

SAMPLE SURVEY ANSWERS

[Click this link to take the survey](#)

*****Please take the survey by June 7th*****

Please personalize open-ended questions so the district does not think one person is submitting answers multiple times. Please add your concerns for your specific school(s) and situations in addition to the overall equity issues.

In a few words, please describe an area or focus for improvement for the Division.

- Providing equitable experiences for all students regardless of the school they attend
- Serious consideration of long-term community engagement and stability
- Socioeconomic balance
- Preservation of established school-community partnerships (PTA)
- Balancing higher need students across all schools
- Balancing unequal teacher workloads across the district

What facility planning objectives are most important for you?

- Enhanced educational opportunities (proposed maps create unequal PTA opportunities)
- Consistent facilities division-wide

I would support adjusting attendance zones if necessary to better balance enrollment and future growth.

- Somewhat agree

Which priorities do you consider most important in the development of new school boundaries?

- Demographics
- Minimize impact/move the fewest students possible
- Neighborhood considerations-keep neighborhoods together

The division should realign the middle and high school feeder patterns to align with new elementary school boundaries and alleviate future concerns.

- Somewhat disagree

In a few words, please describe what you feel is the most critical issue to be addressed in the development of a new boundary scenario.

- Avoiding unintended concentration of socioeconomic disadvantage while preserving established school communities
- Supporting long-standing family engagement
- Increasing economic inequalities across schools (particularly Matthew Whaley, James River, and DJ Montague)
- Preventing the roll back of integration in the schools

- Avoiding concentrating higher need students in particular schools
- Balancing unequal teacher workloads across the district

What is one positive outcome you could see from the scenario presented.

- Improved long-term planning for future enrollment and facility use
- Opportunities to proactively address future enrollment growth
- Feeder pattern alignment

What do you see as the biggest concern for the elementary school scenario presented?

- The proposal creates equity concerns *without substantially improving* the district's stated goals.
- **Inequitable balance of SES:** One of the biggest concerns with the proposed scenario is the increased concentration of socioeconomic disadvantage within certain schools. While additional district resources and support are important and appreciated as cited by division leaders, research consistently shows that concentrated poverty creates broader long-term challenges that funding alone may not fully address including teacher retention, lower test scores, lower on-time graduation, less enrichment opportunities, and lower family engagement (Sirin, 2005; Mickelson, 2018; Reardon, 2016; Orfield et al. 2014; Johnson, 2019). Socioeconomically diverse schools provide important academic, social, and community benefits for all students.
- **Removal of Deeply Engaged Communities:** The proposed scenario removes many school's most deeply engaged neighborhoods while also increasing socioeconomic concentration within the remaining attendance zone (MWES, JRES, DJM). This will negatively affect long-term community stability, volunteer infrastructure, and equitable access to enrichment opportunities. Educational research consistently shows that active PTAs lead to increased student achievement, better attendance rates, more effective communication between parents and teachers, and achievement of school goals (Desforges & Abouchar, 2003; Kelty & Wakabaysahi, 2020; Jeynes, 2012; Berhanu & Naidoo, 2024).
- **Concentration of Higher Needs:** The proposed redistricting will concentrate students with higher needs at certain schools which will in turn increase the need for differentiated instruction at some schools while reducing it at others, creating an unequal teacher workload. This will result in inequitable public education across the district.
- **Community Effects:**
 - Neighborhoods served by further disadvantaged schools are impacted, even if households don't have student-age residents, due to diminished desirability and property values
 - Many people have bought their houses in specific neighborhoods after much research for zoning to specific schools that align with their wants and needs.
- **Matthew Whaley Specific:**
 - **PTA:** Many neighborhoods that are proposed to be zoned out of Matthew Whaley, including Kingspoint, Indigo Park, and the Meadows have maintained a long-standing partnership with the school community through sustained PTA leadership, volunteerism, fundraising, and student support initiatives. Currently, these neighborhoods serve in executive PTA leadership roles making up 60% of the current board and help support programs benefiting every student, including free school supplies, field trips, community engagement nights, teacher support initiatives, and student assistance programs. Careful consideration on the broader community and socioeconomic impacts of the proposed boundary changes in addition to transportation and capacity metrics. Please consider whether alternative boundary adjustments could achieve operational goals while preserving established neighborhood-school partnerships and avoiding increased socioeconomic concentration within individual schools.
 - **Inequitable balance of SES:** The proposed scenario results in the increased concentration of socioeconomic disadvantage within Matthew Whaley. Poor students who attend school with wealthier children are more likely [to escape poverty](#). Students who attend diverse schools develop better [critical](#)

[thinking, communication, and problem-solving skills](#) and are [less likely to drop out](#). Diverse schools lead to more [contact across social groups](#), [reduce prejudice and stereotypes](#), and [equip students for success](#) in a multiracial society. Importantly, the research shows the benefits of racially and economically integrated schools are manifold and [accrue to all students](#).

- **Kingspoint Specific:**

- **PTA:** Kingspoint has maintained a long-standing partnership with the school community through sustained PTA leadership, volunteerism, fundraising, and student support initiatives. Over the past decade, neighborhood residents have consistently served in executive PTA leadership roles (between 20-80 percent) and helped support programs benefiting every student, including free school supplies, field trips, community engagement nights, teacher support initiatives, and student assistance programs. Careful consideration on the broader community and socioeconomic impacts of the proposed boundary changes in addition to transportation and capacity metrics. Please consider whether alternative boundary adjustments, including keeping Kingspoint at Matthew Whaley, could achieve operational goals while preserving established neighborhood-school partnerships and avoiding increased socioeconomic concentration within individual schools.
- **Transportation:** While the mileage from Kingspoint to Matthew Whaley or Laurel Lane are almost the same, the route to Laurel Lane can only be used by car and the change will increase traffic on 199. However, Matthew Whaley can be safely reached by the Kingspoint neighborhood by biking, which many students do utilize.
- **Inequitable balance of SES:** The proposed scenario results in the increased concentration of socioeconomic disadvantage within Matthew Whaley. Poor students who attend school with wealthier children are more likely [to escape poverty](#). Students who attend diverse schools develop better [critical thinking, communication, and problem-solving skills](#) and are [less likely to drop out](#). Diverse schools lead to more [contact across social groups](#), [reduce prejudice and stereotypes](#), and [equip students for success](#) in a multiracial society. Importantly, the research shows the benefits of racially and economically integrated schools are manifold and [accrue to all students](#).

- **Unanswered Questions**

- What does the proposed map do for accreditation issues facing some elementary schools?
- How does the proposed map affect the Title 1 status and the free meal programs?
- How will the proposed map impact residents' school decisions on where to send their kids? Will parents pull kids from private schools because they are now zoned for their preferred school? Will parents who do not like their new districted school now pull their kids for non-public school options?
- With the changes to administration for the incoming 2026-2027 school year, how are parents able to build relationships with new administrations when they know they will be leaving the following year?
- What happens to cohorts who are in their last year of elementary, middle, or high school?
- How does the proposed map reduce the number of students being affected by the changes?
- How will additional resources be allocated to schools with increased concentrations of need?
- What supports will be put in place to sustain enrichment opportunities, family engagement, and volunteer coordination if long-standing PTA infrastructure is significantly reduced?
- How will the division support working families who may have less flexibility to volunteer or lead fundraising efforts?
- Has the division evaluated the long-term impact that reduced community engagement and fundraising capacity could have on equity between schools?
- How do the proposed maps address the lower test scores in Williamsburg vs James City County as demonstrated in the study done in 2023 to split the school system?