

TABLE 15

1) Top Challenges to Prioritize

- Facilities - Avoid trailers
- Safety
- Equity access to programming (eg. AAP; AP vs. IB; elementary school vs. Middle school for 6th grade)
- Transportation (time to get to schools)
- Transfer policies + split feeders

2) Data + Insights for Consideration

- What if scenarios for test scores + test scores within context (eg test scores as a whole vs. ESOL or SPED)
- Demographic shifts
- Teacher credentialing
- Bus times
- Academic shifts (AAP, AP vs. IB) + split feeders/Consistency

3) Hopes for outcomes

- Community-driven decision making vs. Consultant-driven
- Community input sessions specific to target audiences (eg SPED, ESOL)
- Ensuring students go to assigned schools
- Equitable access to school programs + schools look the same no matter where, in the spirit of the One Fairfax Policy.

4) Next Steps

- How will rollout affect current students?
- How will transfer policies be addressed? (No gaming the system)
- More equity = less pressure to transfer
- Community surveys should be administered earlier. Online surveys.
- Consider outreach at the pyramid level.

Equity ← education - access to programming
sports
extracurriculars

Maintaining a sense of community

- boundaries that make geographical sense now & in the future
- continuity of community

Key Takeaways

● Diversity of/within staff

● Allocation of funds/resources/programs

(Roll-out questions & ^{transportation} safety)

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- 1) • Min. disruption for families / stud's *
• Min. trvl time for stud's
• Make sure all pyramids have resources / pgms
 - 2) • Economic factors
• Population centers
• Transparency of funding
 - 3) • Min disruption
• Add resources to all pyramids → invest in pgms
 - 4) • Be absolutely transparent of where data
• Describe "equitable access" → what vision is in your heads
• Would you slow process in face of overwhelming opposition for end state

1. Access To Programming + Proximity

2. Grandfather Students already in Schools for Less Distractions.

3. Listen to All ^{parent's} Voices. Programs/Sports have balanced pyramids for more access + reduced commute times. (Better for stress, cost, environment.)

4. When will these changes to boundaries be implemented? (What school year?)
Is FCPS going to get inputs from all parents? What data will be used to make decisions? How much will it cost?
on how boundaries are shaped?
to do the analysis + implementation?

1. Equity in Programs

e.g. AP / IB

e.g. No AAP in Annandale

2. What Are the other Priorities
→ 7 mentioned. What is the
Weighting of these by Board?

3. In the timeline, After Proposal & Community
Engagement period. no time in plan
For Adjustments.

4. minimize Disruptions in Changes.

1) Transportation time

2) Even distribution of
Students

COAS/DATA - What data is being analyzed? Can other courses of action be considered in conjunction w/ boundary review?

Future Planning - How do we prevent a major boundary review in the future? Can we add school expansion to strategic plan when high-rises are announced?

Transparency & Inclusion of Student Voices - Benefit the most while doing least harm

① — Balancing school resources

— Student impact - not splitting

② - School population / transfers

- Program access — AAP

③ — Purposeful changes — not just making changes to small groups

— Stay in community — preserve our communities

④ — How many scenarios?

— Will board members have public discussions with transparent POUs for us to hear?

— What data are they collecting?

— Will surveys include options?

COMMUNITY IS KEY

Building a sense of cohesion throughout ~~the~~ ^{each} pyramid

More stability through resolution of splits/islands,
~~community programming~~ programming, \approx awkward K-5/K-6 issues
access to desired

COMMUNICATION

transparent \approx consistent communication
greater depth of data/resources
meet w/ all school communities because needs vary widely

CREATIVITY

> is there room for creativity?

Are boundary changes the only solution

> can it be recognized that overcrowding is NOT the worst thing facing a school

TOP PRIORITIES

capacity / enrollment
population growth

Information to Include

neighborhoods / communities
Program Placement

Roadways / Longterm growth

Favorable Outcomes

keep neighborhoods together
Resource efficiency

Reduce economic disparities

Along with boundary Review, there needs to be a Staffing Review to address language barriers & ESOL staffing needs.

Access to level IV in each pyramid.
Equitable access to programming.

Pathway to access another school if needed. Clear but not easy.

Ensure we don't end up with more homogenous schools.

- Proximity & Access to programming have a huge impact on school culture & school experience
↳ within their own pyramid

~~Consider the impact on social economic, mental health,~~

- Consider the impact on social-economic, mental health, physical & mental disability factors through these changes.