



## HCPS Boundary Adjustment Town Hall Report September 30, 2025 Town Hall at Highland Springs High School

### I. SUMMARY

On September 30, 2025, Henrico County Public Schools held a Town Hall meeting at Highland Springs High School to hear community feedback on proposed boundary adjustments. Ms. Atkins and Mr. Young presented information about [the proposals](#) (including revisions made by the Board to the proposals on 9/25/25) in the auditorium, and then about 40 attendees participated in facilitated small group conversations in two classrooms. Using the same format as the previously held Town Hall, the classroom discussions included the opportunity to look at poster-size maps and indicate support, opposition or neutral/not yet decided for each scenario with multi-colored dot stickers. Classroom discussions centered on soliciting feedback about the maps; timelines and transitions; and questions and resources. Notes were captured from the classroom discussion by HCPS staff. Participants were also provided three separate cards to use to provide written feedback on the scenario maps, the timelines and transitions, and any questions or resources.

The following report includes (II) information gathered through the map activity and map response cards; (III) themes from the written timelines and transition response cards; (IV) themes from the written questions and resource response cards; and (V) a summary of themes that emerged from classroom discussions, as captured in the charted notes by staff facilitators.

### II. MAPS

#### *Map Activity with Dots*

<b>Preliminary Scenario</b>	<b>Total Red Dots (Opposition)</b>	<b>Total Green Dots (Support)</b>	<b>Total Yellow Dots (Neutral/Not Yet Decided)</b>
Davis	0	0	0
Carver	12	0	11

Quioccasin	35	1	0
Hungary Creek	0	0	0
Freeman	2	7	6
Tucker	4	4	12
Henrico	5	0	12

***Summary of Map-Related Feedback from Response Cards***

Maybeury Elementary School (18 Cards)

Stakeholders from the Maybeury Elementary (MES) community express strong opposition to the proposed plan, specifically the move to feed MES into Quioccasin Middle School (QMS) instead of the long-established path to Tuckahoe Middle School (TMS). The most prevalent theme is concern about an unwarranted disruption to an established community and feeder pattern, which one comment notes has been intact for 20 years. Concerns include the potential to split siblings and friends between multiple schools and impact existing programs, which parents fear will lead them to consider private schooling options, thus diluting the public school system. Critics argue the plan provides "too little stated benefit" for "too much disruption" and that the entire middle school scenario "makes no intuitive sense". Furthermore, comments suggest the change is detrimental to TMS, arguing it would force the school's enrollment above functional capacity and potentially lead to the loss of "solid teachers". Many commenters also criticized the process, claiming the data used was incorrect or incomplete, and that the town halls were not true venues for discussion.

Tuckahoe Middle School (6 Cards)

The Tuckahoe Middle (TMS) community's primary theme of opposition is that the proposed scenario creates overcrowding and capacity issues at TMS while providing only a "marginal benefit" at Quioccasin Middle (QMS). Commenters note that the proposal would take TMS "unsafely to the top of maximum capacity" and that the official capacity data for the school is not accurately represented. Similar to comments from Maybeury families, stakeholders oppose breaking the feeder pattern of their "long established and tight knit community," asserting it should only be done when there are no alternatives. Specific concerns include the negative impact on programmatic offerings like the IB program and existing course sections. Additionally, there were transparency complaints, with some stakeholders stating that their elected school board representatives provided no guidance or rationale at the meeting. An equity concern was raised that students moved to QMS would lose the ability to walk to high school activities at the current feeder school, potentially excluding them if they lack transportation.

### Miscellaneous Comments (8 Cards)

Comments highlight broader systemic concerns and raised questions about equity and resources, specifically asking about the impact of the changes on the concentration of poverty and how the proposal affects Special Education services. Commenters also questioned the plan's effect on staffing, urging the district to ensure "culturally competent teachers" are placed in majority-minority schools, and seeking clarity on whether teacher moves would be voluntary or mandated. General community comments questioned the role of future development in the planning, asking if new neighborhood growth coming in the next five years was considered, which could quickly negate the utility of the current changes. Other general themes included requests for more complete data, questions regarding the overall cost of the redistricting, and concerns about the increased cost of transportation and travel time for students and parents.

### **III. TIMELINE AND TRANSITIONS**

#### ***Summary of Timeline and Transition Related Feedback from Response Cards***

#### Maybeury Elementary School (17 Cards)

The dominant theme among stakeholders affiliated with Maybeury is a strong opposition to the proposed redistricting. Commenters repeatedly criticize the implementation timeline as rushed and premature, noting the process is moving "too fast". A core concern is the disruption to the established community and the principle that students should remain in their current schools. Specifically, residents fear the redistricting could split siblings between different middle schools, undermining the community's desire to "stay together as a family". Finally, commenters demand more detailed information regarding transition plans and support programs for students with IEPs and those who speak English as a second language.

#### Tuckahoe Middle School (6 Cards)

Several commenters did not support the proposed redistricting, but feedback from the Tuckahoe community related to transitions focused on the need for grandfathering and flexibility in phasing in changes. Specific requests were made to allow current 5th, 8th, 11th, and 12th graders to have the option to remain at their current school. Like Maybeury, a major concern is the "extremely accelerated" timeline. This rushed decision process is seen as a critical issue because the final zoning decision will be made too late for families to adequately weigh their options, specifically affecting their ability to apply to Specialty Centers for the 2026-2027 school year. Commenters also highlight the particular disruptive impact the boundary adjustments would have on the current 5th-grade class, who have already experienced a challenging school start during the 2020-2021 school year.

#### Miscellaneous Comments (4 Cards)

Comments center on protecting current high school students, requesting all current high school students be allowed to finish their education at the school they started. One comment raises the logistical problem that a current high school freshman could be forced to attend three high schools in three years due to the proposed changes. Other themes include general concerns over the rushed nature of the change timeline and the logistics for families with children split across different schools due to the boundary changes. There is also commentary that the survey questions are confusing and do not clearly address which grades would have the option to stay at their current school.

#### **IV. RESOURCES AND QUESTIONS**

##### ***Summary of Resource and Question-Related Feedback from Response Cards***

###### Maybeury Elementary School (17 Cards)

The overwhelming theme from comments affiliated with Maybeury Elementary School is strong opposition to the proposed redistricting change, specifically the scenario involving a move to Quioccasin Middle School (QMS) and away from Tuckahoe Middle School (TMS). Stakeholders repeatedly urged the board to "drop" the scenario and "not redistrict MES." A major source of concern is the lack of sufficient data, rationale, and transparency from school officials, with commenters stating the proposals were "rushed" and "premature." They specifically demanded more data on the movement of students, cost/budget impacts, and transportation plans. Furthermore, commenters questioned the capacity of TMS, suggesting it lacked the physical space, staff, and resources for sports and programs compared to QMS. The potential negative impact on students, including disruption and mental health issues for children, was also a frequently cited reason for opposition, with one commenter noting that "kids are not a number." Some commenters suggested that instead of redistricting, the county should invest in new schools or dedicate additional resources to the schools that need support.

###### Tuckahoe Middle School (4 Cards)

Comments from stakeholders affiliated with Tuckahoe Middle School (TMS) echo the general demand for more information and a clear rationale. A primary point of confusion and concern revolved around the TMS/QMS scenario, with commenters questioning why a plan that would push TMS to "99% capacity" was even on the table, especially if the stated goals were to improve capacity and feeder patterns. Stakeholders demanded a detailed explanation of the "why" behind the scenarios and requested accurate student numbers, total associated costs, and insight into the board's priorities and decision-making process. There was also criticism of the meeting format, which was described as an "echo chamber" rather than a town hall, and stakeholders requested the opportunity to ask questions and receive direct responses from the school board.

###### Miscellaneous Comments (2 Cards)

The few comments focused on broader needs and process concerns. One commenter made a general appeal for more schools in Henrico County, with a specific mention of the East End of Henrico as an area of need. Another comment simply stressed that "Parents need more information" to make such an important decision for their children, reinforcing the theme of a lack of adequate data that was present in the school-specific comments.

## V. CLASSROOM DISCUSSION

### *Summary of Feedback from Charted Notes in Two Classrooms*

- **Data and Rationale Deficiencies:** The community expressed skepticism and a lack of trust due to the perceived unclear and insufficient data supporting the redistricting plans. Attendees demanded a clearer rationale and the full exposure of the thinking behind the maps, noting that the data release of 2025-26 student enrollment was too close to the survey deadline. Many felt the proposed changes had only a "marginal" impact and questioned the purpose of proceeding, particularly for the QMS map, stating there was "no data to support this".
- **Negative Student and School Impacts:** A central theme is the potential for detrimental effects on students and specific schools, especially Tuckahoe Middle School (TMS). Community members fear the proposal would increase crowding at certain schools, creating a capacity issue where space is already tight. Strong opposition exists to the idea of disrupting students already affected by COVID and forcing any student to attend "two different middle schools," viewing the plan as benefiting one school to the detriment of another. Concerns also extended to the potential loss of teachers and how resources for special education services would be managed.
- **Process and Timeline Concerns:** The town hall feedback reflects dissatisfaction with the speed and transparency of the process. Residents criticized the "rushed timeline" of three months and demanded the Board "stop the process and back-up." This perception was exacerbated by concerns about communication, including the Town Hall not being recorded and the delay in translating the survey into multiple languages. There was also a perception that all negative feedback was being ignored, especially concerning TMS.
- **Logistical and Financial Concerns:** Practical questions centered on the logistics of implementation and financial costs. Concerns were raised about the impact on transportation, including potential challenges for bus routes, splitting middle school students, and parent logistics, with specific questions about safety

and funding for buses. On the financial side, the community requested clarity on the incremental costs and savings of the redistricting options, as well as the total amount of money the process has already cost the county, suggesting that "building more schools" should be considered as an alternative approach instead of redistricting.

**PUBLISHING NOTES:**

Draft Report as of 10/3/2025

Google Gemini was used to compile themes and responses from response cards and chart paper.