p>Question 1:</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>General challenges:</p> <ol style="list-style-type: none">1. Values and priorities should be expanded from the 4 provided2. Access to programs shouldn't be determined by boundary changes3. Proximity, travel time, and [safety for student access to schools] - Priority!4. Reducing islands5. Cohesiveness of communities should be maintained6. Boundaries are sustainable and stable as schools absorb natural ebbs and flows
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Facilitator: _____

Table: _____

Additional Note Space for Question 1:

Bussing capacity to shuttle students to 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. School capacity should be designed for flexibility
2. Mental health impact on students - Just 1 move can impact drop out by 50%
3. Fix unpopular schools instead of fixing the boundary
4. Take into account development density instead of current population density
5. High community and parent volunteer rates, happiness with the current pyramid. Breaking this breaks strength of community
6. Mantva programs with high Pine Ridge involvement - Basketball league, Pool, Turkey Trot, etc.
7. Early community input before craft and draft scenarios
8. Transparency of data from 3rd party advisors

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

Favorable Outcomes:

1. Keep the school boundaries the same
Keep neighborhood cohesiveness
2. Fix the problematic schools, not the zones / boundaries - don't create new issues
3. Stimulate investment in underserved schools
4. What does equitable access mean? Where does the funding come from? How does the boundary change affect this?
5. Renovate Mantua Elementary
6. Maintain stable relationships of current communities
7. Don't repeat the boundary review process in 5 years
8. Remove tension from boundary so both sides are considered favorable

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

Questions about the Process:

1. More transparency from 3rd party advisors of priorities, data, premises, etc.
2. What data/premise supports 5 year boundary reviews?
3. What weight is given to each of the 4 priorities?
4. When will consultants meet with the community members impacted?
5. The Pine Ridge neighborhood is 350+ homes - their opinions should have equal measure/weight to a condo community
6. Why is FCPS not taking a more phased approach instead of a single big fix?
- 7.
- 8.

Graphic Organizer for Note Taker

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<p>Question 1:</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>General challenges:</p> <ol style="list-style-type: none"> 1. Access to schools, reducing geographic distances making it easier for students and families 2. Impacts of being assigned to a poorer performing High school will impact family, tough decisions to leave district and go private 3. Association Being associated with a low performing school will impact home values. People choose / own property based on schools. 4. Transportation, reducing times in transit to schools, to assist with travel for clubs, and after school activities 5. Making advanced programs more accessible / closer. 6. Consider the mental health of the children. Breaking up communities, losing friends
---	---

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. Socio-economic background; consistent exposure to keeping neighborhoods / communities together
2. Demographics
3. Availability to extra-curricular activities; programs, clubs
4. Enrollment size of student body
5. Time / distance to travel to school, traffic patterns impact getting to the school for pickup, especially in emergency
6. What options can be presented to families who would be severely impacted by a school change. Are there compromising options to accommodate those families. Grandfather clauses...
Transition period.
- 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. No ~~change~~ Change.
2. Schools (high school) that is closer
3. Equity of programs, to more residents in the district
4. Balance of services to more residents who need it.
5. Balance of Academic performance. Concentration of High performing students and programs make some schools too competitive and others not competitive enough.
6. Creation and support of more "clubs" to provide spaces who get cut from more limited extra curriculars, i.e. ^{sports} teams who cut kids that want to play. JV soccer vs V soccer vs club soccer → in some schools but not all.
7. Making assistive programs (i.e. food/lunch programs) equally available to all schools/assistants (consistently)
- 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 many more engagement opportunities will the community have to contribute to the data collection and post analysis results/options?
2. ~~There is no~~
3. What impact does user feedback have on the draft scenarios and school board decision?
4. Is there an email to send additional thoughts/questions?
- 5.
- 6.
- 7.
- 8.

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. Transportation / proximity. Build on to school.
2. Approve building capacity before moving students.
3. Improving transportation rather than moving students.
4. Preventing overcrowding. Less use of trailers, class size etc.
5. Students waking up 5-6 am to get on bus for school. Time for after school activities + sleeping enough to be alert for school.
6. Traffic congestion.

Facilitator: _____

Table: _____

Additional Note Space for Question 1:

- Bus overcrowding



1

Proximity

2 Transportation

2. Enrollment

Access to programming

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. Students (mental health state w/ potential shifts)
2. Walking trails were built for students to access schools. Alternative routes. Not using distance measurements but do the students have safe routes to get to school.
3. Not breaking up neighborhoods.
4. Utilizing PTA to help voice parents / community opinions to school.
5. Factoring in current building projects / future housing projects.
6. Teacher salaries / staff turnover.
7. Minimize middle school split off. Student engagement / feedback of possible school changes.
- 8.

Facilitator: _____

Table: _____

Additional Note Space for Question 2:

Evaluating programs on attendance. Eliminate ones that could be moved to hybrid/online if it could create more in person space.

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 consistent opportunities for students
2. Continuation of smaller community schools.
3. Better projection for county if new/more schools are needed. For capacity needs. Assessment of needs for renovations.
4. School / building ^{permits} collaboration.
5. ~~Adjust~~ Maintaining consistent school pyramid structure.
- 6.
- 7.
- 8.

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

Questions about the Process:

1. What is the timeline for execution in the plan? Are students grandfathered in?
2. County wide vs only districts being rezoned? Could pyramids totally be reworked?
3. Where/how is data being utilized in reworking school zones?
4. Will public have access to data collected/dashboard to view.
5. How will fcps notify community of movement in the review process?
6. When will we hear output from across the district? Will news be consolidated by district?
- 7.
- 8.

Graphic Organizer for Note Taker

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is NOT a divider

<p>Question 1:</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>General challenges:</p> <p>1. Travel time on bus - look at traffic patterns and drive time during rush hour - this will also impact ability of kids to participate in school activities</p> <p>2. like drama, sports, etc.</p> <p>3. Split feeder schools & attendance islands - focus on areas in western reaches that are in other islands</p> <p>4. Respect natural boundaries - major roads like Beltway Gallows Rd. → make it <u>unsafe</u> to walk or bike to school → again impact participation in school activities</p> <p>5. Mental health impact to kids! These are <u>big</u> changes that will impact them! <u>COVID</u>, friend groups, other community incident</p> <p>6. Increase rate of renovations - school bonds, community fund raising → These are needed to help renovate and keep up with rising population density challenges</p>
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Facilitator: _____

Table: _____

Additional Note Space for Question 1:

→ Publish drive times for decisions! How will you share data?
would we ever consider grade adjustments? re MS 6-8

★ Consider new AAP center or moving to an under utilized school

Facilitator: Meredith Littleton

need phased approach if change. Table: 5

too much change!

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. Impact of mental health → already covid, now this? consider volunteer rates of parents too! need ability for easy parent involvement.
2. What are the sports team boundaries? we want our kids to stay with their friends for sports, clubs etc.
3. Need EARLY community input to address concerns & feedback
4. include upcoming housing development data for data population! Don't create new population issues - think about neighborhoods not built yet
5. again traffic patterns → show data and proof
6. our community is a community of trust - this is hard to data-tize and has huge benefits to mental trust! This includes the full mantua school zone! DO NOT Redistrict mantua!
7. I went to mantua, Frost and Woodson and lived this first hand and want ~~to~~ to keep this community for my kids
8. our kids were already impacted by pandemic!

avoid the ping pong! ←

Facilitator: _____

Table: _____

Additional Note Space for Question 2:

* Teachers are part of our community → don't take our kids away from teachers they know and trust and ac

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. New AAP center - or a center for each school - will free up a lot of classes at Mantua
2. Keep Mantua/First/Woodson pyramided together - it works! community of trust!
3. Renovate our schools! Decreasing renovation time will improve our schools → can do bonds/community fundraising
4. Boundary adjustments must be focused on reducing split feeders
5. Minimize transportation/travel time impacts!
create SAFE commutes - avoid Beltway and fallens crossing
- 6.
- 7.
- 8.

Facilitator: _____

Table: _____

Additional Note Space for Question 3:

* minimize boundary changes unless 100% needed! It will impact kids if they have to change schools

Facilitator:

Meredith Littlejohn

Table:

5

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

Questions about the Process:

1. How will you share data to support each scenario?
How is everything weighted? ~~How will data, methodology, and~~ How will data, methodology, and analysis supporting each scenario be shared?
2. Define equity or ask us community to define
3. Intervention on mental health impacts
4. Will this be phased if a boundary change occurs? → negative if not phased!
5. Will grade groupings be considered? ie ~~impact~~ MS grade 6-8
6. When will we meet to review data analysis? want more before March 2015
7. Who ~~is~~ are decision makers - share names! and emails qualifications (and address) do they have kids?
8. How will you mitigate any negative impacts to our kids?

9. who makes up superintendent's advisory group? Is their info public? what are their interests and qualifications?

Facilitator: _____

Table: _____

Additional Note Space for Question 4

- How is FAPS thinking about negative impacts to schools' implement a community division? opposite of question 3.
- What is being done to address this without changing boundaries?!
- How to address if you take a child from a high performing school to lower performing school and impact to child?
- Who are the contractors doing this job? What qualifications? Do they have any bias?
- Are we speaking to students to understand their input, feelings, etc.
- Why has the frequency of the boundary divisions evaluations been ~~discussed~~ ~~discussed~~ ~~discussed~~ discussed to occur every 5 years?
- ~~What~~ when are the qualifications of the consulting firm for this type of study going to be published?

Facilitator: _____

Table: 9

Graphic Organizer for Note Taker

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<p>Question 1:</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>General challenges:</p> <ol style="list-style-type: none">1. Numerous split feeder schools2.3.4.5. Uneven distribution of students due to under- and -over6. Pre-K - lack of space
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Facilitator: _____

#1 Do ^{not} ~~make~~ ^{families} ~~decide~~ who are already enrolled in a school until they graduate that school OR submit 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. Per an NIH study moving children can disrupt routine and affect parental relationships
2. & also limit the extent to which parents can rely on social networks to gain knowledge about local schools.
- 3.
4. Social transitions can also be difficult for children as they enter new landscapes with well developed cliques. Research has shown children that have been
5. moved tend to be more socially
6. isolated & less involved.
- 7.

→ We need to wait to move kids around after the trauma of covid!

Please do not move/uproot/change student who are in a school because that has very negative psycho social effect on the student.

Students at all schools have identity to the school and spirit for the school. Breaking that apart has huge negative impact on kids.

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. Avoid Split feeder + keep kids together.
2. Family and kids have met friends and don't want to disrupt them.
3. Children should be able to stay in school that they started in because of relationships
- 4.
5. We want an opt-in or opt-out. and limited disruption.
6. They need to keep our community together.
7. This about being in a cohesive pyramid. work on split-feeder 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. Transparency (process and expense of Texas consultants)
2. E-mail everyone not just people who have kids in the school.
3. Inclusiveness.
4. ~~When will you~~ How often will you update us.
5. We want to do independent study.
- 6.
- 7.
- 8.

Graphic Organizer for Note Taker

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---	--

<p>Question 2:</p> <p>Based on your experience as a parent/caregiver and/or community member, what are some important <u>data</u> or <u>insights</u> should we consider?</p>	<p>Information to Include in Boundary Review</p> <ol style="list-style-type: none"> 1. Facility capacity 2. GIS Data on student location - include qualitative data: ✓ 3. ↓ identify goals earlier in the process 4. community data - not only raw data civic survey. 5. Transparency in the 6. show traceability between community input to raw data to requirements. ✓ 7. Transparency 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. Timely implementation - Define early to citizens
2. Learn from process for future decision criteria on boundaries
3. Consider kids / education disruption (minimize)
4. What is the cost ^{of the review} to the community, or unintended consequences:
5. Budget percentage ~~for~~ for this review - cost.
- 6.
- 7.
- 8.

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

Questions about the Process:

1. Data sources transparency
Share the Metrics to community; Also show weighting ✓
- 2.
3. Will you reach out to community organizations? which ones?
↓
~~the~~ on programs
~~from~~
4. Post results - on going basis - transparency
- 5.
- 6.
- 7.
- 8.

Facilitator: _____

Table: 7

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. Impact on mental health for students
2. Proximity of neighborhoods to school and having contiguous communities, high community + parent volunteer rates, happiness
3. w/ current pyramid
4. Early community input (PTAs, civic associations, etc) before "Craft Analysis + Draft Scenarios"
5. Include upcoming housing development data for population density
- 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. Keeping Mantua/Frost/Woodson pyramid and community together - it works
2. Decrease renovation wait times & prioritize Mantua + Woodson. Address capacity
3. systemically across FCPS using CIP funding allocation
4. Boundary adjustments be focused on reducing split feeders + minimizing
5. travel/transportation time
- 6.
- 7.
- 8.

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

Questions about the Process:

1. When will consultants meet with the community organizations before March 2025/
2. Best way to provide information/data? ^{Data Analysis?}
3. What does equitable access to programs and facilities mean?
4. Why is FCPS not taking a more phased approach in favor of rip bandaid?
5. How will FCPS mitigate negative impacts on students mental health?
- 6.
- 7.
- 8.

Graphic Organizer for Note Taker

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<p>Question 1:</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>General challenges:</p> <ol style="list-style-type: none"> 1. attendance islands; split feeder schools → proximity and transportation are priorities 2. focus on community + keeping contiguous communities together in same pyramid 3. increased travel times for students caused by current school boundaries (i.e. Fairfax station) → transportation 4. reduce facility renovation wait times + high cost → capacity 5. equitable access to programming - i.e. we bound bay lines from AP pyramid → IB pyramid students lose access to their existing programs by moving to another pyramid in H.S. → consistency + equitable programming 6. Bike + walk options - safe - avoid major highways + divided highways
---	--

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 neighborhoods to schools; having contiguous communities - caregiver + community concern
 2. - mental health of students - research (many studies) show reduced graduation rates with a single move K-12 -
 3. - where do students get a voice? in this process.
 4. - Early community input before "craft analysis" and "craft scenarios"
 5. - include upcoming housing development data for population density - Community concern
 6. - high community and parent volunteer rates -- difficult with longer distance from community - especially w/ caregiver + parent ability
 7. - changing schools will likely impact student performance negatively -- affect mental health in a time when students are experiencing high rates
 8. of anxiety
- Consider parent choices when moving to a community for their children.

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. - Return to Community attendance in some pyramids
 2. - Keeping mantle - Frost-woodson pyramid + Community together - it works
 3. - transparency of what data is being considered + weighting of criteria:
 4. - reduction of renovation wait times + priority over capacity schools -- mantle + woodson
 5. - address capacity systematically across FIPS using CIP funding allocation
 6. - Boundary adjustments be focused on reducing split feeder + minimizing transportation / travel time
 7. - Bikeable/walkable ~~distances~~ distances + safe routes for middle school + high schoolers - within community - contiguous communities
 8. - military communities impacted - kids already changing frequently - Fairfax has large military population
- look at each region individually - transportation, access to programming, are different across regions, proximity, enrollment capacity.

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

Questions about the Process:

1. When will consultants meet with community organizations before our 2025 analysis?
2. Best way to provide information/data to communities - transparency
3. What is the weighting of the criteria for the decisions? For each boundary?
4. What does equitable access to programs and facilities mean?
5. Why is FCPS not taking a more phased approach? Can we not be more effective looking at fixing attendance islands first?
6. How will FCPS mitigate/invest/program for increased mental health needs of our students?
7. How is FCPS calculating enrollment projections? Accounting for development planned/approved? Multifamily households? Major shifts in demographics?
8. Can we redo the ^{strategic} master plan/ICP to reduce renovation timelines?
9. What are the clear goals here?
10. Isn't relooking boundaries every 5 years reactive? vs. changing the strategic plan?
11. Why do new communities from new development win a around boundaries get priorities over long term communities?

Facilitator: _____

Table: _____

Additional Note Space for Question 4

Why is development / adequate facilities not considered when they are contributing to growing capacity?

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. Baseline boundaries to get schools as close as possible to capacity.
2. Don't give outsized emphasis to certain schools
3. Don't try to solve demographic problems by bussing long distances
4. Future enrollment should be considered
5. Consider cohesion of community in keeping kids together
6. grandfathering - high schools (and Elementary?)
7. Lessons from Loudoun county? How do they deal with frequent changes?
- 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. Any proposed option is viable and in good faith. (No shadow decisions)
2. more efficient distribution
3. minimize construction - ~~deserts~~ only in response to age, not overcrowding.
4. Keep geographical and peer groups +
5. Communities Together.
- 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 they share out the data collected?
2. What other data, should be or will be collected?
3. Consider current boundaries and current enrollment stats.
4. ~~What~~ who will be the stakeholders or decision makers in the draft proposals? Students, parents, other homeowners, consultants, staff?
- 5.
- 6.
- 7.
- 8.

Facilitator: _____

Table: 36

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>Question 1:</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>General challenges:</p> <ol style="list-style-type: none">1. Split Feeder Schools - to eliminate2. Travel time - driving past H.S. to go to a different HS3. Home Values (\$\$) - changing schools can decrease the value of some homes (ex. Vienna going to South Lakes)4.5.6.
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<p>Question 2:</p> <p>Based on your experience as a parent/caregiver and/or community member, what are some <u>important data</u> or insights should we <u>consider</u>?</p>	<p>Information to Include in Boundary Review</p> <ol style="list-style-type: none">1. <i>Mental Health</i>2. <i>It should be all based on <u>Population</u> in that area not monetary</i>3. <i>Proximity of neighborhoods</i>4.5.6.7.8.
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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. Keeping our school pyramids together
2. More AAP at E.S. so less going to other school
3. Accountability of the people incharge
4. How are you looking at the under performing schools + solving that problem not focusing on moving performing schools there to the under performing 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. Whose on the advisory ~~community~~ ^{community} & where does the community gets to meet them
- 2.
- ③ 3. What data are you actual using
Please give actual numbers/spreadsheet with the "data" instead of just saying "data is being used"
- 4.
5. Can we see the historical data of how things turned out (made school better or didn't change)
- 6.
- ④ 7. Transparency
8. Equity vs Equatable

Facilitator: _____

Table: 36

Additional Note Space for Question 4

(*) Travel Time - what is a bad travel time distance?

Graphic Organizer for Note Taker

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<p>Question 1:</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>General challenges:</p> <ol style="list-style-type: none"> 1. - student commute time, distance, proximity. - keeping communities together, same teachers, same friends 2. - that programming meets child where they are. - capacity - community centers → youth leagues, community ctr classes, 3. girl scout troops, etc. - keeping continuity with kids already in schools. 4. - advanced academic programs being bussed in → could they be better served at other schools? - capacity, continuity, equity 5. - capacity is a huge issue - how numbers work together - i.e., school is not technically at capacity, but too many kids are in the class to be effective. 6. - logistics - kids in different schools is a nightmare for parents & FCPS staff → those who work at a late bell school & kids go to an early bell school.
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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. - Priorities are data-driven, misses the human-driven piece. Meetings should occur at each individual school. Localized data vs bulk data.
2. - Solution need to fit each local community.
 - Bus rides are a huge issue. Long bus rides led to nausea. Eliminate AAP centered schools. Require AAP at every school.
3. - AAP centers are important. |
4. - Programming at schools ~ AAP, IB, special ed and bussing concerns.
5. - Minimizing disruptions to communities to adjust for capacity.
6. - student voice ~ those in AAP, and those not.
 - faculty input, NOT administration
7. - ~~to~~ twice-exceptional kids ~ where are ~~these~~ their needs best served?
- 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. - Actual information. Meeting minutes. Transparency
- See how mtg minutes & input directly led to the outcome.
- 2.
3. - accountability. upset to be outsourced to consultants & not democratically-elected representatives.
4. - Scrutiny on recommendations.
- Move into on the post-analysis.
5. - Feels like outcome is pre-ordained.
- This mtg brings together ppl of all different schools. Would rather give feedback in mtg of parents of same school.
6. * Frustration w/ this process.
7. - Opportunities to lift up solutions that work. Develop relationships w/ developers, address affordable housing.
8. - Whose voices are not here? single parents, ~~is~~ needy families, etc.
- Can boundaries lead to stronger communities?

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

Questions about the Process:

1. How do we get involved again in stage 2?
Will the impacted schools & communities have a chance to discuss together?
2. What is the criteria for making decisions?
How much flexibility is there in the proposed recommendations & when are the times to affect change?
3. Will there be opportunity for looking at maps, households to see what changes are?
4. Will phase 2 meetings be at every school or District-wide again? (District-wide is not useful!)
5. What will implementation look like?
Is this too much change? i.e. changing bell schedules, changing schools.
6. How does this impact CSS schools?
7. What is meant by equity to programs & facilities?
How are the priorities weighted?
8. How will federal funding & potential loss impact this?
How will impact to property values influence this process?

Graphic Organizer for Note Taker

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10 min / per?

Proximity
Transportation
Access to Prog.
Enrollment/Capacity

<p>Question 1:</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>General challenges:</p> <ol style="list-style-type: none"> 1. Enrollment Capacity ✓✓✓ all important 2. Proximity ✓ <ul style="list-style-type: none"> • lower classroom sizes are important (ideal 20-25 at elem) • split feeders is a concern • discussed access to programs 3. 4. 5. <ul style="list-style-type: none"> ↳ elem (15-30 min) ↳ middle (30 min) ↳ high school (30 min) 6.
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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 Run (length of travel time)
2. Proximity to School (miles away from school)
Zones (some are more congested) -> population density
3. Enrollment/Capacity & current housing w/ student projected enrollment (10 yr minimum projection)
4. Demographics
5. Transient Population
6. Capital Improvement Plan -> future building
7. Home ownership vs apartments vs senior living
- 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. Lasting impact not short-term impact
2. ↑ Quality at all schools → AAP & academies
↳ access to programming should be at all schools
3. "Virtually" Connect to academies
4. eliminate "stigma" from some schools
5. hopes to equalize membership to lower class sizes
6. eliminate islands → strictly based on distance & density
7. equalize demographics & socioeconomic population
- 8.

Facilitator: _____

Table: _____

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

Questions about the Process:

1. "Grandfather" students → elem, middle & high school
2. Possible outcome → additional buildings to be built based on this data
3. How will families receive communication throughout the process?
4. Can families appeal to remain?
5. How often can we expect boundary changes forthcoming?
6. How will we ensure adequate staffing at each school?
- 7.
- 8.

Facilitator: Lisa Madeja

Table: 33

Graphic Organizer for Note Taker

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<p>Question 1:</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>General challenges:</p> <ol style="list-style-type: none">1. Students established a community with alignment of schools pre-K-hschool. Families develop a network within the community; it will impact the transportation and organized structure. Neighborhoods remain intact!2. Siblings should be experiencing the same pathway. It will disrupt families to have siblings at different schools. (i.e. freshmen and seniors should be able to stay in that school)3.4.5.6.
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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?

IS F

Information to Include in Boundary Review

1. Families choose/purchase~~ing~~ houses based on proximity to schools. Within a dense ~~area~~, it is critical to value location.
2. Schools connect to the towns in close proximity. Holidays and activities are established with rich traditions for students. Disrupting this path impacts student's social connection.
3. With mental health impacting youth, FCPS must consider how school community and traditions correlate to ^{students'} needs.
- 4.
- 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. We hope our neighborhoods are not changed.
2. Schools should be renovated to manage growth.
3. Schools should consider creative transportation paths to maintain communities and district regions.
- 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 FCPS working in concert with mental health advocates to cushion the disruption for students?
2. As a teacher, educators are able to consult previous teachers to support and understand students' needs? How will this process be streamlined?
3. Is there a plan to develop more schools based on new neighborhoods and overcrowded schools?
4. Does the ~~community~~ school system "move" students based on a desire to boost academics in poor subgroup school?
5. Has LCPS already crafted ^{new} boundary lines prior to consultation?
6. How can we incentivize citizens to ~~live~~ live in ~~shorter~~ less enrolled ~~schools~~ schools?
7. Students should not experience a reboundary shift every five years. How do we remedy this possibility?
8. How does the SIP plan directly account for funding needs in each school?

Graphic Organizer for Note Taker

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<p>Question 1:</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>General challenges:</p> <ol style="list-style-type: none">1. Numerous split feeder schools and attendance islands2. Increased travel times for students caused by current school boundaries3. Longer facility renovation wait times and higher costs4.5.6.
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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. Impact on mental health for students
2. Proximity of neighborhoods to school and having contiguous communities, high community and parent volunteer rates, happiness w/ current
3. Pyramid
Early community input (PTAs, civic associations, etc) before "Craft Analysis + Draft Scenarios"
4. Include upcoming housing development data for population density
- 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. Keeping Mantua/Frost/Woodson pyramid and community together - it works
2. Decrease renovation wait times and prioritize Mantua + Woodson. Address capacity systematically across FCPS using CIP funding allocation
3. Boundary adjustments be focused on reducing split feeders and minimizing travel/transportation time
- 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. When will consultants meet with the community organizations before March 2025/Data Analysis?
2. Best way to provide information/data?
3. What weight is given to each boundary ~~review~~ core criteria?
4. What does equitable access to programs and facilities mean?
5. Why is FCPS not taking a more phased approach in favor of rip the band aid? How will FCPS mitigate negative impacts on student mental health?
- 7.
- 8.

Graphic Organizer for Note Taker

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<p>Question 1:</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>General challenges:</p> <ol style="list-style-type: none"> 1. small classroom sizes / building capacity 2. neighborhoods should stay together. Elementary schools currently break apart in middle + high school. - consistent pyramid - A group being pulled out to attend a different middle school. Keeping friends together. 3. commute time. when they're on the bus they're not learning 4. academic programming; have access closer by (AAP/immersion) 5. 6.
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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. not a single family home in one boundary that exists. you can't mix neighborhoods that aren't next to each other.
2. how do you create that equity? demographics - some districts are skewed. balance them out.
3. you're establishing communities, ~~and then breaking them apart~~ and then breaking them apart. (if you change boundaries)
4. data = free + reduced lunch
 - = renters vs. owners
 - = test scores
5. = distance to travel / commute
- 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 consistent pyramids; leaving neighborhoods/communities that are currently established.
2. an entire elementary school should go to the same middle school, and then high school.
3. Create a ~~strong~~ ~~academically~~ ~~strong~~ academically strong student population.
4. if change happens, the timing of the change
5. re-start in middle school rather than high school completely new/natural transition point
when would cohort transition happen? prefer for it to stay + finish out elementary/middle/h.s.
6. making sure resources stay as they are — AAP level 1, 2 or improve. ESL / teacher support
- 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. Who is on the committee? how were they picked?
2. Are there other ways to provide feedback aside from these community meetings?
3. Once the draft scenarios are released, ~~can we~~ how can we impact decisions?
4. Can we access all scenarios/drafts shown to the committee / school board / superintendent?
5. Will the loudest / squeakiest wheels get the movement?
do the decision makers realize the impacts of their decisions?
6. make decisions w/ data + not just the loudest / most vocalized group. (Langly)
7. Are there any plans to construct new schools?
with Dunn Loring + its opening / timing, will boundaries change again?

Graphic Organizer for Note Taker

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<p>Question 1:</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>General challenges:</p> <ol style="list-style-type: none"> 1. MAINTAINING ACCESS TO PROGRAMMING OPPORTUNITIES 2. ACCESS TO AAP SHOULD BE INCREASED INCREASED NUMBER OF AAP MAGNETS TO OPTIMIZE CAPACITY. 3. ELIMINATION OF SPLIT FEEDEE STRUCTURES IN AAP MAGNETS 4. LEAVE ESTABLISHED COMMUNITIES, THAT ARE LESS LIKELY TO INCREASE DENSITY, AND FOCUS BOUNDARY 5. CHANGE EFFORTS ON AREAS WITH BROAD DEVELOPMENT PLANS IN PROGRESS. 6. PROXIMITY TO ELEMENTARY SCHOOLS IN SITUATIONS WHERE PROXIMITY VARIES BY GRADE LEVEL KEEP BOUNDARIES AS IS.
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PROXIMITY TO SCHOOLS CANNOT BE THE KEY DRIVER/FACTOR IN STRUCTURING BOUNDARIES; ROUTING IS IMPORTANT

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. UPDATE of RENOVATION PLAN QUEUE / CAPITAL IMPROVEMENT SCHEDULE / BUDGET COMPLETED BEFORE REVIEW
 2. PHASED IN IMPLEMENTATION TO MINIMIZE IMPACT ON STUDENTS / COMMUNITY DISRUPTION
 - BY PERAMIO
 - BY REGION
 - 3.
 4. SAFETY of BUSING / CROSSING ROUTES TO AVOID MAJOR HIGHWAYS / INTERSECTIONS
 5. REMOVAL of ATTENDANCE ISLANDS THAT CURRENTLY TRANSPORT CHILDREN AWAY FROM THEIR COMMUNITIES AND RESIDENTS
 6. REDUCES EXISTING
 - 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. INCREASED FOCUS ON RENOVATION EFFORTS AND/OR DEVELOPMENT SCHEDULE for NEW SCHOOL BUILDINGS
- 2.
3. INCREASED # of AAP MAGNETS TO ELIMINATE SPLIT FEEDER STRUCTURES
- 4.
- 5.
6. MAINTAIN ESTABLISHED COMMUNITIES WHERE DENSITY IS UNLIKELY TO INCREASE AND focus EFFORTS
- 7.
- 8.

Graphic Organizer for Note Taker

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<p>Question 1:</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>General challenges:</p> <ol style="list-style-type: none"> 1. Attendance zones contiguous, no islands 2. Transportation times reduced, proximity 3. Renovation planning, scheduling, for the existing facilities should be prioritized over moving students 4. Programs available should be provided in locations that make sense. Consistency among the schools should be prioritized, instead of moving people to different schools. 5. Consistency with existing boundaries should be a priority 6. Predictability going forward, for proximity, student network
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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. Proximity, transportation times to / from the school
2. Disruption to the students + their social connections
3. Data on results of this process from other school counties that reviewed their boundaries in the past
4. Facilities renovation scheduling + planning + timing, to take into account changes in population in areas over time + anticipated
5. Predictive data that anticipates new home construction
6. Satisfaction levels with current facilities even if over capacity; Satisfaction with modular structures
7. Data sources should include PTAs, civic associations, 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. Decrease renovation times for schools where it has been a long time
2. Minimized shuffling everyone around to different schools
3. Keep what works, the boundaries now helped lead to FCPS be so good
4. Remove / ~~sp~~ reduce split feeder schools
5. Reduced proximity and transportation times, which is also safer because less time in transit
6. Contiguous attendance boundaries, no islands
7. Transparent & predictable process for boundary review going forward
8. Consistency with existing boundaries as much as possible

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

Questions about the Process:

1. Will there be an opportunity to provide ideas on specific school boundaries?
2. Why isn't there an opportunity to provide feedback before the Draft Analysis + Draft Scenarios stage? (on specific boundaries)
3. Will the feedback from these community outreach meetings be made public?
4. Are there plans to meet with smaller community groups?
5. How will the negative mental health impacts to students be mitigated?
6. Where is the location to see all the info on the process as it gets updated? Will it be shared?
7. What is the weighting of the Review Priorities, and how is that determined?
8. Will the data collected by the County during this process be shared?

Facilitator: Austin Bui

Table: 11

Graphic Organizer for Note Taker

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<p>Question 1:</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>General challenges:</p> <ol style="list-style-type: none">1. Proximity & Transportation: Due to current boundary, children doesn't attend the closest school. 10-15 minutes VS 15-20 mins2. Access to Programming, Transportation, Proximity3. Proximity, because elementary school programs wouldn't be so different.4. Minimizing impact to families and children affected.5.6.
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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. Surrounding neighborhood consensus. Need opinions of majority (community consensus)
2. Do all Fairfax County schools offer same programs at each school
Enrollment count + program utilization.
3. How many families have opted out to send their kids to other school because the school doesn't offer the same program.
+ How many households are going to be added to current schools with new developments in place (Town homes, Single houses, etc...)
4. ~~How~~ Collect student grade and test (performances) for those who have moved to a different school. How it impacted them academically + emotionally.
5. Polling ~~of~~ affected students from boundary changes
- 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. Keeping the kids together with those whom they grew up with.
2. Giving those who are impacted by the boundary change to have a choice to stay with the current school
3. Minimize the travel time.
4. We hope the outcome of the process will not be disruptive to parents and children and negatively impact children socially and academically.
5. Please keep Proximity and current pyramid structure.
- 6.
- 7.
- 8.

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

Questions about the Process:

1. Specifics of rezoning.
2. ~~What's FCPS's boundary rezoning?~~
Are there
3. As part of transparency, it would be great to understand how the feedback was taken and what/
4. how did the prioritization occur.
5. How can ~~provide~~ all community members get notices of these changes rather than just FCPS families since there are expectant families or people expecting to send their kids to a certain school zone?
- 6.
7. How do we get informing of the proposal of rezoning boundary along away every step
8. Letter mail ^{every step} to all resident in the area affecting by the rezoning.

Graphic Organizer for Note Taker

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<p>Question 1:</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>General challenges: Minimize changes - ONLY NECESSARY</p> <ol style="list-style-type: none"> 1. Proximity - Attendance islands - too much change has occurred (Cond/Pandemic/Virtual) 1.A Sibling Priorities! Take in consideration sibling and logistics Multiple activities Communication Parent teacher conf night 2. Not having multiple splits per Elem/Middle/High -one split - not many 3. Transportation - not commuting across major highways Not asking families to shift and align. 4. Requesting longer runway for community family planning 5. Minimizing changes for families - Continuity Prioritization 6. Proximity - Being aware where communities are build + not based on geography / example Lemon Rd Elem - a portion aligns to Mclean vs Marshall <p style="text-align: right;">TRANSPARENCY</p>
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Questions don't align to feedback or priorities - who defines equity - access opportunity vs outcome

Who and how many on advisory board? Which Consultants

- how were they selected
- what other data is being used


Additional Note Space for Question 1:

- No Mission Statement

- Goal

Roll out in phases to learn from process - don't try to do this all at once.

Minimize impacts



F County is a very unique county and kids under lots of stress academically, athletically and change will have major impact. Do the researchers have unique understanding of FC. challenges and involvement & student stress.

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 are draw backs from taking Top down approach from HS, MS, Elem.
2. Kids and families shouldn't have to have multi ~~the~~ splits. One split after elem school vs again in middle or high.
3. Natural Geographic boundaries should be prioritized. Main highways are unsafe, especially when kids are trying to get across major highways
4. Social emotional impact of impact sibling
5. Kids have to travel further for friend groups.
6. Research across other countries / social scientist data what are the processes. How do we benchmark to similar countries.
7. Timeline should be increased.
8. Home prices impact to shifts

★ Huge impacts still from Covid and emotional social impact on kids. Why so quick to go through more change.

Research ~~which~~ based on ~~social emotional data~~ - research from similar large scale Δ 's in other countries. Military cohorts.

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 opportunity without negative impact to community and home price.
2. Phased approach. Gather lessons learned, don't rush across entire county. Learn
3. What are we fixing
4. Competing logistical impacts. Give families choice for a longer runway. Allow kids in household choice through 12 grade
5. Community involvement is lacking.
6. Not providing enough time for community input
7. More choice for community/family vs dictated.
- 8.

Additional Note Space for Question 3:

Allow Lemon Road elem to remain split.
Geographical boundaries, Rte 7, neighborhood natural splits better align kids going to Longfellow to build community at Longfellow McLean neighborhoods.

- ~~Our~~ Our community is McLean not Falls Church so it would ~~have our target~~ impact not just school but social emotional community.

Facilitator:

R Kosatka

Table: 31

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

Questions about the Process:

1. Is Community input ^{influence} really being evaluated and influencing ultimate outcomes. Will there be multiple rounds
2. How much will community input in phase II actually change planning.
3. Why not offer more programs at more schools ~~vs~~ to achieve equity? vs moving kids around.
4. Why not offer more families the choice for 10yrs in attendance islands as part of boundary review?
5. How far in advance will families be ~~notified~~ notified to give them a choice
6. How do you plan to address teacher impact, teacher fallout?
7. ~~Are you weighing~~ Do certain schools with more representation physically or email are they getting more consideration?
8. Where will the data be published. Should be made public. Make proactively accessible.
9. ~~How did you even~~ What research have you done on social/wellbeing of school change on kids? Cond has long term societal and educational impacts we are still learning from.
10. Any Recommendation should have LONG RUNWAY (multiple years) before implementation to help communities plan.

Additional Note Space for Question 4

~~Mission~~ Transparency — Mission
— Who on Board

Impact on 2nd phase

* ~~Equity~~ What is your definition of Equity. Can't be one size fits all.

9 months is

* Pilot one HS pyramid and learn from it before going across the County. Pilot approach

Use a more agile approach, continue to learn and adjust - don't try to do it all at once. Fallout could have huge impacts.
Prioritize continuity for children, families

Who's your contractor?

Graphic Organizer for Note Taker

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<p>Question 1:</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>General challenges:</p> <ol style="list-style-type: none"> 1. No key challenges - desire to <u>not</u> disrupt boundaries. Don't want to break apart. Stable relationships, trust, emotional ties, social-emotional development 2. Don't want to move from top performing schools to bottom (academic performance, safety, disciplinary) 3. We want to keep the resources in the Mantra - Frost-Woodson pyramid and that comes with our size. Langley and Robinson do not want to change. 4. #1 - academic performance <u>and</u> cohesive community. Educational outcomes. 5. 100% of our 7-person table does not want to Δ. 6. Proximity. 7. Keep communities together.
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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. Impact of change on social/emotional development.
2. We want to see current and future capacity data. Critiques of data are valid.
3. Impact on property value and downstream effects - people move based on schools
4. Transit data - school schedules and travel time. Want to see a proposal with transit clearly stated.
5. Quantity of residents/community members who want change. Reflect sentiments of community.
6. 100% of table 12 do NOT want to move schools.
7. Data on similar-size districts and what was the result on performance of other boundary reviews.
8. #1 - impact on students & caregivers.

9. Mental health.

10. Population will ebb and flow with census changes.

Facilitator:

Andrew

Table:

12

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

Favorable Outcomes:

1. Minimize the change.
2. More equitable and access to AAP centers.
3. Transparent reasons for decisions. Even if unhappy constituents, PLEASE share reasoning for proposals/changes.
4. If the review process keeps our schools, we would stay - if not we would move.
5. Under-capacity schools could add AAP.
6. Build more schools. Add more capacity if over capacity.
7. Rennerate over-capacity schools.
expand
8. ~~Put more resources to under capacity schools~~
#1 priority - mental health.
9. Proximity
10. Don't break what is working.

Facilitator: Andrew

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 correlation between over/under capacity and academic outcomes?
2. Have we considered official county growth plans and what data is used by FCPS?
3. Why isn't there a longer period after approval/implementation to enact changes?
4. Will a "grandfather clause" (i.e. rising senior or younger sibling)?
5. How will phase 3 "Implementation" be open to feedback and how will it be communicated?
6. What is the appeal process?
7. Will SAC, AAP, IB and other programs be expanded? To improve equitable access.
8. What does equitable access mean?
9. Does bringing down our academic experience and the development of our children = equitable?
10. Will voting on the draft scenarios be open?

#1 - Add value to underperforming schools - don't take kids away from value.

time

Additional Note Space for Question 4

What are the actual problems?

How are you prioritizing student mental health.

When do we get to add into the plans / help draft them?

Facilitator: Stephanie Platt

Table: 1b

Graphic Organizer for Note Taker

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<p>Question 1:</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>General challenges:</p> <ol style="list-style-type: none">1. Accelerating school renovations + buildouts that have been funded + approved.2. Proximity, but it needs to grandfather in kids who are now in MS or and HS (includes travel times).3. Prevent split feeder schools.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. - Health + well-being of kids in a school and potentially having to move - Mental health, social
2. - Well-being, friend group, leadership roles + opportunities.
3. - Grandfather kids in.
4. Transportation - make sure kids can get to the school in a timely manner
5. Budget cycle - if 2026 budget gets approved in May 2025, how does that affect implementation of the new boundaries?
6. Housing Development data, pop data
7. Community + organizational input.
How to implement new boundaries
8. How is Fairfax Co coordinating w/ Fairfax City - what is criteria for FC the same?
 - a. Parent survey - Are they happy w/ current pyramid?

Facilitator:

Stephanie Piatt

Table:

16

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. Robust community input that is accurately recorded & strongly considered
2. Want a very well thought out scenario plan that helps most kids stay in their pyramid.
3. Limited impact on home values.
4. Keep Mantua/Frost/Woodson intact.
5. Accelerate build-outs + renovation w/ \$ already approved.
6. Closely review kids that go to Oak View → Frost → Woodson ~~etc~~
7. Examine Equity for kids that could get moved from Woodson → Robinson, b/c Woodson is ranked higher
8. Improve transportation + busing challenges

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

Questions about the Process:

1. More detailed timeline, including implementation
Phase 3 Plan: Implementation made public
2. Will draft scenarios be public? How soon?
3. Final public analysis of community engagement input + data made public.
4. Relation to budget.
How will transportation be impacted?
5. How is Supervisor's Advisory Committee selected + announced?
6. What will be done to minimize social, family + community disruption?
7. How are you ensuring commitment to FCPS beliefs, and core values?
8. How will you evaluate this outcome, process, and impact on kids, especially if you're now going to do this every 5 years? Even if you plan minor changes in future planning?

Graphic Organizer for Note Taker

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<p>Question 1:</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>General challenges: eliminate</p> <ol style="list-style-type: none">1. split feeders + attendance islands2. keeping communities together3. decreasing travel time for students caused by current school boundaries4. programs shift access is impacted by boundary ass changes5. staffing to provide the same programs to all schools6. Title I schools are affected by changes and then not provided same funding
---	---

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. consistent start/end times
if pyramids are disrupted
2. maintaining community, identity with their neighborhood
3. available before/after school programs - if your school zoning changes how does that impact SAC
4. impact mental health of students
5.
↑
6. schools focus so much on school pride and community and then its dissolved
7. how quickly will these changes be made and will there be a fade in process
8. you build relationships with teachers/principals / PTA parent involvement will go down when rezoned

SEL screeners will be lowered due to not feeling welcome!

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 kids who are maintained Frost/Woodson together
change other things
2. increasing AAP centers so that kids can stay at their neighborhood school
3. reducing travel time for students and change school zones for kids who
4. start planning for more school facilities
5. use data to prioritize building
6. na what are
- 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 were the factors that ~~were~~ originally led to the boundaries being the way
2. what schools are under crowded and over crowded
3. when will new boundaries be enforced
4. what level of review will be happening every 5 years
5. what is the threshold for the need for rezoning based on
6. what is the plan to be able to offer dap services to all schools?
7. is there a phase in or grandfather clause?
8. are they taking into account future housing developments into capacity numbers?

Graphic Organizer for Note Taker

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<p>Question 1:</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>General challenges:</p> <ul style="list-style-type: none"> * 1. <u>Enrollment/capacity</u> - affect on teaching + learning, difficult to be creative/engaging when managing too many kids in the building. Managing flow of people + <u>bathrooms</u> is taking all admin. time. Noise level is too much. Arrival/dismissal/safety.. 2. <u>Proximity</u> - keep neighborhoods together, give program access at every elementary school 3. <u>Islands</u> should be eliminated. 4. <u>Split feeders</u> should be as minimized as much as possible. 5. How can we <u>connect families</u> in multiple pyramids when schools are split feeders? 6.
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<p>Question 2:</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>Information to Include in Boundary Review</p> <ol style="list-style-type: none">1. Square feet per student, space for small group instruction2. # of students receiving instruction <u>outside</u> the building (trailers/modulars)3. Restroom access4. Inside/outside transitions, arrival/dismissal5. Student demographic percentages6. Proximity to school, for transportation is savings7. SEL data (panorama)8. MLL + free/reduced lunch populations9. resource allocation to support diverse populations across the county / staffing formulas for MLL MLL + special ed.
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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. Equitable access to physical + financial + instructional resources
2. Schools should ~~be~~ ^{be} more representative of the communities they serve
3. Reassess which buildings REALLY need renovations, based on building deterioration + capacity concerns
4. Eliminate temporary buildings/trailers and/or assure that they are truly TEMPORARY.
5. Continue a forward-thinking process, so transitions in the future can be less disruptive.
6. No more band-aids on ~~the~~ problems!
7. Better access to special education services - bus rides are way too long for a population who is definitely not benefiting from the long trip.
- 8.

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

Questions about the Process:

1. Grandfathering? What are the exceptions as we roll out changes?
2. What supports will be there in order to help families transition?
3. What coordination is happening w/ the Board of Supervisors? Land distribution, property to build schools in places that need new schools...
4. Timeline to let families know well ahead of time, to plan for any changes (physically, financially, MENTALLY)
5. Will staffing formulas be adjusted?
6. How does collective bargaining play into this, with teachers moving schools (destaffs, etc.)?
- 7.
- 8.

Graphic Organizer for Note Taker

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<p>Question 1:</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>General challenges:</p> <ol style="list-style-type: none">1. Property values, use of "natural"/logical boundaries2. Basis for actual change in more detail; Quant & qualitative data.3. Keeping good leadership4. Transportation that makes sense5. Student teacher ratio, etc.6.
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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. Property values
2. Deep predictions on the effect of proposed changes & planned real estate, etc. changes. (School builds vs. housing builds)
3. Integration with county and similar projections
4. Class size; overcrowding; reduction in trailer use.
5. Future school construction/renovation plans.
6. Analyze existing facility space? consider shifts w/o boundary change. Specifically, where 6, 7, 8 middle school could expand.
7. Cost analysis - more bonds, etc.?
8. Do reasons make sense?

Facilitator: _____

Table: _____

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

Favorable Outcomes:

1. Improve property values
2. Modern schools, new schools, pyramids that make sense
3. Reduce student disruption; transportation makes sense
4. Maintain or improve existing "good" rankings; improve "less good"
5. Eliminate gerrymander'd boundaries that exist.
6. Less bus time
7. Should benefit the entire county
8. There should be staff input.

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 conflicts between community groups, S. advisory committee, Superintendent be reconciled.
2. If School Board Rejects Submitted Final Plan, WHO MAKES CHANGES ~~AND~~ AND RECOMMENDATIONS?
3. How will implementation work for areas changing? Grandfathering. Including athletic placements.
4. How will future community engagement continue.
5. How will public understand what is discussed, changed, etc. at S. advisory council, etc.
6. Will students be involved in input
- 7.
- 8.

Facilitator:

ANGELA ADALVE

Graphic Organizer for Note Taker

Please also see post-
it note for full notes

Table:

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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. ~~Just~~ time to/from school can be problematic
2. Balance capacity among schools.
3. Resolve attendance islands
4. Do not discount parental/student preferences
5. Pulling juniors/seniors out of current base school
- 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. Description to students/families, particularly juniors/seniors
2. You should consider a top down and bottom up approach, i.e. HS down to elementary and elementary up to HS, 4Q tracks
3. Home values are tied to schools.
4. Impact on academics
5. What are other alternatives?
- 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. *Stater Quo*
2. *Parental choice to provide home transportation if desire is to remain in current school if they are rezoned.*
3. *Decisions made with consideration given to equity principles, but not governed by them exclusively.*
4. *Reducing travel time gives students more time for school work and extra curriculars.*
- 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. Data school board reviewed that led to ~~decisions~~ ^{decision} to consider altering boundaries - transparency.
2. How much weight will community input be given relative to other data?
3. Can timeline be expedited to conclude prior to school end?
- 4.
- 5.
- 6.
- 7.
- 8.

Graphic Organizer for Note Taker

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<p>Question 1:</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>General challenges:</p> <ol style="list-style-type: none">1. Transportation - relative to travel time from home to school2. Proximity Be cognizant of how boundary lines separate/divide community areas3.4.5.6. Access to Programming: Boundaries should not be used to define programing needs. School programing should be provided similarly at each school.
---	---

Facilitator: _____

Table: _____

Question 2:

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

Information to Include in Boundary Review

1. Average travel time of each student based on planned bus routes
2. Future development projections incorporating permit approvals to better assess potential school enrollment
- 3.
- 4.
- 5.
- 6.
- 7.
- 8.

Facilitator: _____

Table: _____

Additional Note Space for Question 2:

Travel time vs travel distance

consider school impacts relative to planned development

Planned developments for future enrollment projections

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. Identifying that boundary changes are the best solution to provide the best services to the FCPS students
2. Identify the reasons ~~on the sc~~ for the differences in school ratings to provide a better balance of services within each school.
- 3.
4. Ensure that the changes, if required, are minimized to limit the disruptions to the community & FCPS families
- 5.
- 6.
- 7.
- 8.

Facilitator: _____

Table: _____

Additional Note Space for Question 3:

Resolve overcrowding

minimal A to limit disruption to current students

Facilitator: _____

Table: _____

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

Questions about the Process:

1. ~~Does the~~
How is the community input going to be factored into the data analysis?
2. What are the specific issues that the county is looking to solve?
3. What data from Phase 1 will be collected + shared with the community?
- 4.
- 5.
- 6.
- 7.
- 8.

Graphic Organizer for Note Taker

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ex. 150K - 200K
home value/cost
variance w/ 2/10 and

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. overall well being of the child
↳ start times of school impact the whole child
2. housing development + population density data
3. Budgets + operating costs
4. community input / volunteer rates
(PTA, civic associations, parents, caregivers)
attendance/involvement rates
negatively
5. high cost of living
of ^{previous} rezones per area? → can impact teacher and staff selection
affordable housing?
6. minimize multiple rezonings of the same area w/in a time period
7. ↳ ex. south lakes → westfield → chantilly → south lakes
- 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. minimize ^{transportation} travel time → boundaries to take this into account to reduce travel time
2. boundaries to remain the same for some and change for others
3. reducing split feeders + attendance islands
4. child + teacher ratio
- ~~5.~~ keeping communities together ~~*~~
6. CIP funding allocation, decrease renovation times
7. improve student * well being + achievement
8. hope our voices are heard and this feedback actually impacts our schools in a positive way
.. and not just lip service

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 prioritizing this and how? - what is the top priority?
 2. how they draw these lines? - core criteria + weight
 3. future communication on process + outcomes to affected community members
 4. how to confirm your exact zone?
 5. what districts are in the highest priority for review?
 6. request to have the core criteria + weight clearly articulated
 - 7.
 - 8.
- 

Graphic Organizer for Note Taker

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<p>Question 1:</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>General challenges:</p> <ol style="list-style-type: none"> 1. Minimize travel time (distance to schools) 2. Overcrowding (Chantilly HS) maintaining enrollment/capacity 3. Access to programming, extra curriculars, language programs in elementary schools 4. Academic rigor - making sure <u>all schools</u> have academic rigor - not just bringing in a quota or % of higher achieving students 5. To have all levels of housing within each school district affordable housing - apartments - townhomes - single family homes → so divorced families can live in same school boundary ← 50/50 custody - but busing only at one parent's house 6.
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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. Income diversity
2. student enrollment
3. student teacher ratios
4. better communication between future developments (housing) and the schools/enrollments
5. Making sure all schools have increased academic rigor to reduce disparities between Middle Schools & High Schools, for instance
6. funding streams - some schools get lots of government funding, others do not
7. # of ESOL students - need support in home language before moving to English
8. City bus options for HS students (like if one parent lives outside school boundary and no ^{FCPS} bus transportation available)

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. Potential new schools to support current overcrowding (Chantilly HS)
2. Standardization of academic rigor across schools
3. Hearing from community members
↳ Perhaps offer surveys online for those who cannot come to community meetings
4. Reducing disruptions to high school students (Jr moving to new school 3rd year)
↳ all students really
5. Reducing disruptions to property values & people who move to new communities to keep kids in current schools
6. Phased approach is best for implementation - let students finish out current school to minimize disruptions to families
- 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. Sharing review phases w/ community outside holidays
- also electronic format rather than in-person like this one - Request electronic input
2. Clear communication between phases (pre and post analysis)
3. Live broadcasting of community meetings (Live Q & A)
4. In what way will the data from these meetings be shared
5. Clear communication to non-school connected community and Non-English speaking community
- 6.
- 7.
- 8.

Facilitator: Lindsey

Table: 60

Graphic Organizer for Note Taker

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<p>Question 1:</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>General challenges:</p> <ol style="list-style-type: none">1. Uneven distribution = QUESTION This brings up is what's the plan for building additional schools to help w/ increased builds of home.2. increased travel times = too early start times or too late.3. new communities being built but no schools to support - can't build school in new build community for4. lack of space = kids being moved further out.5.6. longer facility renovation
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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. New homes + growing population = how are the/those students distributed or redistributed. Are students grandfathered in -
2. Sense of community is a concern.
3. What is the 3, 5, 10, 20 year forecast.
Saturation of new homes.
4. Community activities = Scouts, Soccer, etc. Sense of comradere w/ kids growing up.
5. What alternatives are available to help support school choice as a result of over saturation.
6. desire to be on a certain team, w/ certain coach -
7. families are very passionate about athletics.
Scholarship potential - academics
8. Supportive community

Facilitator: _____

Table: _____

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

Favorable Outcomes:

1. ^{full} transparency

2. Enough advance notice of decision to react, act or make other decisions.

3. School staff - transitions = choice
ability to make + contribute to choices.

4. Does equitable access come with a choice.

5. Does an effort to bring certain people + communities up impact/harm or gain others.

6.

Alienates over crowding.

7. Distributes evenly - easier ability to teach + learn. Reduce distractions.

8.

increased PTA involvement.

time + space for smaller group learning for those who need it.

Student engagement.

Facilitator: _____

Table: _____

Additional Note Space for Question 3:

enough staff + resources re: student lunches being
too early or too late.

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 data analysis be dispensed? & what/how much of the data is available?
2. Who is using the data? Are there any consulting groups brought in?
3. What's the definition of attendance island?
Glossary of terms.
4. What type of budget is required for this study? and subsequently a boundary change?
5. How does this impact already planned improvements, resources, etc as part of FEPS's
6. 3-5-10 year plans.
7. (Are new schools being built or mostly expanding + renovating existing schools?)
8. Who is a part of the approval process?

Facilitator: _____

Table: _____

Additional Note Space for Question 4

What problem is trying to be solved?

definition of equity + equitable?

voice of the students?

Facilitator: _____

Table: 66

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>Question 1:</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>General challenges:</p> <ol style="list-style-type: none">1. Not to disrupt kids as much as possible (perhaps grandfathered in to middle and high school) as these changes roll out.2. Where is there under enrollment? Many schools have trailers. <u>More transparency to the community as to where the over and under enrollment problems are.</u>*3. Building permits aren't being considered with regards to local schools capacity.4.5.6.
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Facilitator: _____

Table: lolo

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 permits for major building/townhouses, apartments, etc. are being given without regard for schools capacity. Housing density must meet school capacity. ~~And have to be interconnected!~~
2. A lot of people moved and chose an area specifically so their children can go to certain schools. That said, we'd like to minimize as much change as possible
3. Even out enrollment to bring average class sizes down closer to 20, but kids should be first.
- 4.
- 5.
6.  New schools should be built as the new neighborhoods are being built/developed. This is done for Fire Rescue... why not for schools?
- 7.
- 8.

Facilitator: _____

Table: Colo

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. True transparency and not doing what you're going to do anyway. If you're asking us, please keep us involved and have results that are directly related to our input.
2. Ideally have boundaries that make sense, like a circle or square on a map.
- 3.
- 4.
- 5.
- 6.
- 7.
- 8.

Facilitator: _____

Table: 66

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

Questions about the Process:

1. Will there be an online medium that is being updated so we can be updated (closer to real-time) decisions? That includes data.
2. Where are the facts about the concerned issues?
3. What specific schools and/or issues triggered this "Boundary Review"?
4. Why can't we add more programs to schools, instead of bussing them to schools where those programs are?
5. Are you looking at near, middle, and long-term solutions/planning? Tear downs, rebuild, build up, build out? To include parking solutions?
6. Are we effectively looking at our budget of \$3.6 Billion and better implementing programs based on that massive of a budget?
- 7.
- 8.

Facilitator: Brian

Table: 67

Graphic Organizer for Note Taker

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<p>Question 1:</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>General challenges:</p> <ol style="list-style-type: none">1. making sure schools aren't overcrowded, prepared for growth.2. Bought house based on school - don't want it to change.3. factor development into planning, get ahead of issue not just respond.4. Travel time not so important.5. Consistency very important - keep students together that started together.6. well-being → not having to adjust to new school.
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Budget - why are we not considering building/adding new schools rather than just moving kids around.

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. New developments in already overcrowded areas - is this data taken into account?
2. Smooth transition for current students / staff
3. Athletics
4. Similar to 1st question.
5. Households with both AAP & non-AAP students at the same school level → showed
6. not split households
7. minimum impact on families / siblings ~~students~~
8. Consider a more specific survey (more specific questions) that goes out to more people (broader application)

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. Being able to accomodate all students in a main building.
2. Is there a way to solve the overcrowding issue without changing schools?
3. AAP Center system is kind of unfair / inequitable - there should be full AAP services available at every school then kids can go to their zoned school and this may ease some capacity issues
- 4.
- 5.
6. Options to choose from a set of schools
7. Provide more equitable opportunities across schools
- 8.

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

Questions about the Process:

1. Does anyone consider school capacity when approving development projects?
2. ~~Does anyone~~ where in the timeline will there be actual suggested changes?
3. Will those be published / available for review?
4. What data are they collecting for analysis? Is it quantifiable?
5. How can we interface with parents / members of Boundary Review Advisory Committee?
6. Are there any plans for building new schools / or expanding school buildings?
7. How will they make parents aware of these plans?
8. How is the budget being used in regard to Boundary Review? What is the budget? How can families access this info?

Additional Note Space for Question 4

- What academic year would this take effect?
- If boundaries change - What support will FCPS provide to families to prepare?
- Will current students at each ~~of~~ school level be grandfathered in? Will students have to change in the middle of elementary/middle/high school?

Graphic Organizer for Note Taker

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<p>Question 1:</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>General challenges:</p> <ol style="list-style-type: none"> 1. ✓ <u>Resource Allocation - School Funding</u> 2. ✓ <u>Travel Time</u> (Proximity) <ul style="list-style-type: none"> ◦ Bus shortages ◦ Driver shortages ◦ Cost to transport ◦ commuting time 3. ✓ <u>Community</u> <ul style="list-style-type: none"> ◦ Keep neighborhoods together ◦ Eliminate awkward Boundary 4. <u>Taxation</u> <ul style="list-style-type: none"> - non Fairfax city neighborhoods that do not pay Fairfax City Tax and benefit from dual taxation Example: Hampton Forest, Hampton Chase 5. ✓ <u>Transparency</u>: <u>Why</u> the Boundaries are the way they are. How Popul Place is decided? litigation - ongoing 6. ✓ <u>Enrollment / Capacity</u> <ul style="list-style-type: none"> - class size
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} KJMS Fairfax Highschool

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
 - o Pupil Placement at certain schools
 - o why Boundaries are set up the way they are?
 - o taxation / trap Brackets / demographics / Tests
2. Demographics to promote Diversity in Schools
3. How many Kids / Families will be impacted by the change?
4. Access to Programming and IEP services / language / AAP
 - changes to services
 - immersion
5. New Schools: Building / Renovations (expansion)
 - timelines - incorporate in plans
6. Enrollment Statistics - trend in enrollment
7. "Grandfathering in"
 - Kids that want to continue at school options
 - continuation of community programs that require specific school enrollment to not lose access
8. Staff Changes } Forecasting Enrollment Needs
Movement } in working with Developers
Retention }

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

Favorable Outcomes:

1. Closer Proximity
 - less commuting time
 - equitable
 - cost effective
2. Importance of Boundary / Population Review
 - New Schools
 - Expansions
 - Staffing
 - Class Sizes
3. Taxation - Equitability
 - If you do not pay taxes as a community to attend a school - the you do not attend it
4. Equitability (Fair Tax City Taxes)
 - There should be good schools only not moving Boundaries to inflate scores / underplay resource need
5. Teacher / Student Ratio }
 - Aids needed (pay Aids effectively) PFT position
 - planning ahead knowing there will be enrollments
6. Forecasting Need by working with developers
 - > tracking enrollments
 - > planning ahead for school builds, new schools
7. Forecasting Teacher / Aid Needs
 - > creating a Budget that attunes to consistent employment
- 8.

Facilitator:

CARNE

Table:

54

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

Questions about the Process:

1. "Grandfathering In" Process
2. Roll Out - Fall 2026? Commitment?
3. What will the "leg work" for parents be in a change of School? Admin? enrollment? Re-enrollment? Vaccines?
- 4.
- 5.
- 6.
- 7.
- 8.

Facilitator: Table 65

Table: 65

Graphic Organizer for Note Taker

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<p>Question 1:</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>General challenges:</p> <ol style="list-style-type: none">1. Splitting up siblings - difficult for parents to coordinate schedules + multiple pickup / drop offs2. Bussing students long distances when there's another school closer by3.4.5.6.
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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. Same answers as Question 2
2. Impact on mental health for students
3. Include upcoming housing development data for population density
4. Proximity to neighborhood schools
- 5.
- 6.
- 7.
- 8.

Facilitator: _____

Table: 65

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. Boundary adjustments should be focused on reducing split feeders + minimizing travel / transportation time
2. Reduce overcrowding
3. Reduce transportation time for students
- 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 weight is given to each boundary core criteria?
2. Is any thought being given to a phased approach - would older students who are already enrolled be able to stay at their current school if they've rezoned?
- 3.
- 4.
- 5.
- 6.
- 7.
- 8.

Graphic Organizer for Note Taker

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<p>Question 1:</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>General challenges:</p> <ol style="list-style-type: none">1. Proximity - H.S. is 9 miles away. Kids who grew up together not in same H.S.2. Enrollment / Capacity - Had to add time between classes. Also had to add annex space3. Access to Programming - current pyramid is great for older child, worried about younger kids. Current proximity is good.4. Proximity - have multiple high schools closer than Fairfax H.S. but currently have to go there5. Understand that compromises need to be made. Interesting to hear other priorities6. Property value effects if schools change also a concern
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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. Property value effects (negative or positive)
2. Splitting up communities in high school is hard on kids
3. Would this affect kids' current schools? How would that be managed
4. Option to go to closer school with self-provided transportation would be preferable to Ffx-provided bus
5. Sports are important for a lot of kids
6. Have no insight into facilities at other schools, so not even sure of programming changes if schools change
- 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 want Mantua/Frost/Woodson to change
2. Do want closer option for Fairfax/Hunt (Robinson or others)
3. Clarity on exactly what the impact is if you don't want your current situation to change / what options exist if it will change
4. ~~Oakton school~~
Oakton to have closer school options
5. Address overcrowding. Don't know how, hoping this process results in great solutions
6. Help with less time on bus
7. Better quality of education, more time for teacher / ~~and~~ student interactions

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 changes implemented immediately, or staged?
2. Any exceptions (grandfathering)?
3. Would impact be different for elementary/middle/high school?
4. What about seniors?
5. Will the post-analysis community meetings include how the changes are rolled out, or just what they are.
6. Will there be more changes in 5 years? Will each 5-year review be like this one?
- 7.
- 8.

Facilitator: _____

Table: 54

Graphic Organizer for Note Taker

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<p>Question 1:</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>General challenges:</p> <ol style="list-style-type: none">1. split feeder2. Distance to the school school,3. Classroom size4. How soon parents will be notified5. When they change boundaries, will there be a <u>transparency</u>.6.
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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. Need medical care givers
2. How the bus routes are proposed? Some kids are having hard time for middle school.
3. Extra staff support for Grade 1/Grade 2 & classroom teachers.
4. Full functioning pyramid.
- 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. Cost will be distributed evenly
2. Will help kids not to spend more time on the bus (though live close by, especially for middle school)
3. Don't split/change the high school in this process. in students
4. Classroom size will be manageable. Make more schools walkable distance.
5. Focus on health of students.
6. positive distribution of schools across the region.
- 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 do we process all these data from different ~~regions~~ Regions?
2. How transparent the data will be shared with parents.
3. Does county has a priority list, will they share it with parents?
4. Some schools have problem with commuters speeding / not stopping for student walkers.
5. Stop sign. Can the county impose ~~just~~ restrict rules during school start and dismissal time?
6. Academic excellence across all schools evenly.
- 7.
- 8.

Graphic Organizer for Note Taker

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<p>Question 1:</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>General challenges:</p> <ol style="list-style-type: none"> 1. Proximity to school more important than smaller class sizes 2. Quality/reputation of school more important than ^{small} large size of school. 3. Many military families move enough already. New changes not wanted. 4. Property values will decrease with changes to Mantua - Frost - Woodson boundary. People bought in school zone expecting that kids could go to all three schools. Property values will drop 5. Transportation \$200-300k. across 495 an issue. Can't walk to those houses from Mantua - Fr - Woodson so kids can't have neighborhood experience. 6. Mantua - Frost - Woodson already a cohesive zone. Current residents ok if schools are over capacity.
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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. home values
2. existing community neighborhood wants to be together
3. ~~cost~~ impact on students mental health, disruption to students routines
4. safety/transportation/proximity to school
5. don't change boundaries to pop up test scores at ~~the~~ lower performing schools
6. Property values VERY important for homeowners living in these boundaries.
- 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. No change to Mantua-Frost-Woodson. Don't fix what is not broken.
2. Review process creates risk/uncertainty, want to have children continue in same school.
3. Keep cohesive community along natural geographic lines (no ^{kids} crossing beltway to play w/ friends)
4. Don't change ^{established} community.
5. NO change to property values due to rezoning
- 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 transparent is this process? when will residents see what is being proposed? will there be draft scenarios for residents to review?
2. ~~Will this comprehensive boundary review process take place again in 5 years after this cycle?~~ Will this comprehensive boundary review process take place again in 5 years after this cycle?
3. ^{when} Will any changes from this process take effect?
4. Will there be a grandfathering if children already in school?
5. What will Fairfay County do about \$200,000-\$300,000 drop in property values if our boundaries are rezoned?
- 6.
- 7.
- 8.

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. Proximity to school. Minimize travel throughout the system.
2. New boundaries may lead to change to new schools with lower rated programs than currently assigned.
3. "Grandfather" kids into the school pyramid currently assigned to them.
4. Promote & enhance quality of currently underperforming schools.
5. Parents/Families close to school boundaries should have a choice to which school to send ~~st~~ their children, even if across boundaries to nearby school.
- 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. Class size - remain small.
2. Overall school capacity - Avoid temporary trailers or buildings
3. Availability of special education services @ the school nearby.
4. Provide all programs/service at ~~se~~ each school to reduce travel time.
5. Other data points: graduation rate, test scores, teacher turn-over rate, college admission rate,
6. longevity of teacher tenure with school system,
7. student/teacher ratio, distance from school traveled by students.
- 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. Choice of schools when several are nearby or near boundaries.
2. "Grandfather" kid's current pyramid if new boundaries are implemented.
3. More equitable resource allocation.
4. Better planning for building construction taking into account population growth and new developments as it relates to increased student population to FCPS.
5. Adding more programs to more locations to reduce travel such as increase in AAP LV4 offering at more schools.
- 7.
- 8.

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

Questions about the Process:

1. Qualifications of those in charge of data analysis and draft scenarios.
2. Transparency of choosing external consultants.
3. Transparency for data analysis and review.
4. Evaluation of quantitative and qualitative criteria to guide boundary re-draws.
5. Choice to pick schools (usually high schools) with programs of higher interest to student. Ex: high school with programs in arts vs another with stronger program in athletics.
7. How ~~is~~ will FCPS communicate next community engagement meetings.
- 8.

Facilitator: _____

Table: _____

Graphic Organizer for Note Taker

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Graphic Organizer for Note Taker

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<p>Question 1:</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>General challenges:</p> <ol style="list-style-type: none">1. Numerous split feeder schools2. Increased travel times3.4.5.6. Lack of space to meet demand for add'l programming
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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. Attempt to minimize the number of students impacted
2. Test scores of schools/ratings
3. good student/teacher ratios
4. Timing for transitions
5. How to calc. population data/future housing data
- 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. Minimize disruption to established school communities.
2. Grandfathering clauses that would prevent kids from moving at key points in their education
3. Improvement in quality for all students
4. Reduce split feeder scenarios
5. ~~Incremental~~ Incremental changes that don't cause major disruption
- 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. specific timelines for when changes will take effect?
2. Will changes take place all at once or stagger?
3. How will future population projections be considered?
4. What grandfathering / choice will be present so kids at sensitive times in their education won't be impacted?
5. Plans to ~~mitigate~~ mitigate impact to mental health for impacted students?
6. Is it under consideration to not change anything, or is change inevitable?
7. Are actual statistics on the issues that FCPS thinks exist? % of students traveling x miles / x minutes, attendance zone percent
- 8.

Graphic Organizer for Note Taker

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<p>Question 1:</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>General challenges:</p> <ol style="list-style-type: none"> 1. Making sure everyone has equitable access to programs. Why not have more AP center locations, for example, instead of an AP Center? 2. Proximity Proximity 3. The question is does changing the boundaries address this problem? The boundaries can impact where these centers are. But some of us wonder if it makes sense to instead have more AP centers instead. 4. Equitable access is a #1 priority. But it maybe needs a per systematic change instead of a boundary change. 5. Continuity is important, but some schools communities don't have that benefit because of the split feeder problem. Split feeders are a problem.
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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. Resources for special needs students + ESL students. They often get left out. Is that being considered.
2. Communities being split - neighbors going to ~~near school~~ one school while other neighbors are going to a school further away.
3. ~~Shouldn't~~ Shouldn't be splitting based on ~~economic~~ economics
4. Should grandfathering be an option instead of ripping off the bandaid?
5. overcrowding is a problem, certainly that needs addressing.
6. Consideration for mental health. Those kids have been through a lot. And now changing the boundaries could add a new level of stress. How do you quantify that w/ data?
- 7.
8. How to address overcrowding, AAP programs, help the minority, special needs, ESL, additional resources.

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. AAP review ~~process~~ process.
2. Proximity and travel time. ~~Most is close~~ ~~where it is close~~
Ensure kids (like Fairfax station) pass 5 high schools to get to Woodson.
3. Why are special support programs lumped in so few locations? Why is there only one school like TS?
4. Resource allocation
5. Not ripping + splitting neighborhoods up. This could address that.
6. Is piecemealing a overcrowded here or there won't solve the issues. ~~Additional~~ A holistic approach probably is necessary.
- 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. It seems like missing pieces? Why is there so much time before we hear back (about today's meeting for example)?
2. Why is a bandaid approach preferred over ~~app~~ a phased approach? or grandfathered?
3. How will they address the issue of mental health?
4. How do you ~~deal~~ deal with perceptions of "what is a good school? what is a bad school?" Especially when a lot of the information out there is incorrect?
- 5.
- 6.
- 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. ~~Have equal home values~~
Consider home values.
2. Divide boundaries in a way that will not harm residences/students
De-clustering types of housing such as single family homes,
3. rental properties.
More equity & more accessibility.
- 4.
5. Expansion of the trailers → at what point should consider
the expansion of facilities itself.
6. What is the plan? ~~Shouldn't exist~~
- Shift some kids to higher grades
- 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. Schools should get less crowded
2. lower Teacher student ratio
3. ultimately provide equal access ~~to~~ opportunities
o spread out well that ~~student~~
4. More structured plan to reassess boundary with reasonable
5. timeline
- 6.
- 7.
- 8.

Facilitator:

Sean Le

Table:

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

Questions about the Process:

1.

How is our ~~discussing~~ ^{tonight} discussion is going to influence the review process?

2.

3. ~~Will~~ Will the public be informed / able to review the data points?

3.

4. How can the county make sure that the ~~issue of~~ overcrowding issue will not happen in the areas that houses being built on empty lands?

5.

6.

7.

8.

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>Question 1:</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>General challenges:</p> <ol style="list-style-type: none">1. Proximity/transportation; student delays; crossing major roads etc. (using these as boundary tools)2. maintaining pyramids that already meet goals re: no split feeders, successful pyramids, good capacity etc. (goal - not a challenge.)3.4.5.6.
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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. Continuous communities, high community volunteer rates, happiness w/ current pyramid
 - ★ 2. Including data trends/projections related to upcoming/incoming housing developments (not just current enrollment.) i Also looking @ turnover re: older neighborhoods turning over
 3. — How are we educating parents /communities re: capacity, etc. (eg trailers don't necessarily mean the school is over capacity)
 4. — What happens to students when their ^{current} communities are disrupted? (eg mental health)
 5. Preferences to maintain current boundaries /pyramid
 6. (↓ identifying the communities who are advocating for /needing a change.)
 - 7.
 - 8.

- consider data re: working from home as well as impact of new administration w/ Federal layoffs, etc.

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 Mantua / Frost / Woodson Pyramid in tact
- 2. Reviewing more than just boundaries (AAP programs, better integration of AAP programs w/ Feeder schools.)
- 3. ~~★~~ Room for building trust & ensuring that the school board / consultants engage community organizations / members early in the process & consistently (before making recommendations)
- 4.
- 5. Outcome: a feasible plan to plan for future enrollment & capacity challenges (& how renovations can help offset those challenges.)
- 6.
- 7.
- 8.

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

Questions about the Process:

1. When & how will consultants + school board collect specific feedback from communities (eg ensuring a transparent process)
- 2.
3. How will proposed solutions be tailored to specific community wants/needs?
4. How will data be shared out throughout the process?
5. What does "equitable access to programs/activities" actually mean?
6. What will FCPS do to proactively ~~manage~~ manage/support mental health issues /
7. challenges related to changes? How do we support our

Students + Staff

 through these transitions?
- 8.

Q) How do boundaries impact facility renovation wait times & costs?