

**Graphic Organizer for Note Taker**

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

<p><b>Question 1:</b></p> <p>In the introduction, we explored various challenges related to the current school boundaries. Which of those do you feel should be the top priority when we create the boundary scenarios?</p>	<p><b>General challenges:</b></p> <ol style="list-style-type: none"> <li>1. TRANSPORTATION/TRAVEL CONCERNS WITH ATTENDANCE ZONES, DISTANCE</li> <li>2. STUDENT ACCESS TO PROGRAMS SHOULD NOT BE DEPENDENT (EXCLUSIVE) ON WHERE YOU LIVE</li> <li>3. CONCERN FOR FUNDING FOR STUDENT EXTRA-CURRIC ACTIVITIES - SIZE OF STUDENT ENROLLMENT/ZONING IMPACTS FUNDING FOR ACTIVITIES (AVAILABILITY &amp; MATERIALS)</li> <li>4. WILL A BOUNDARY CHANGE ACTUALLY CHANGE ACCESS AND AVAILABILITY OF PROGRAMS?</li> <li>5. WHAT WILL RIPPLE EFFECT LOOK LIKE? GRANDFATHER TO ALLOW TO STAY @ SCHOOL THROUGHOUT LEVEL (ES, MS, HS) HOW ENSURE DO NO HARM?</li> <li>6. WILL THIS BE IMPLEMENTED OVER TIME? WHAT <del>SHOULD</del> WILL SUPPORT LOOK LIKE W/ TRANSITION ONCE CHANGES MADE?</li> </ol>
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Additional Note Space for Question 1:

- ① • lorton station in hayfieldco. is huge concern (distance)
    - \* travel time for students, transport, attend zones
  - access to programming - similar support (adv., CTE, ETC.) shouldn't vary based on school
  - student @ lewis (smallest) - funding for marching band / extra curric. (ex: neighbors have 100s kids in band)
    - ↳ funding
    - ↳ will he be able to do activities (extra-curric)
    - \* unbalances in size
  - will boundary review actually  $\Delta$  equitable access??
    - have we already developed a course of action rather than solving other inequities directly
    - ↳ ripple effect?
    - ↳ how are we ensuring equit access beyond boundary  $\Delta$
  - do no harm. what will impact look like if move?
    - (not instantly have equit. access)
    - how ensure w/ movement? what grandfathering look like?
    - \* what will support / planning look like once changes made?
- phases?

  - ↳ will be overtime?
  - ↳ will he students be moved to a diff
  - hs?  $\rightarrow$  setting
  - ↳ finish grades @ current 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. WE NEED A 'CURRENT STATE' ASSESSMENT. WHERE ARE PROGRAMS CURRENTLY OFFERED? STAFF CAPACITIES? STUDENT NEEDS/INTEREST? PROGRAM CAPACITIES
2. HOW ARE WE CONSIDERING THE CONTEXTS (NEW COMMUNITIES BEING BUILT, INFLOW OF STUDENTS) IN DESIGN PROCESS SO NOT ~~BE~~ HAVING SAME ISSUE IN A FEW YEARS
3. STUDENT VOICE - HOW IS THIS BEING INCLUDED? WHAT PROGRAMS DO THEY WANT & NEED?
4. HOW CAN THIS SUPPORT/HIGHLIGHT THE STRENGTHS OF ALL SCHOOLS - WILL HELP TO DISRUPT SOME OF ~~THE~~ THE NEGATIVE DOMINANT DISCOURSES THAT ARE UNFAIRLY ASSOCIAT. WITH SCHOOLS & COMMUNITIES
5. WHY CAN'T WE MOVE PROGRAMS AND NOT STUDENTS?
- 6.
- 7.
- 8.

Additional Note Space for Question 2:

current state

- assessment - what current prog in place? where of programming not offered? staff not capac? prog that are offered - what are their capacities

- comprehensive understand of where programs are  
 → can we increase availability of programs?

- ex: mclean - ~~capacity~~ not expanded during renovation  
 ↳ how are we looking at hot spots / homes / neighborhoods  
 to plan for capacities (so not shifting back)  
 \* early ident of capacities & conditions / context (building)

- student voice - what do you think is missing in your programming

- over & under enrollment

- highlighting current schools offerings & reputation of schools to disrupt some of the dominant harmful discourses



**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. LOCAL "COMMON SENSE" BOUNDARIES - SCHOOLS IN YOUR NEIGHBORHOOD → DRIVE PRIDE + SOCIAL COMMUNITY
2. HOW ENSURE PARENT/FAMILY ~~THE~~ INPUT IS ACTUALLY CONSIDERED AND USED TO DRIVE DECISIONS  
TRANSPARENCY IS NECESSARY THROUGHOUT PROCESS.
3. PRESENTATION OF MULTIPLE OPTIONS TO COMMUNITY THAT ARE TIED TO CLEAR GOALS AND HOW OPTIONS MEET GOALS.
4. ACTUAL ACTION NOT JUST TALK (PERFORMATIVE)  
NOT TO LET FEAR HINDER OR STOP ~~THE~~ PROCESS.
5. RESPONSIVE ROLLOUT PROCESS, APPROACH OVER TIME?
6. HEAT MAP OF CURRENT PROGRAMS (WHAT OFFERED WHERE → TO WHOM?) EX: CYBERSECURITY - ACCESSIBILITY → AVAILABILITY → HOW BEING COMMUNICATED TO STUDENTS → FAMILIES?
- 7.
- 8.

Additional Note Space for Question 3:

- "Common sense" <sup>LOCAL</sup> boundaries - have your schools in your neighborhood → ~~pride~~, build social community
- parental input is actually considered
  - ↳ transparency, evidence in decision making
- thoughtful, rep of commun, multiple options being presented. clearly name goals and options proposed to meet goal.
- actual change action, not just talked about.
  - ↳ with integration of commun feedback
  - historical perspective of piecing it all together
  - fearful of unknown stopping progress
- ex: m/s sports rollout division-wide - as small approach overtime
  - ↳ fear driven endw
  - ↳ access & experience
- benefit as many people as possible without harming people
- wants immersion programs.
  - heat map across division - what offered where and to whom
  - cybersecurity
  - ↳ ACCESSIBILITY AND AVAILAB. (COMMUN)

Des @ LOCAL Levels

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

**Questions about the Process:**

1. WILL PARENTS/FAMILIES HAVE ANOTHER OPPORTUNITIES TO REVIEW OPTIONS?
2. WILL START TIMES ALSO BE CONSIDERED? IMPACT?
3. WHEN WILL THIS TAKE EFFECT? TIMELINE?
4. HOW <sup>WILL</sup> STUDENT INPUT BE INCORPORATED?
5. WILL THIS ALSO LOOK @ REDISTRIBUTING PROGRAMS NOT JUST BOUNDARIES? IS GOAL ENROLLMENT OR ACCESS TO PROGRAMS?
6. WHAT DATA IS BEING USED & HOW ANALYZED?
7. WHAT IS THE DATA BEHIND THE BENEFITS LISTED? WHAT ARE THE GOALS?
8. HOW ACCOUNTING FOR FUTURE CHANGES IN NEIGHBORHOODS? FLUID PROCESS?

Additional Note Space for Question 4

- sample / options to share to get parent feedback?  
↳ next phase?
- evaluations of start times? consolid? how impact?  
CONVO
- when take effect?
- how student input used?
- will this review also look at prioritizing resources to actually create eq. access (not just boundary?)
- what data is being analyzed?

↳ how is it being analyzed?

- rhetoric of enrollment, is goal to create equal enrollment and is that actually our goal? or to create access to prog too  
- data behind?
- how will redrawing bound goals meet benefits? how?  
EX: ensuring equitable access  
↳ what are the goals?  
- what is the benefit in actuality
- plans for future expansion?  
↳ capabilities to build new schools to level out  
↳ how accounting for neighborhood makeup

BENEFITS  
 ↳ DATA?  
 ↳ CURRENT STATE?  
 ↳ BOUND PROCCES TO ACCOUNT FOR / INCLUDE COMMUN. LANDSCAPE

Facilitator: Sherry Holland Senter

Table: 18/20

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

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**Question 2:**

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

**Information to Include in Boundary Review**

1. Not enough people pick schools based on school ratings, home values, economics - How do people pick schools?
2. ~~Special~~ what are the programs (i.e. special education, languages, AP, advanced classes etc) that you want everyone to have access to?
3. what is equitable access?
4. what does it entail? programs need to be spread out  
Why don't all pyramids have same access to programs/or the same programs/classes?
5. ~~Where~~ where is all the ~~extra~~ multi-million \$ bonds going? why can't it fund all the (programs) equally?  
resources
6. where are population growths?  
Students
7. ~~the~~
- 8.

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

~~Invest in the programs!!!~~  
Table: 000

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

**Favorable Outcomes:**

1. ~~Every school pyramid will look equal = great school ratings, classes, programs, transportation?~~

2. languages

~~focus on adding <sup>and</sup> resources to all~~

3. decreasing disruption to families, bussing,

~~pyramids to lessen transportation + bussing, moving students between school etc.~~

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. Will FCPS be as transparent as FCPS claims to be? How did you choose contractor/credentials?
2. What specific criteria/factors to make new district lines?
3. How ~~did~~ <sup>was</sup> Advisory Board chosen?
4. Please describe definition of <sup>put together</sup> ~~what~~ equitable access? what does that mean?
5. What is end vision of equitable access?
6. What ~~is~~ is FCPS able to solve?
7. ~~If there is overwhelming opposition~~
8. If there is overwhelming opposition to this process will the process be slowed down?

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

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

**Additional Note Space for Question 1:**

Data



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

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

<p><b>Question 2:</b></p> <p>Based on your experience as a parent/caregiver and/or community member, what are some important data or insights should we consider?</p>	<p><b>Information to Include in Boundary Review</b></p> <ol style="list-style-type: none"><li>1. "What if" scenarios - impact <del>of</del> on test scores</li><li>2. Test scores may not be good indicator - need to be analyzed in context</li><li>3. Demographics</li><li>4. Teacher retention / <sup>credentialing</sup> education. <del>credentialing</del></li><li>5. Impact on bus travel times</li><li>6. Impact on AAP</li><li>7. Change from IB vs AP → should one program be chosen to ensure equity</li><li>8. split feeders</li></ol> <p>consistency of rigor from school to school</p>
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Shouldn't

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. Truly use community input for decision making
2. Ensure that all communities are represented
  - ↳ ~~to~~ targeted meetings w/ several languages
  - ↳ have
  - ↳ consider special ed parents/students as a community
3. Less overcrowding
4. Ensure ~~that~~ that students are going to their assigned school and not being addressed to attend school of choice
5. Annandale + Langley highschools would be identical
  - ↳ equitable ~~ess~~ access to all programs
6. Every resident of the county should have equal access to resource
7. One Fairfax policy -
- 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 is the roll-out going to affect kids specifics of roll-out? grandfathering??
2. How will transfer policies be addressed?  
Flight out of certain schools. ~~are~~ ~~ing~~.
3. People game the system to have transfers.
4. If the reason that supported the transfer goes away (wanted to learn Japanese) does the child get to stay at the school.
5. If there is more equity there will be less pressure to transfer.
6. Move community survey upstream in the process.  
↳ move it into Phase 1
7. Consider the questions going out in a portal. on-line.  
Consider outreach at the pyramid level. to accommodate all community members.
- 8.
- 9.

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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. Discipline (Vaping is an issues)
  2. Housing cost next to good schools, Rezoning could impact housing
  3. During rollout plan, minimize disruption. Grandfathering stay at their school.
  4. very disruptive to some kids  
     ↳ quality of lunch
  5. ~~Let~~ Let the stay at existing schools to }  
     reduce pressures }  
     social } } Welcoming Environment for schools
  - 6.
  7. ↳ Keeping Community of students together
  - 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. Listen to parents views | ⇒ Access to programmes

2. <sup>All Voices</sup> Diverse Voice are heard, x2

3.

4.

5.

6.

7.

8.

Each Boundard Pinned to Programming and Sports positive impact

o Less travel time if all have access to program

o Better for environment

7. Keep Community of students together

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

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

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

**Questions about the Process:**

1. ~~Are~~ Is FCPS going to get inputs from all parents
2. When will it be implemented (what school year)
3. How much will it cost?
4. How will FCPS redistricting be decided?
5. What data will be used to make the decisions
- 6.
- 7.
- 8.

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

Table: 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. HOA lists - keep communities together
2. Program placement to allow you to stay at base school
3. Look @ major roadways & other barriers
4. Consider Density of housing
5. Take a position on concentrating Title I services & other programs
6. Developments - look @ and plan for the future students  
Long term planning
- 7.
- 8.

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

Table: 8

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

**Favorable Outcomes:**

1. Keep neighborhoods together & offer programs @ all schools (access) so all students can go to same school
2. Become more efficient w/ our resources so that we can put more \$ into the schools. in the same family
3. Clear vision on what access to programming means
4. Parents can learn more about schools that aren't their base school
5. Try to align the economic disparities between schools
- 6.
- 7.
- 8.



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

Table: 8

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

**Questions about the Process:**

1. What are the clear goals? (ms 6-8?) and what is the timeline for that  
Transparency
2. Partnership w/ the county - housing planned - sidewalks -
3. Understanding of how we got here?
4. Timeline clarification & transparency
- 5.
- 6.
- 7.
- 8.

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

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

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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. Reduction on expenses
2. Students continuation on same school
3. Keep level <sup>same</sup> of students (resources) on all schools
4. To be prepared to offer an excellent education.
5. To avoid same issues that happened in the past 40 years

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6. Transportation safety
7. No bullying
8. Transportation time  
Fair access to schools resources

That student be transferred to another school.

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

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

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

**Favorable Outcomes:**

1. That all students have <sup>"fair"</sup> some access to an excellent education
2. Student's benefits
3. That our students feel satisfied.
- 4.
- 5.
- 6.
- 7.
- 8.

Facilitator: Juanita Gladys

Table: 19

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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. ~~for~~ school based AAP classes
2. school population - balance of free/reduced lunch
3. draw lines to make Free/reduced lunches distributed better thru district/county
4. how our money is distributed by school, per student
5. what commercial drivers how much of property taxes go to education
6. transfer data
  - how many are transferring out &
  - reason they transfer out
  - what schools get more transfers and why
7. making sure that we don't allow resistance (due to finances) cause some changes not happen e.g. squeaky wheel gets grease
- 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. boundaries are changed to offer balance to schools
2. try as best as possible to stay in community
3. hope it doesn't get ugly
4. make purposeful changes not just minor changes to say you are ~~doing~~ making changes.
- 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 data are they collecting
2. how many scenarios will you pose
3. Will we get to have input in changes that will happen  $\Rightarrow$  final changes.
4. do they already have some changes in mind
5. what is school board looking to get out of community meeting/data analysis
- 6.
- 7.
- 8.



Facilitator: Dr. Michele Boyd

Table: 21

### 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. moving schools can be traumatic  
- are we grandfathering?
2. AP vs IB - consistency in curriculum in high school
3. balancing short term concerns with long term goals  
- past re-districting being reversed?
4. school impacts from community changes  
- Annandale lost volunteers
5. tying in with development plans w/ county,  
housing, enrollment
- 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. ~~equality~~ equity in student populations
2. ~~no~~ equal access to a quality education
3. Some hope for no bandary changes  
- instead put resources where needed
4. keeping communities together
5. keep feeder patterns together so kids can stay together
- 6.
- 7.
- 8.

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

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

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

**Questions about the Process:**

1. Once the proposal is made, who will make the final decisions?
2. What other opportunities are there for engagement and giving feedback?
3. How much does or community input count for?
4. What's the role of the advisory committee?
5. Will the data collected become public? What are the data points?
6. How are the priorities weighted? What are the other 7 priorities?
7. Is the priority to disrupt as few students as possible or no?
8. Is there any plan to add access to high schools with less? How does re-drawing boundary lines give more access to AAP or AP or special ed.? Don't we also need to ADD more of these programs?

Facilitator: Kathy Ryan

Table: 6

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<p><b>Question 1:</b></p> <p>In the introduction, we explored various challenges related to the current school boundaries. Which of those do you feel should be the top priority when we create the boundary scenarios?</p>	<p><b>General challenges:</b></p> <ol style="list-style-type: none"><li>1. Student well being is the only thing that matters + community / feeling connected is how that is accomplished.</li><li>2. These do not consider confounding factors that affect boundaries like construction</li><li>3. Hard to answer the ques</li><li>4. Transportation not a concern -</li><li>5. Evaluate programs that are successful / desirable consolidate to allow more consistency + ↓ inequality make those</li><li>6. Community is not geographic how do they define community when talking about it in this process. Do they understand how we define our community when considering this process</li></ol>
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Facilitator: \_\_\_\_\_

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

**Question 2:**

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

**Information to Include in Boundary Review**

1. More direct communication  $\bar{c}$  every school to ensure needs + priorities are included in consideration
2. ~~The~~ Finding out reasons for underpopulated schools - ask people who aren't @ their base school if there are things that would draw them back
- 3.
4. Ask teachers + former family families who have moved away
5. Looking @ SOL / other data to determine why they are so different
6. What is different between "good schools" vs. "bad schools"
7. How are ~~AR~~ Programs decided to be placed at specific schools
8. Are there other ways to reach goals of this process other than ~~a~~ changing boundaries

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

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

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

**Favorable Outcomes:**

1. Improve Knowledge about other regions - their struggles + successes
2. Improving connections between regions + pyramids to share things they are doing
3. Improving understanding that and Empathy for those affected
4. Stable/consistent populations @ base schools to ↓ transfers
5. Finding solutions other than changing boundaries to address issues this is focused on
6. Decrease need to change boundaries down the road
7. ~~Allowing program schools to meet community needs and not expect everything to be identical, but also ensure the~~
8. Allowing schools to be more consistent in programming also allow more autonomy for schools to meet needs of community. They don't have to be exclusive

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

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

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

**Questions about the Process:**

1. Are you talking to other school districts nearby that make larger boundary changes for information of how they do it
  2. How are voices of those not able to attend these meetings heard
  3. How will information from these meetings be utilized
  4. Who is accountable for these changes
  5. How involved is the School Board in process
  6. How will ~~supervisor~~ Superintendent's Advisory communicate @ w/ the people they represent
  7. How are students involved in the process
  8. How much will community input affect process
- How are principals + teachers involved in the process



**Graphic Organizer for Note Taker**


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

<p><b>Question 1:</b></p> <p>In the introduction, we explored various challenges related to the current school boundaries. Which of those do you feel should be the top priority when we create the boundary scenarios?</p>	<p><b>General challenges:</b></p> <ol style="list-style-type: none"> <li>1. Capacity issues within schools, over &amp; under capacity</li> <li>2. Equitable education; difference in different schools, access to programming. - should have access no matter where you are.</li> <li>3. Transportation - time on bus - amount of time, where they live to where they go to school.</li> <li>4. Access to programming - people placing; parents will still send their kids to other schools to get the school they want, limit it.</li> <li>5. Kids aren't being held to standard of complying.</li> <li>6. programming for both grader across the county. not equal opportunity</li> </ol>
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**Question 2:**

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

**Information to Include in Boundary Review**

1. Ze data - gathered and consistent across the board
2. looking @ data of people placing, keep kids in their community
3. census data - address review of where kids reside
4. school upgrades - looking at that as they are making the changes to Boundary review.
5. SEL screeners across the schools, ~~let~~ let the graders
6. Best practice where they sit 
7. neighborhood growth trends, can they schools fit the trend.
8. Course offerings

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:**

- continuity - keep the community together  
together  
extracurricular,
1. Equity - education and sports, access,
  2. Better experience for students
  3. Less mental stress
  4. Boundaries that make sense, geographically & personally  
community
  5. consistent renewals; expectations
  6. Communities are separated; Build from the beginning
  7. ~~Get~~ rid of the split feeders.
  - 8.

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

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

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

**Questions about the Process:**

1. timeline of movement
2. students - when will they be grandfathered in  
↳ define this and the next five years.
3. & siblings - anchor children
4. How ~~will~~ will this feedback ~~be~~ be used?
- 5.
- 6.
- 7.
- 8.

**Graphic Organizer for Note Taker**

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<p><b>Question 1:</b></p> <p>In the introduction, we explored various challenges related to the current school boundaries. Which of those do you feel should be the top priority when we create the boundary scenarios?</p>	<p><b>General challenges:</b></p> <ol style="list-style-type: none"> <li>LACK OF INFORMATION ABOUT ISSUES - ALSO BREAKING UP COMMUNITIES - TRY TO MAINTAIN COMMUNITY. DISRUPTING STUDENTS PROCESS THROUGH GRADES. TEMPORARY (CLASSROOMS VS. BUILDING). WHEN DOES ROLL OUT OCCUR? SUDDEN OR GRADUAL? (TRAINERS) FIAP - DISCUSSED - HOW WILL THIS WORK OUT. WILL BOUNDARIES</li> <li>CHANGES IN GIFTED/OTHER PROGRAMS - CAN SPECIAL PROGRAMS BE MOVED TO CENTERS? ARE ACCESSIBILITY TO PROGRAMS - WALKING/DRIVING SOME LOCATED FAR AWAY              DIVERSITY IS IMPORTANT TO ASSESS - WIDE RANGE OF ECONOMY - DRIVING - SAFETY ISSUES OF OLDER STUDENTS DRIVING THEMSELVES - COULD NOT BE INVOLVED</li> <li>DIVERSITY OF STAFF              IMPORTANT FOR COMMUNITY TO ACCEPT CHANGES - WILL HAVE TO BE INVOLVED - SOME TO HAVE EQUALITY OF QUALITY OF EDUCATION - DIFFERENT IN SCHOOLS - INEQUALITY IN SCHOOLS - DUE TO SOCIOECONOMIC DIFFERENCES. SMALL INCREMENTAL CHANGES RATHER THAN MAJOR CHANGES</li> <li>TEXT BOOKS HAVE CHANGED - USING GRAPHIC NOVELS IN LIBRARIES              PRESS COVERAGE TO ENCOURAGE PARTICIPATION - GET INFO OUT TO COMMUNITY. DATA COLLECTION - HOW IS COLLECTION GOING TO BE ROLLED OUT? <del>WHEN</del> WILL STUDENTS BE FORCED TO CHANGE SCHOOLS? CAN THEY DELAY IF SENIORS? WHAT WILL OPTIONS BE?</li> <li>WHAT HAPPENS WITH FUNDING IF BOUNDARIES CHANGE?</li> <li></li> </ol>
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Facilitator: Shaun Sawko

Table: 3

### Graphic Organizer for Note Taker

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<p><b>Question 1:</b></p> <p>In the introduction, we explored various challenges related to the current school boundaries. Which of those do you feel should be the top priority when we create the boundary scenarios?</p>	<p><b>General challenges:</b></p> <ol style="list-style-type: none"><li>1. Provide more details about what schools are over crowded &amp; under crowded.</li><li>2.<ul style="list-style-type: none"><li>◦ Worried about community cohesiveness.</li><li>◦ Worried about change on students<ul style="list-style-type: none"><li>- Balancing</li></ul></li></ul></li><li>3.<ul style="list-style-type: none"><li>- Disrupting Student's upbringing</li></ul>Allocation of resources</li><li>4.<ul style="list-style-type: none"><li>◦ Some schools have trailers while others do not</li><li>◦ An elementary school is location w/in walking distance.</li></ul></li><li>5. Curious about how decisions would be made on when the change happens</li><li>6. Will the boundary discussion also consider the Advanced Academic Program. &amp; Immersion programs.</li></ol>
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- Pedestrian Safety
- Even distribution of Resources

**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. Diversity of student populations
2. Driving distance & safety routes
  - Closer rather than any highways
  - o Specifically highway intersections
3. Is VDOT involved in these conversations/discussions?
3. Over populations
  - o Looking at trailers
4. Ensuring ~~as~~ as many voices are included as possible
  - o Whether external ~~company~~ <sup>come</sup>
5. Diversity w/in the staff
  - Adequate Resources / Counselors
6. When starting new programs
  - Teachers need adequate time to learn
  - Can cause a delay in learning
  - o Allocation of resources / training
- 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. Building & Fostering Communities
  - Prevention of Separation
  - Ensure there is community is on board
2. Opportunity to provide more adequate resources to all students
3. ◦ Provide more opportunities to more students
4. Make this review process more dynamic
  - Small changes rather than large
  - Allows students / families to adjust better
- 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. Press coverage. Ensure adequate communication.  
More outreach about these processes.
2. - Pushed out by principals / teachers  
Ensure information is clear around roll-out.
3. Provide clear directions/expectations for opt-out.  
• Or is this even option? Delayed compliance
4. Gather data from students / Families whether or not they would do delayed compliance.
5. What happens to School-based funding?
- 6.
- 7.
- 8.

Facilitator: Ashley Payne

Table: 7

### 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. Keep boundaries consistent ~~for~~ as <sup>much</sup> ~~long~~ as possible  
(the way they are)
2. Proximity - shorter travel times and less burden on families
3. Split feeders - students <sup>have to</sup> leave their friends to attend middle/high school or receive AAP services.
4. Maintaining heterogeneous populations - this may be a reason to look beyond geographic locations.
5. ~~The~~ The effect of ESL + special ed. populations on a school's accreditation status
- 6.

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

Ashley

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

7

**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. demographics; especially socioeconomic diversity
2. access to Level 4 programming - we don't want families moving out of the pyramid
3. extracurricular activities - equitable access for all
4. WIDA scores - immigrant population - How do we meet the needs of ESL students? Do we also
5. need to look at staffing systems?
- 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. Student-centered solutions: Can we include their voices?
2. universal access to AAP in every pyramid  
(not just bussing to an AAP center)
3. equitable access to programming
4. There is a pathway ~~that is~~ for families to transfer or choose an alternate school.
5. Fix what needs fixing without "blowing up" every school. Micro-adjustments every 5 years.
- 6.
- 7.
- 8.

Facilitator: Ashley

Table: 7

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

**Questions about the Process:**

1. How will you build consensus? Are you prepared to say no to the loudest voices?
2. Do you already have a plan?
3. How are we capturing <sup>all</sup> voices, not just ones who can attend these meetings?
- 4.
- 5.
- 6.
- 7.
- 8.

### Graphic Organizer for Note Taker

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<p><b>Question 1:</b></p> <p>In the introduction, we explored various challenges related to the current school boundaries. Which of those do you feel should be the top priority when we create the boundary scenarios?</p>	<p><b>General challenges:</b></p> <ol style="list-style-type: none"><li>1. Distance to school / proximity</li><li>2. Split feeder schools / Attendance peninsula</li><li>3. Disruptions to families / students / high school spirit</li><li>4. Homes purchased w/ specific school expectations</li><li>5. <del>Academic</del> Academic programming inequity</li><li>6. Modulars / Trailers</li></ol>
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**Question 2:**

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

**Information to Include in Boundary Review**

1. Minimizing disruptions to HS students
2. Economic + diversity data
3. Travel distance/traffic
4. Projected growth / apartments development, so don't make changes that we don't stick
5. Take into consideration distance between high schools.
6. Cost of building a new high school vs expansion
- 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. Restructure resources going to school so not just based on demographics / size of community.
2. Minimize disruption to high schoolers / Grandfather Grandfatherly kids ~~in~~ already started in HS.
3. Phased of over 4 years / Phasing in adjustments
4. Equitable ~~availability of~~ <sup>in each school</sup> programs / Booster organization <sup>equity</sup> across schools / more similar in
5. Could make ~~all~~ high schools ~~equally~~ desirable which could ~~help~~ help community growth.
6. Could revisit more recent boundary changes, look at history to determine past rationale as it relates to current decisions.
7. ↳ Community activism - people will pay attention & care
- 8.



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

**Questions about the Process:**

1. Implementation post decision and impact of students already in high school.
2. Transparency in process and decision-making.
3. Transparency in options ~~XXXXXXXXXX~~ and ~~XXXX~~ community involvement
4. How are more local boundary evaluations/decisions being taken into account. For example, Parklawn Elem,
5. and how this county wide review would affect the Parklawn community.
6. ~~Is~~ Is this just about boundary or more holistic evaluation of programs (academic and extracurriculars)
7. Consider collaborating w/ community to evaluate growth pattern and potential.
8. What is the average commute time to a school.

to be implemented August 2025

**Graphic Organizer for Note Taker**

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<p><b>Question 1:</b></p> <p>In the introduction, we explored various challenges related to the current school boundaries. Which of those do you feel should be the top priority when we create the boundary scenarios?</p>	<p><b>General challenges:</b></p> <ol style="list-style-type: none"> <li>1. Long Commute times prevent students from participating in extra curriculars, tutoring, family time - Proximity</li> <li>2. Proximity - Keeping friends together</li> <li>3. Access to programming - Not all schools have AP</li> <li>4. Access to programming - socioeconomic diversity <sup>is</sup> <del>to</del> critical to providing equitable programs at <sup>all</sup> schools We shouldn't have "good" or "bad" schools</li> <li>5.</li> <li>6.</li> </ol>
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Facilitator: \_\_\_\_\_

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

**Question 2:**

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

**Information to Include in Boundary Review**

1. Mental health data - every 10 years might yank students around and make it difficult to have sustained relationships - SEL Screening
2. Proximity impacts student well being & culture
3. Proximity - 45,000 stops contributing to traffic and increases time on school bus - average transportation times → shortest transit times
4. Economic data on family incomes so we don't have "poor schools"
5. Analyzing traffic patterns to improve pedestrians & bike paths
6. Directly acknowledge the discomfort created by these changes - winners & losers - so make a strong case for the decisions made
7. Encourage parents to have a sense of agency about their schools - you have the power to be involved
8. and make a school better

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. Reduce transportation times by having kids attend schools near them
2. Fix inequities in programming so kids have access to the same programs
3. Avoid breaking up neighborhoods so we're not separating communities
4. Boundary changes are explained clearly and with transparency
5. The county could consider offering hybrid/<sup>online/alternativ</sup> learning to reduce # of students at a certain school
6. The county reinvests \$ into the students
- \* 7. Proximity & Access to programming have a huge impact on school culture & school experience\*
- \* 8. ~~Consider~~ Consider the impact on socio-economic, mental health, physical & mental disability factors through these changes\*

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

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

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

**Questions about the Process:**

1. Are there ways to address some of these issues through other means? Redistricting may not be the best tool to address all issues - redistributing resources
2. Is the county able to save \$ and re-invest that into the schools to benefit students?
3. After the revision is done, how much community feedback will be solicited?
- 4.
- 5.
- 6.
- 7.
- 8.