

Table # 33

Question 1:

- Continuity of community - Keep kids together as much as possible
- Keeping neighborhoods intact (no split feeder schools)
- Keep siblings/families in same school
 - if elder child is grandfathered (ie Senior students), the younger child should be allowed to stay at same school
 - specifically Junior & Senior students need to remain @ their current school to reflect stability for college admissions
 - High School students should be able to finish out at the HS they start at.
- Minimizing split feeder schools - Whatever MS should direct feed to same HS
- Concern over buying a house in a school district with now major risk of massive change for kids future
- Keeping athletic team opportunities (in high school) intact
- Concern about transportation time - Rt 7 ~~completion~~ completion reduces travel time for my children to get to school in 15 minutes - no change needed.

Question 2:

- Families have already purchased homes based on specific schools
- Mental health of children being asked to change schools ~~or~~ from ~~to~~ K-? → All ages
- Social networks of children, ~~split~~ ^{split} once they build a trusted network, very challenging to think what the overall impact to all kids
 - ↳ counselors, teachers, coaches, friends, other parents
- Outside activities; community events (4th of July, Christmas, Summer) -
- High schoolers could be affected ~~or~~ ^{or} badly if you ask them to change schools right before college admissions
- * Teacher perspective - more challenging for teachers who need to support students; from the year before - teachers often ask ^{previous years teachers} about supporting students

Question 3:

- We hope our neighborhoods/current boundary does not change.
We are all in different regions (Region 1, City of Fairfax, S) but agree we don't want a change
- Positive impact to our children & families if there is no change to our current boundaries
- Ways to redistribute resources without changing boundaries

Question 4:

- Is FCPS working in concert w/ mental health advocates to cushion the disruption for students? Drop out rate concerns...
 - * anxiety
- What are the specific issues that are driving these reboundary discussions/decisions?
- Are students w/ higher test scores being migrated to other schools with lower test scores? And SOL'S?
- What does equitable access mean specifically?
- Is FCPS prepared for a contentious fight from parents who don't want or see a need for this review/change?
- Has FCPS already drawn up suggested reboundary maps without consulting or community feedback (some families have already seen suggested maps)
- Will families who start in a specific school district be able to finish out through 12th grade at their current schools?
- Why are we redistricting and not building more schools to support the dense population in Ffx County?
- What are the implications of rezoning a higher achieving student to a lower performing school & vice-versa? And how is that fair to any student?
long & short term
- What transparency can you provide? & the situation seems very smoke and mirrors at this point!!
- Are you listening to the students and what they want?
- What is the ^{plan to} grandfather high school age children plus siblings?

Safety - in school, mental health, transportation

Criteria - current criteria does not reflect educational parent decision-making criteria (eg. ~~eg.~~ outcomes)

Option - instead of shifting students ID challenged schools & devote resources

Question 1

Phased Approach (includes ~~to~~ to roll out)

- mental health: concerns over where 2 works

Not a consideration - Safety: Moved specifically to get a safer home environment

Housing Costs:

- Travel times: Not a consideration / Safety of travel

- Criteria: Does not reflect parent decision

- Changing community for kids

- Impacts on military community (lack for stability)

Question 2

- Educational outcomes (Great Schools.org) other websites

- Safety (in school & transportation)

- Mental Health (stability)

- Class ~~size~~ size

- Instead of boundary changes improve access at challenged schools

Upcoming housing developments

- building new schools

Question 3

- Choice for children (beyond just academics)
- Build up schools instead of shifting kids around.
- Reduce split feeders
- Avoid servicing the loudest voices (account for all inputs equally)

Question 4

- Phased approach to roll out
- grand father in current residents
- What weight is given to criteria
- Publish decision-making criteria prior to April 2025
- What is projected timeline roll out?
- When publishing scenarios include maps & overlays (before & after)

- ① EVERYTHING is linked to over/under enrollment
- ② Equitable access to programs
- ③ Setting the future up for the next 40 years with a greater sense of community
- ④ Implementation process / details about phase 2 / transition process / choices to families

Q1. - Attendance zone contiguous
- Reduce transportation times

* Q2. - Proximity transportation times to/from the school
* - Disruption to the students & their social connections.

Q3. Minimize shuffling everyone around to different schools.
- Keep what works, the boundaries now helped lead to FCPS be so good.

Q4. Obligation to share data and post feedback from community meetings
- Various steps to provide feedback on specific scenarios before & during scenario development.

* Strengthen Community
& Minimize Disruptions.

* Accountability
Transparency.

→ MIN Disruptions

→ How to include voices of those
who can't be here tonight

→ understand local needs. Solutions
should ~~be~~ fit each local community

→ Transparency of Post-Analysis comm. meetings.

* Opportunities to impact
at our local level.

Table #7

- COMMUNITY - Proximity Programs
- Impact on mental health - already went through COVID EVERY 5 YEARS?!
- More transparency

Table #8

1. PROXIMITY

- CONTIGUOUS
- NATURAL BOUNDARIES

2. CONNECTION BETWEEN
COMMUNITY AND DECISIONS

3. GREATER TRANSPARENCY ABOUT
DATA AND METRICS

1. Top Priorities: Capacity: ~~||||~~ IIII
 Prox: ~~||||~~ IIII
 Access to Programming: ~~||||~~ III

• why are kids traveling 30 minutes to school when schools are much closer

- common problem: Moving to get highest academics
- Access to IB programming (highest academic standard)
 - Access to the highest academics possible (AP/IB)
 - ~~Parent~~ Concern about changing boundaries (don't want it change)
 - Access to AAP programming
 - Need to move to access

2. Impacts: Redistricting will impact home values
 => certain districts attract higher home value

- impact of multi language support @ certain schools
- distance from school impact parent involvement
- student involvement in activities based on distance

• impact: ~~will~~ need to minimize impact of students already in their ~~own~~ schools (grandfathered)

→ to everyday tax payer citizen

4. How do we check the progress?
 Can a parent reject the results?

3. Help teachers w/ ~~student~~ classroom sizes
 allocate right resources for teachers

~~consider~~

consider funding based on school size

- Outcomes: TRANPARENCY!!!!

• No flexing: using your influence to impact outcomes

THROUGH THE ENTIRE PROCESS
 PUBLISH METRICS
 STANDARDIZATION IS NEEDED

1. Transparency in the process
 - measurable makes
2. Min. impact to current student body
3. Enhances the school community when school is close

TABLE 26

- Keeping or introducing equitable access to enrich programs and high performing academics and services

Q1 - PRIORITY

- ACCESS TO PROGRAMMING
 - Priority to quality of Performing schools
- TRANSPORTATION
 - Priority to access to AP/IB academies

Q2 -

- TRANSPORTATION
 - location, traffic patterns
- Demographics
 - keep neighborhoods together

Q3 -

- No Change
- Equal Programming in all schools

Q4 -

- Community contribution's to decisions

Q1

* Capacity should be flexible to incorporate with ebb + flow of population. Boundaries should be fixed to improve student mental health and community roots!

- Don't break up schools / boundaries → invest in schools that need it!

- Safety and cohesiveness of community should be considered heavier ~~there~~ ~~weightage~~ ~~flexible~~

- Reduce islands before breaking up communities

* Access to programs shouldn't be determined by boundary changes - it should drive CIP allocation strategies

Q3

- Don't create new issues - if communities are working leave them alone!

- Stimulate investment in under-performing (low attendance / low graduation rates) schools

- ~~Define what eq~~

* Define what equitable access to programming is and how boundary rezoning would help this...

* Make school capacity more flexible by design → don't do this every 5 years!

Q2

- Impact on mental health for students

- Transparency for data you are using

* Early community input!! Talk to US ↓ PTA Civic Pres. before you draft scenarios

- 4 main priorities with an extra 7 - what are they? When are they used

* Include upcoming housing dev. data for population density

- High community + parent volunteer rates

- Happiness w/ current pyramid

Q4

- Transparency of 3rd party consultant - sharing how priorities were developed

- Is doing this what data support that doing this every 5 years helpful

- Weight of 4 priorities to FCPS Board?

- Why is FCPS not taking a phased approach - graduating from their school - why rip of the bandaid? Prioritize student mental health

- 1 - Property Values
 - split Feeders
 - Travel Times
 - Larger Facility

Vanner/Marshall

What Is Top Priority when creating boundary scenarios

What makes up these data points
 ie) What is "BMO" TRAVEL TIME

Bill of Rights
 Things you cannot raise any of this off of

What are some important data or insights to consider

2 Demographics

Population Only
 Not Monetary

Sociological Experiment / DATA

Priority
 What do you hope the outcomes of this Review process

- 3 get Bad People out underperforming
- Not Based on EQUIP
- More Accountable
- Exposes Actions of Board / Superintendent

\$3.5B?
 What's IT ALL GO

What ARE the questions you have about the next steps

4 - Who are those people in the group & when to coordinate w/ them

-Confidential Agreement
 ↳ why when Transparency

De Seemed In a Plus Approach, why they

Eliminating Split Feeders Is Impossible

- even 5 years to build?

↳ build more school to eliminate

↳ Impossible

o.d. table comes up

How/ what does this mean

TRAVEL TIME BUS

Facade Topics

↳ Not supported coming from the school board

↳ Look up CAPACITY 15-20 year

Q1:

● Proximity & bus time is a major concern. [Don't want the student on a bus an hour each way.]

● Keeping the social continuity for the kids.

Q2: ● This, again. Please don't divide neighborhoods.

● How will Academy courses/opportunities be affected?

Q3: ● What are the negatives? We're getting info about benefits, but not costs.

● Hope: home values aren't hurt.

Q4: ● What data is being taken?

● Can we respond to draft scenarios?

● Will it phase in? Will it be instant?

● Be specific what you mean when you say "equity."

Q1

- Split feeder schools and attendance islands
- Increased travel times for students caused by current school boundaries
- Longer facility renovation wait times & high costs

Q4 Who makes up superintendent's advisory group? Is their info public? What are their interests and qualifications?

Q3

Maintain existing Mantua/Frost/Woodson pyramid and strong community that starts with Mantua. Boundary adjustments (if any) should decrease bus times and create shorter, safer commutes. Create more localized AAP centers to keep kids in communities.

Q4

How is FCPS thinking about negative impacts to school involvement & community divisions?
 (as a result of boundary changes)

Q2

Impact on mental health for students

- Proximity of neighborhoods to school, maintaining strong community w/ existing pyramids

Respect Natural Boundaries - Highways / Lines

- Further disruption for kids already impacted by pandemic
- Including upcoming housing development data for population density—avoid neighborhood ping pong exercise.

Q4

How will data, methodology, and analysis supporting each scenario be shared? Why is a "rip the bandaid" approach favored over phased? How will mental health and logistical ramifications be mitigated?

CLASS size/trailers

- Better communications between county/zoning and schools to project growth (ex. changes in senior living designation to regular residential)
- Timeline from public notice to actual boundary moves
 - How/gradual - as mentioned
 - Stay at school moved to be /disparity
 - Special Ed - needs/space staff
 - ConvoS w/ specific neighborhoods to see impact

Responses

- Top priority - make sure schools aren't overcrowded - Prepare for growth vs. responding after the fact.

- Maintain Transparency

Who is involved in making decisions?

How will the data be shared with the community?

- What does the student population forecast look like?

- What Options will be available for established students?

Group 53

1. Equitable access to programs was a critical point of emphasis.
2. Ensuring continuity of community (avoiding/eliminating split feeders).
3. When implementation occurs, will there be "grandfathering" of students to certain schools?
4. Transparency of the decision making throughout the boundary review is essential.

Table (65)

1. Sibling impact & Home Cost impacts
Community impact
2. Buses & Schedules and cost of ~~this~~^{Bussing}
3. For areas that are impacted by over crowding
4. This really going to take 2 years &
What weight is given to each boundary core criteria

Q1: ALL PRIORITIES ARE CONCERNS

- SCHOOLS TOO FAR AWAY
- ENROLLMENT CONCERNS AS POPULATION INCREASES - NOT ENOUGH SCHOOL CAPACITY
- COMMUNITIES THAT ARE HAPPY WITH SCHOOLS WANT TO ENSURE THEY AREN'T DISRUPTED

- ## Q2:
- PROPERTY VALUES ARE AFFECTED
 - SPLITTING KIDS UP HAS CONSEQUENCES
 - IMPACT TO PROGRAMMING QUALITY UNCERTAIN

- ## Q3:
- ← • MANTUA / FROST / WOODSON SHOULD ~~BEA~~ REMAIN UNCHANGED
 - ← • FAIRFAX HUNT SHOULD JOIN ITS NEIGHBORS AT ROBINSON OR ANY OF THE OTHER CLOSER HS;
 - ← • OAKTON SHOULD CONSIDER SCHOOLS CLOSER TO COMMUNITIES
 - ← • ADDRESS OVERCROWDING!

KEEP WHAT'S WORKING WORKING!
(use as model?)

LESS TIME ON BUS / CLOSER COMMUNITIES

CONTINUES QUALITY OF EDUCATION

Q4:

- PLAN FOR INCREMENTAL, 5 YEAR ROLLOUTS?
- SAME PROCESS APPROPRIATED?

- ROLLOUT TIMELINE?
- WHAT ABOUT KIDS ALREADY IN A SCHOOL? WILL THEY HAVE TO MOVE?
- WILL EXCEPTIONS BE CONSIDERED?
- WHAT IS THE TIMELINE FOR CREATING THE ROLLOUT PLAN?
 - WILL THERE BE COMMENTS ON THE ROLLOUT PLAN?

teachers/friends as part
of a community

friendships

forced into different community

stability

• We love our
School (Mantua-Frost-Woodsen)

• We love our
Community

Why can't we just stay at
our school?

When are you going to renovate
Mantua as promised 40 years
ago?

Why are you considering breaking
your promise to our
community to keep us
together?

• You are instilling fear and insecurity
in our community.

BUILDING PERMITS MUST BE

- DIRECTLY CONNECTED TO SCHOOL DENSITY
- MINIMAL DISRUPTION TO KIDS
- AS MUCH AS POSSIBLE SPECIFICALLY
MIDDLE & HIGH
- SHORT TERM & ~~BT~~ LONG TERM PLANS
FOR SCHOOLS (NEW SCHOOLS OR EXPAND/REBUILD
EXISTING SCHOOLS.

1. Keep the kids and the families with the same peers in the close by neighborhood. - This will keep the continuity of education.

~~2.~~

2. Quality of education. Access to good academic programs. School security. Some schools have gangs and drugs. After re-zoning, my students may end up in these schools. Concern about lack of security equipment (Cameras, CCTV).

3. A fair Boundary review process, if the locations get re-zoned, some properties values would get negatively affected. Middle Class families ~~will~~ will suffer, while the 3% upper class could pivot their children to private schools. We hope that after review process, there are no changes in boundaries. If re-zoning does happen, children from any neighborhood would go to higher rating schools not lower rating schools.

- To be continued -

4

Is there an appeal process if we are not happy with the decision? Could the grandfather legacy clause be applied to the current students, so that they could stay in the original schools? Who is going to make the final decision, School Board or PTA?

of security equipment (CCTV) may end up in these schools. Concern about lost hard drives and data. After re-sound, my students academic programs. School security. Some schools. A variety of education. Access to good

After boundary review process if the location get re-sound, some properties values would get negatively affected. Middle class families state will suffer while the 3% upper class could protect their children to private schools. We hope that after review process there are no changes in boundaries. If re-sound has happened children from not a very young school and need to go to higher school sectors.

To be continued

1. Difficult to respond w/o more data on problems board perceives

- proximity
- space
- renovations
- distribution

always = well-being of students
they need stability

2. Academic & community continuity.

~~what~~ Impact of other programs on size (AAP, Pre-K at schools already over-capacity)

Qualitative & quantitative data

3. Keeping kids with their neighborhood community (including current contiguous neighborhoods) [how do we define neighborhood]

Old development lines ≠ neighborhoods or community

Separate what from when
- Act strategically

4. We could provide better input if we knew plan — Not enough time in Phase 2 for feedback on proposal. What data are you using (can we comment on data)

GRAND FATHERING

Table # 18

Question #1 Highest Challenge

- 1st / Highest: Uneven distribution of students
- 2nd / Priority: longer renovation times
- 3rd priority: Transportation times

Question #2 Data & Insights

- Develop a "Phased" approach to rolling this out ~~to~~ students "grandfathering"
- Consider performing an assessment of current Neighborhoods/communities ~~with~~ boundaries to keep neighborhoods together

Question #3

Outcomes & Benefits

- Less disruption of new boundary changes to families by mitigating impacts
- Better align Special Ed services
- reduce transportation costs
- spend renovation \$ for adding square footage more effectively & efficiently

Question #4

Questions about next steps

- How will data, information & details be released to the public during the interim stages of this project.
- How is the info about collecting?
- Create a survey to collect feedback on the next stage of the project. What is most important to families
- Have transparency on the Superintendent's Boundary ~~Committee~~ Committee

Q1: neighborhood split between two schools

· school is at capacity and there are trailers

· long commute to MS and HS

- kids being tired
- less time with family

· consistency of peers/community

Q2

· class size

· commute time

· transportation capacity

· process of conducting survey

· social anxiety of going to new school

· want efficient routes to spend more time w/ family

Q3

· stop split feeding communities

· shorter commutes/relocating to closer schools

· consistency in SACCC afterschool care

· build stronger ties with community and opportunity

· equal access to resources

Q4

· process for conducting survey

Question 1: Challenges Explored

- travel times for students & proximity of students 2 schools Keep communities together
- Too long of wait for facility renovation times
↳ be more systematic - hit high / low capacity first

Question 2: Data or Insights we should consider

- Mental health impacts on students and community by shifting boundaries
- Need ^{to account} zoning permits, population density to upcoming housing development
- Analyzing capacity at multiple levels, ES/MS/HS in a layered approach

Q3: Hope outcomes to be? How to end positively?

- If it works, don't break it. Keep working pyramids together
- Have more community engagement earlier
- Budget and resource optimization, better prioritization of allocating CIP funds
- Reducing feeders and minimizing travel

Q4

What questions about next steps

- When will Consultants meet w/ community organizations
before March 2025 Draft Scenarios?
- Why is FCPS not taking a more phased approach?
- What is the weight of community input?
- What weight is given to each boundary core
Criteria?
- What alternatives to shifting boundaries? Boundary
Shift should be last resort.
- What mitigations are there if people like their pyramid?

Key Discussion Points

- Prioritize student well-being (achievement, neighborhood unity, etc) in addition to facility utilization

- Concerns did outweigh some hopes in question 3 due to uncertainty in equitable program offerings

- Desire for academic quality to be available at high levels for all (what staffing, building use, budget will be required to ensure?)

★ Pyramid Consistency

- For continuity of community, programming & proximity
- For mental health & academic success

★ Transparency

- in data collection & decision-making processes
- consider factors & feedback from community external to FCPS (Fairfax county residents w/o kids)

TABLE 54 TAKEAWAYS

#1 LOCATION AND ATTENDING NEIGHBORHOOD SCHOOLS

- REDUCED TRAVEL TIME
- NO SPLIT FEEDERS

#2 COMMUTE TIME, CLASS SIZES, + TYPES OF PROGRAMS IN PYRAMIDS

- ## #3 - BOUNDARY CHANGES EQUITABLY DISTR'D BETWEEN ALL REGIONS
- REDUCED TRAVEL TIME
 - EQUITABLE DISTR'D OF PROGRAMS ACROSS PYRAMIDS.

- ## #4 - HOW WILL FCPS BUILD TRUST WITH THE COMMUNITY WITH THIS PROCESS?
- IS THERE A CLEAR OR MORE COMPLETE TIMELINE FOR THIS PROCESS?
 -

TABLE 1

- ① PROXIMITY + PRESERVING COMMUNITY (MINIMIZE overall boundary Δ)
takes a long time to build, can tear down in a day
- ② Use FIG DATA (+ share what you use BUT + modeling)
don't forget to weight proximity + preservation above all
- ③ Use process to consider other solutions, create
- ④ Timeline should include an election cycle
for our school boards (2022)
(Democracy throughout process)
- ⑤ Balance measures must be included

Question #1

members prioritized all 4 priorities

Homes are/were prioritized based on established school zones

Enrollment capacity + FGPS should present where the school enrollment are balanced vs. off balance

Access to programming - how does redistricting effect resourcing for programming

- look a comparison/delta of school ratings from current school to suggested school

timeline - should be slower

Question #2

Heavily weight delta between current & suggested school

- home value
- student

transparency of process of how & why these decisions are being made

make school data, capacity/enrollment, programming, to be shared with parents

look/share what FCPS is doing with the county planners to solve problems w/ city rather than by moving students

4 priorities are highlighted but there are 7 additional that need discussed presented - transparency of the priorities.

What are the current scores/data for each of the 11 priorities at each school?
What is the problem statement? what is the why?

Is a possible outcome of this process be status quo or limited changes?

Question #3

- Equitable access to school programming without degrading ~~students~~ access for any student.

- Grandfathering of schools for students currently enrolled

- Elimination of split feeders

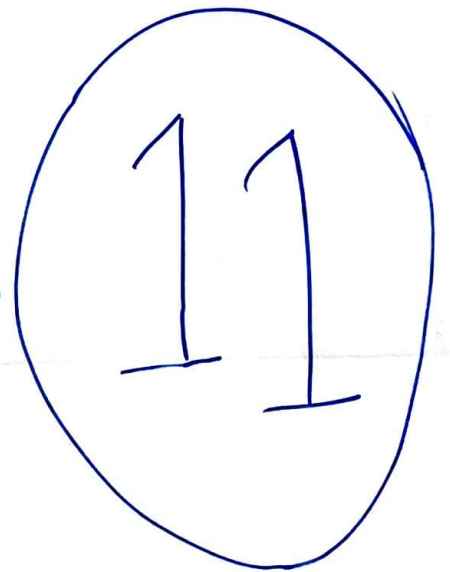
- If we knew the problem statement upfront (what are we trying to solve?) it is hard to envision the positive outcome of this effort

1. Carefully consider the impact of any major decisions particularly on disruptions of communities + student mental health

2. More data + transparency on the benefits + challenges of boundary review. Take into account parent + community perspectives

Proximity & Transportation

- Access to Programming
- Minimizing impact to families



- Community Consensus
- Program Utilization
- Test/Grade Performance

- Reduce/Keep travel time

Minimize negative impact to

- What is Board's Priority ^{Students}
- How will communities get notices

- ① Proximity (travel time, geographical location)
- Neighborhoods remain together

- ④ How will FCPS
 - Share findings from community meetings?
 - Future committees are members of the community. Select parents on committee for scenario development

- ② Capacity ^(planning) - future, under way

- ↳ forecasting tool
- current boundaries & current ~~cap~~ enrollment stats
- How do neighboring Counties do boundary review?
- equitable programming

- ③ Final options are realistic and viable..

- Positive impact, more efficient / equitable distribution of student body.

THANK YOU!

Key Takeaways

1) We are very concerned about implementation plan once changes are approved. Will students currently in middle and high school be given a 'grandfather' option? If so will transportation be an option?
Budget FCPS timeline impacts.

2) We feel core beliefs of FCPS should be reflected in the priorities especially the social, emotional impacts to our children.

1. How long is the phase-in, and what is the plan for students currently enrolled in high school especially or kids allowed to be grandfathered-in @ their current grade school.
- Mental Health Considerations

2. Keeping communities together and focusing on reducing split feeders and attendance islands

3. What is the plan for program access for kids impacted by boundary changes
- Mental health support during major shifts and disruptions

Question 1: enrollment and capacity

Question 2: sq ft / student

Question 3: enrollment to match
capacity to ensure
equitable access to facilities

Question 4: The rollout —
grandfathering, exceptions, staffing,
collective bargaining

TABLE 12 Dec. 2 2024 BOUNDARY NOTES

Q1. #1 Academic perf. & Minimize change, Keep kids together
Don't reduce the programs & resources available to a district or to kids.

Q2. See current & future capacity forecasts.

Impact of change on social, ^{academic} & emotional development.

Transit & school schedule impacts.

Survey Results of those affected by proposal.

Consider lessons learned ~~from~~ & outcomes from other districts

Q3.

Minimize Change

Have equitable programs at all schools (AAP, IB)

Build more schools, renovate & expand existing schools instead of boundaries.

Q4.

Is there a correlation between over/under capacity schools & academic outcomes?

Have we considered ^{official} county growth plans? (zoning Transpo construction)

What data sources have been used by FCPS?

Would 'grandfather' clauses be allowed?

Question 1: Ensuring equitable access to program facilities
Improving student well-being and achievement
Balancing available capacity to optimize use of school facilities

Question 2:
Declustering housing types to ensure equity of accessibility
Create definite plan for those schools that utilize trailers/modulars when to build new facilities (5 yr plan/10 yr plan)

Question 3:
Schools less crowded to
Boundary adjustment spread out well that ultimately provide equal access to opportunity
* More structured plan to reassess boundary with reasonable timeline

Question 4: Data Collection
What is being included
Public be informed of data collected/data points per Question 2
Future/New Housing developments / how it fits into boundary concerns
How is our input going to be used and will we have a role in the boundary change appraisal process
How often is this boundary change going to happen
* Building more schools to alleviate overcrowding/growing county

Proximity

① Transportation & Proximity.

Kids not to in bus for too long time & also make sure whole community neighborhood zone to make same school rather than split to different school.

Ex: In same community they are zoned to 2 different schools.

② Consider Impact of school when giving permissions to new development

- ① Overcrowded schools.
- ② More Magnet schools need to be developed.
- ③ New development, Overcrowd, new schools.

③ Resolving overcrowding

- Better ~~academic~~ Academic courses.
- More languages & same roles need to be throughout the country.
- Programs need to be available in all schools with no discrepancies.
- Academics & options should be same throughout the school.
- Programs, courses, Academics should be same in all schools.
- Clubs, sports other activities should be improved & same in all schools.
- Funding schools school be equivalent but not community wise.

④

- Communication & transparency about the process
- Good to know about data collected & Review status asap.

- 1) Enrollment Capacity + Proximity are very important → Population density in a boundary contributes to long or short bus rides.
- 2) Ensuring high quality instruction will reduce islands. Also has to do with equity of access to all programs.
- 3) ~~Ensure~~ Ensure adequate staffing + training for all staff related to specialized populations.

① Top Priority

- Balance capacity
- Travel time
- Resolve attendance islands

②

- students' mental health when removing from current community
- happiness w/ current pyramid
- option to stay and graduate w/ current school
- ~~the~~ major changes in property value
- impact on academics
- other options to solve FCPS issues aside from boundary changes
- what data are you collecting Dec. 2024 - March 2025?
- timely needs to be expedited so that we don't need to provide feedback during quiet summer

③

- no change to boundaries
- choice to stay in current boundary
- reduced travel time

④

- independently review capacity and travel time for elementary school vs high schools
- data reviewed by school board — transparency
- data easily accessible
- how much weight do you place on community feedback?
- need more transparency — when do you conduct a Q&A?

Property Values

Academic standards

Logical use of data

Consider adding 6th to middle
school ~~to~~ in lieu of boundary
changes

Question 1: Challenges

1. Minimize travel time
2. Maintain school enrollment/capacity
3. Elevate Academic Rigor to
4. reduce disparity
4. Ensure diversity of income levels across all schools.
5. Improve communication, online mean of communication

Question 2: Important data/Insights

1. Better communication on the process overall
2. Transparency of funding streams
3. Student teacher ratio to enable superior learning experience to students
4. Better communication between future
5. housing development and student enrollments.

Question 3: Outcome

1. Potential new school construction
2. Phased in approach to boundary changes to minimize disruption to families. [let them finish their current school]
3. Standardize academic rigor across schools.

Question 4: Next Steps

1. Live broadcasting, asking for inputs electronically.
2. Clear communication between various phases.
3. In what way will the data from these meetings be shared?

- Update 2008 renovation queue before making boundary recommendations
- Need phased-in implementation plan to minimize impact to student mental health, county real estate, and tax base
- Impact of specialized education should be considered, and increasing count of AAP magnet schools would have large impact on schools like Mantua
- MAINTAIN ESTABLISHED COMMUNITIES LESS LIKELY TO INCREASE IN DENSITY AND FOCUS BOUNDARY CHANGE EFFORTS ON AREAS WITH BROAD DEVELOPMENT PLANS, AS WELL AS, AREAS THE CURRENTLY EXIST AS ATTENDANCE ISLANDS.

- Keeping community together

- Impact on mental health - consistency

-