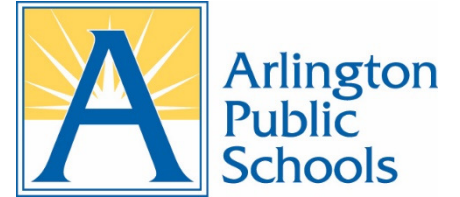


School Board Work Session to Prepare for Elementary Boundary Process

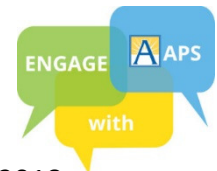
January 23, 2018



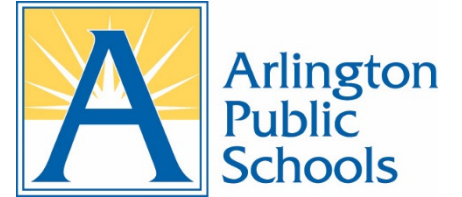
Agenda



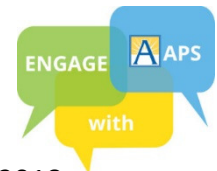
- Policy Direction
- Context and Scope of Process
- Policy Considerations
- Staff Proposal
- Questions for School Board



Objective



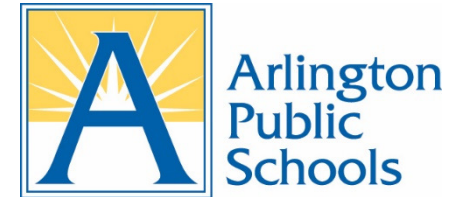
Agreement on proposed process for elementary boundaries



- Working to create the best learning experiences for our students
- Experiencing strong enrollment growth, shifting demographics, and evolving state education requirements
- Implementing complex and overlapping initiatives



Enrollment Trends



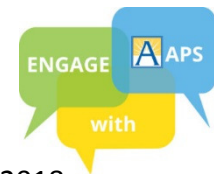
APS student enrollment 10-year projections

- 30,000+ students by 2022
- 32,000+ students by 2026

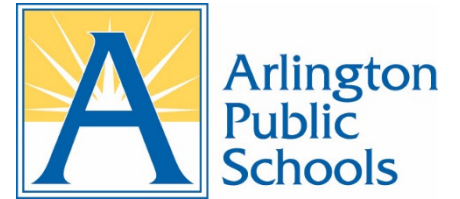
Arlington County 30-year population forecasts

- Indicate continued growth through 2030

Boundary changes are a tool to accommodate growing enrollment and balance utilization

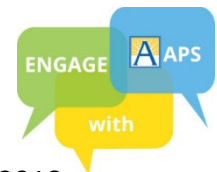


Policy 30-2.2 Boundaries



“School Board [...] may change school attendance boundaries [...] with the goal that students may attend school in an appropriate, instructional environment, and to make cost-efficient use of capital assets and instructional resources.”

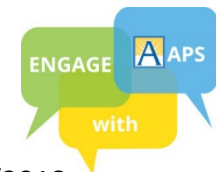
Boundary changes may be considered when certain conditions are met, such as a new school, or due to other administrative, cost-efficiency or service advantages.



Boundary Policy Considerations



Efficiency	minimizing future capital and operating costs
Proximity	keeping students close to the schools so they can walk safely or bus ride times are minimized
Stability	minimizing the number of times that boundary changes affect an individual student who has continued to reside in a particular attendance area, and minimizing the number of students moved to a different school, within a school level
Alignment	minimizing separation of small groups of students from their classmates when moving between school levels
Demographics	promoting demographic diversity
Contiguity	maintaining attendance zones that are contiguous and contain the school to which students are assigned



Lessons Learned: Recent Boundary Processes

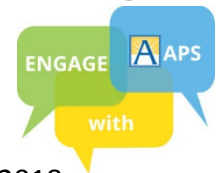


High School, fall 2016

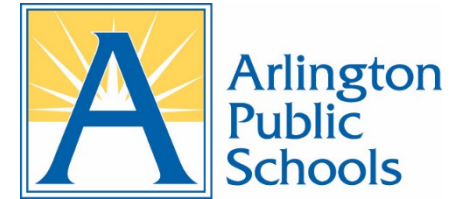
- Early process decisions limited the options
 - Small number of planning units were included in process
 - Boundary tool prioritized contiguity over other considerations
 - Limited options for addressing needs of all APS high schools

Middle School, fall 2017

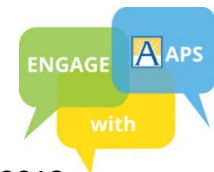
- Including all planning units led to more strategic approach
- Proposal considered impact across APS middle schools
- Beginning with current boundaries limited flexibility
- Community input indicated strong preference for walking to school



Context for Boundary Changes: Facilities



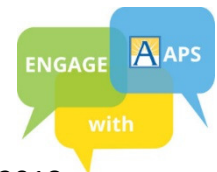
- Multiple elementary school openings and program moves are taking place:
 - Sept. 2019: Alice Fleet opens as neighborhood school
 - Sept. 2019: Elementary Montessori program moves from Drew to Henry site, and Drew opens as full neighborhood school
 - Sept. 2021: Reed opens as neighborhood school
- School Board asked staff to propose a process that includes all schools planned through 2021.



Context for Boundary Changes: Resources



- Need for optimized use of existing APS resources.
- Operating and administrative costs will increase with the opening of new schools.
- Walking is a priority given recent community input and limited transportation resources.



Scope



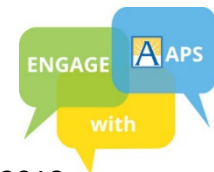
- This process presents an opportunity to reassess the location of all elementary schools.
- If School Board agrees:
 - APS may be able to make better use of resources by placing neighborhood schools closer to where large numbers of students live.
 - Staff proposals will be based on student resident data.
 - This process could result in changing a neighborhood school site to an option school site, or vice versa.
 - This process will not assign any specific option school to an option school site.



Clarification of Scope

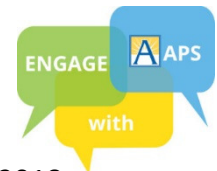


- Schools that are identified as potentially changing from neighborhood to option school, or vice versa, could move entirely to the new location.
- Moves would take place in the summer of 2020 and 2021.
- This would include:
 - Relocating administration, faculty, and staff to the new school
 - Moving any special established amenities and resources to the new school



Neighborhood Schools

- Have attendance areas established by the School Board.
- Every student is guaranteed admission to the elementary school serving the attendance area in which the student resides.



Options & Transfer Policy (25-2.2)

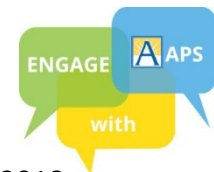


Option Schools

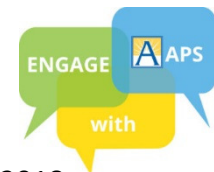
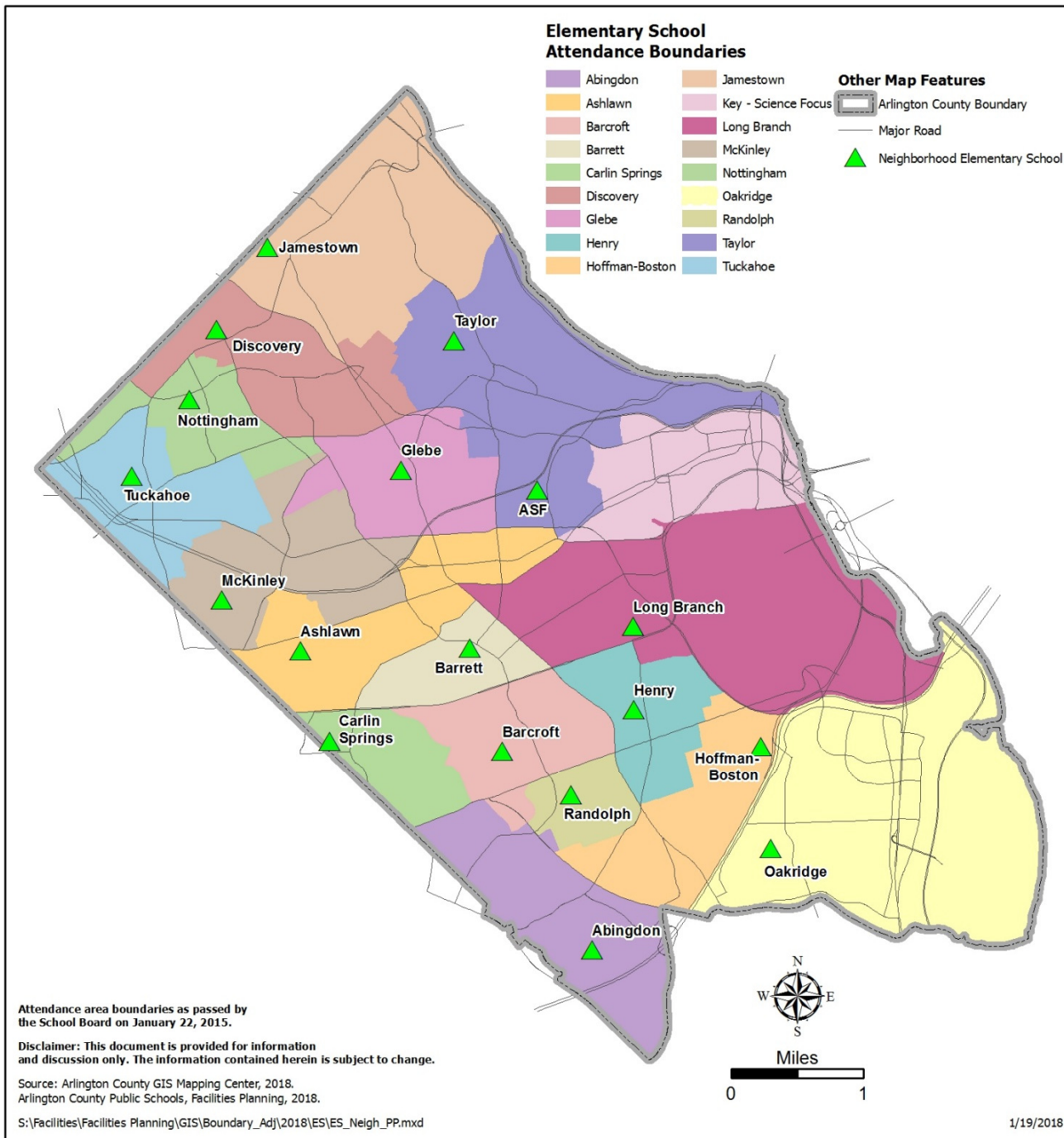
- Are specialized instructional programs
- Are countywide and APS provides transportation
- Admit students via lottery application process

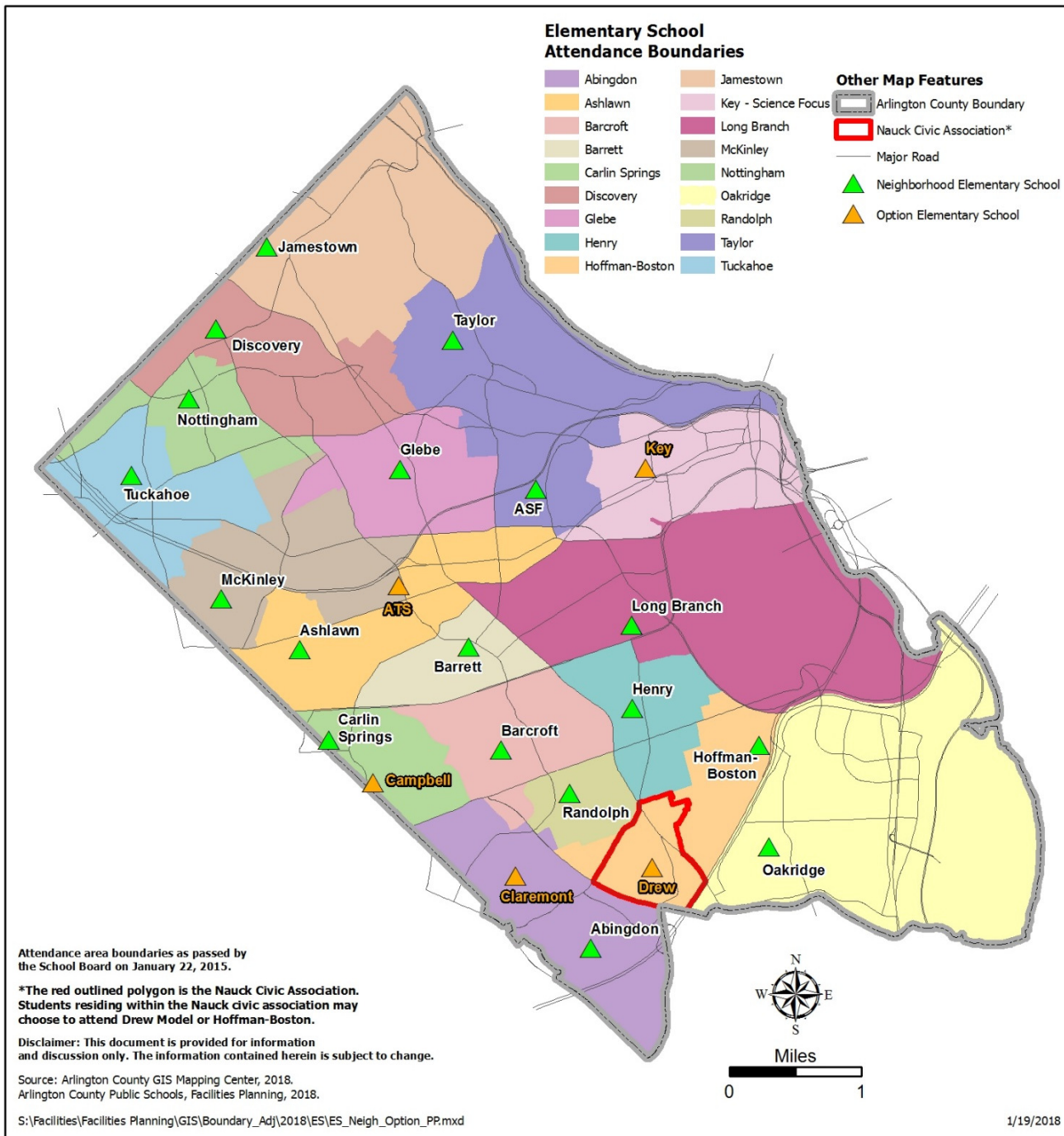
Current elementary options include:

- Immersion at Claremont and Key
- Expeditionary Learning at Campbell
- Montessori within Drew
- Arlington Traditional School

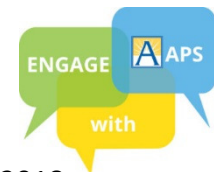


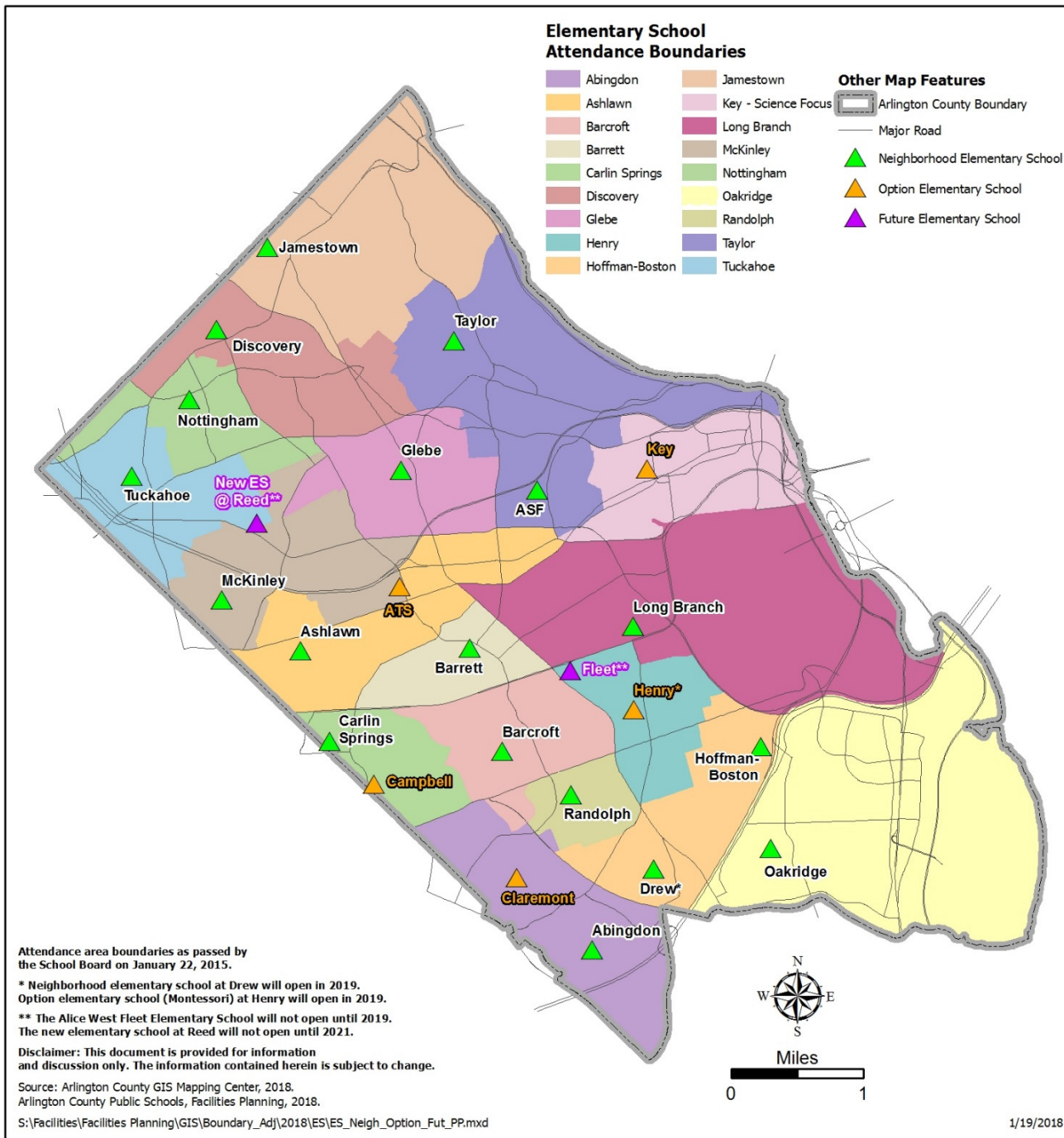
- **Current ES neighborhood boundaries**



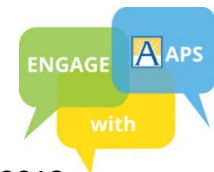


- Current ES neighborhood boundaries
- Adds option school locations

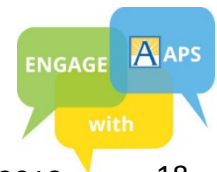




- Current ES neighborhood boundaries
- Option school locations
- **Adds new schools opening in 2019 and 2021**



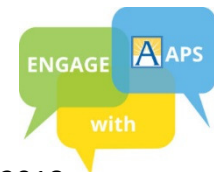
Policy Considerations: Staff Interpretation for Boundary Process



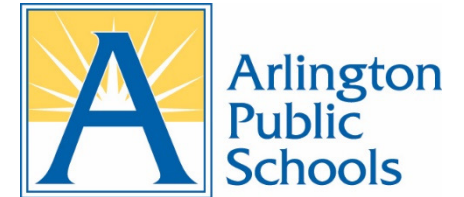
Policy Considerations



Efficiency	minimizing future capital and operating costs
Proximity	keeping students close to the schools so they can walk safely or bus ride times are minimized
Stability	minimizing the number of times that boundary changes affect an individual student who has continued to reside in a particular attendance area, and minimizing the number of students moved to a different school, within a school level
Alignment	minimizing separation of small groups of students from their classmates when moving between school levels
Demographics	promoting demographic diversity
Contiguity	maintaining attendance zones that are contiguous and contain the school to which students are assigned



Policy Consideration: Efficiency

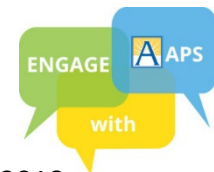


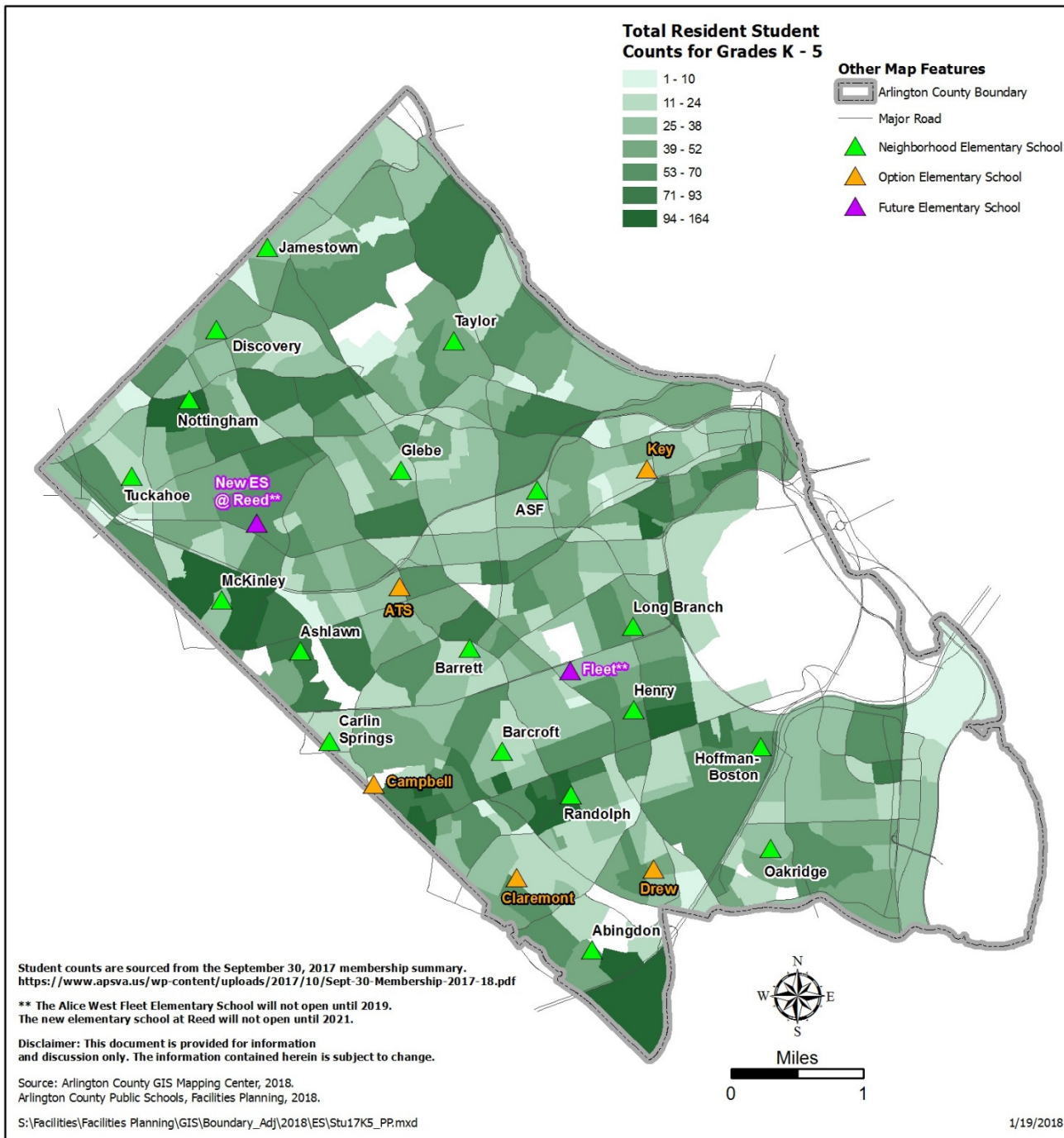
Policy defines efficiency as

Minimizing future capital and operating costs

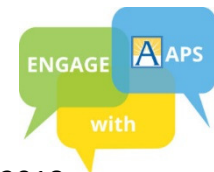
Interpretation of Efficiency in Boundary Process

- Balance enrollment and capacity utilization across all schools
- Increase number of planning units within walk zones to avoid adding unnecessary transportation costs





- Current and future elementary schools
- **Current K-5 resident students by planning unit**



Policy Consideration: Proximity

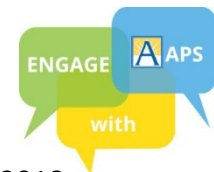


Policy defines proximity as

Encourage relationship between schools and the community by keeping students close to the schools they attend so that they can walk safely to school or, if eligible for bus service, so that bus ride times are minimized.

Interpretation of Proximity in Boundary Process

- Planning unit(s) that are within walk zones

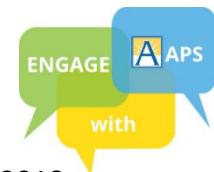


Walk Zone Definitions



Effective Walk Zone – is the area around the school *within* the unconstrained 1 mile for ES and 1.5 miles for MS and HS whose edges are defined by certain barriers or constraints, such as: major arterials; no safe crossing area; etc., that have been deemed undesirable for students to cross or traverse due to safety concerns.

Expandable Walk Zone - The expandable zone is an extension of the effective walk zone **very close** to the school, that is currently cut off by one of the barriers used to delineate the edge of the effective zone, but which has the potential to be included in the effective walk zone with the addition of a mitigation measure (e.g., crossing guard; traffic signal).



2017-18 Students in Walk Zones



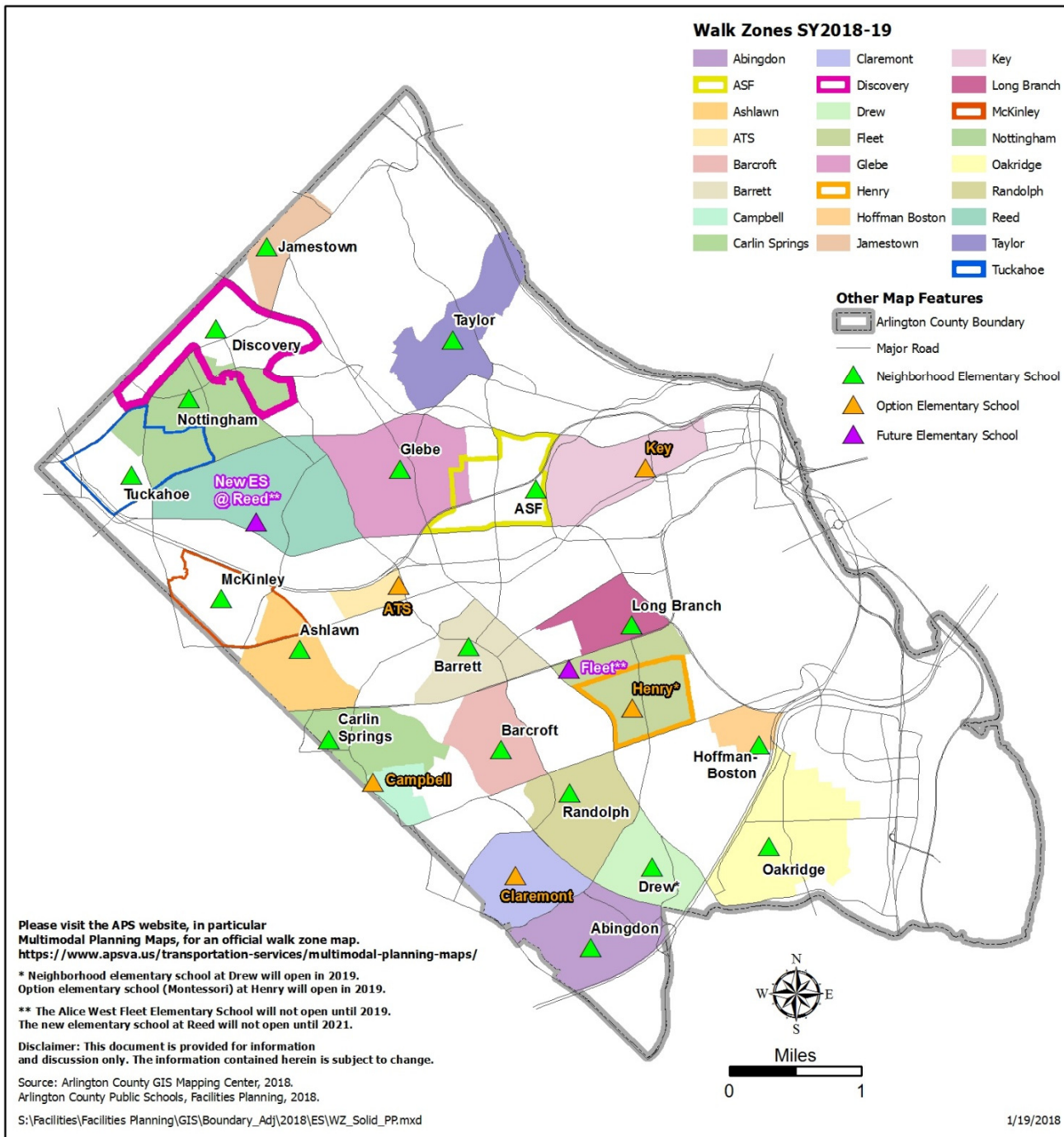
Walk Zones	K-5 Resident Student Counts ¹
Abingdon	274
ASF	158
Ashlawn	139
ATS	48
Barcroft	315
Barrett	463
Campbell	273
Carlin Springs	81
Claremont	178
Discovery	267
Drew	326
Fleet	485
Glebe	563
Henry ²	406
Hoffman-Boston	182
Jamestown	100
Key	314
Long Branch	125
McKinley	236
Nottingham	285
Oakridge	443
Randolph	584
Reed	601
Taylor	159
Tuckahoe	78
Total	6,677

- Current K-5 resident students who live within each school’s walk zone
- The number of students includes those in only one walk zone
- There are additional resident students who live in more than one walk zone (see next slides)
- These walk zones are for initial planning purposes and may be revised
- Walk zone expansions are attainable as a result of crossing guard placement

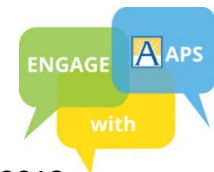
1 - Student counts are sourced from the September 30, 2017 membership summary.
<https://www.apsva.us/wp-content/uploads/2017/10/Sept-30-Membership-2017-18.pdf>

2 - The Henry walk zone is completely contained within the Fleet walk zone and as a result is not included in the total number of resident students.





- Current and future elementary schools
- Elementary school walk zones



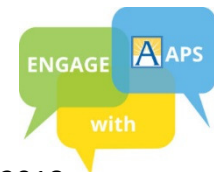
Students in Walk Zones



Current K-5 resident students who live within overlapping walk zones of two current or future elementary schools

Walk Zones	K-5 Resident Student Counts ¹
ASF - Glebe	29
Ashlawn - McKinley	74
Discovery - Nottingham	112
Fleet - Henry	406
Nottingham - Tuckahoe	217
Total	838

1 - Student counts are sourced from the September 30, 2017 membership summary. <https://www.apsva.us/wp-content/uploads/2017/10/Sept-30-Membership-2017-18.pdf>



Policy Consideration: Stability



Policy defines stability as

Minimizing the number of times that boundary changes affect an individual student who has continued to reside in a particular attendance area, and minimizing the number of students moved to a different school, within a school level, while achieving the objective of the boundary change

Interpretation of Stability in Boundary Process

- If planning unit was impacted by previous elementary boundary changes?



Policy Consideration: Alignment

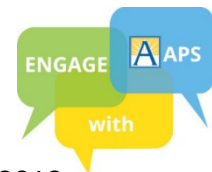


Policy defines alignment as

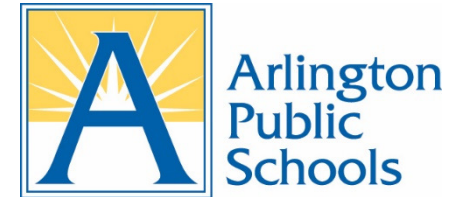
Minimizing separation of small groups of students from their classmates when moving between school levels

Interpretation of Alignment in Boundary Process

- Encourage elementary to middle school alignment



Policy Consideration: Demographics

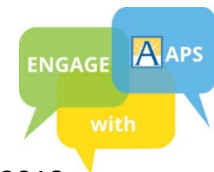


Policy defines demographics as
Promoting demographic diversity

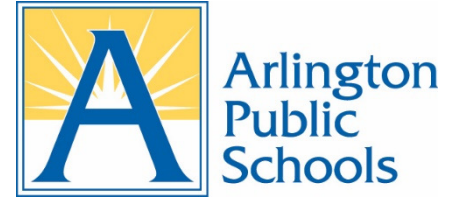
Interpretation of Demographics in Boundary Process

- Number of economically disadvantaged students receiving free or reduced cost lunch will be reported at the planning unit level (*fewer than 10 students will be reported as <10*)
- Economically disadvantaged will be reported in aggregate at the school level

Note: Analysis will reflect F&RL eligibility for the 2017-18 School Year.



Policy Consideration: Contiguity

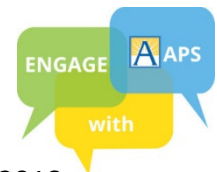


Policy defines contiguity as

Maintaining attendance zones that are contiguous and contain the school to which students are assigned

Interpretation of Contiguity in Boundary Process

- Neighborhood schools must be within own attendance boundary
- Avoid creating islands of students



Policy Considerations: Summary



Arlington
Public
Schools

Consideration	Interpretation
Efficiency	Increase number of planning units within walk zone to avoid adding costs for buses. Balance enrollment and capacity utilization.
Proximity	Planning unit(s) within walk zones
Stability	If planning unit was impacted by previous elementary boundary changes
Alignment	Encourage elementary to middle school alignment
Demographics	Number of economically disadvantaged students receiving free or reduced cost lunch will be reported at the planning unit level (fewer than 10 students will be reported as <10) Economically disadvantaged will be reported in aggregate at the school level
Contiguity	Neighborhood Schools must be in own attendance boundary. Avoid creating islands of students

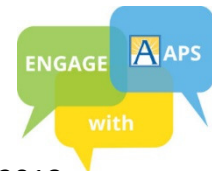


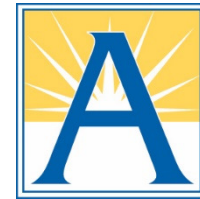
Other Issues to Consider



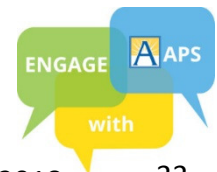
If a student's boundary is changed, students in grades K-5 will move. Some issues to consider in the engagement process:

- Grandfathering
- Siblings
- Transportation

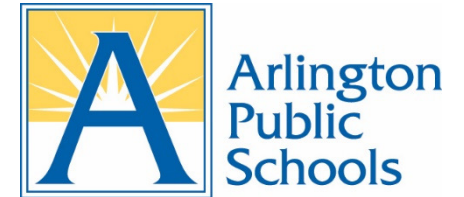




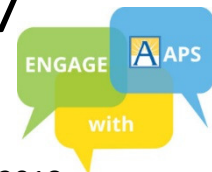
Staff Proposal to Address Six Policy Considerations in a Phased Approach



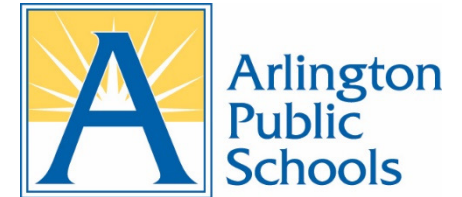
Process – Phase 1, Spring 2018



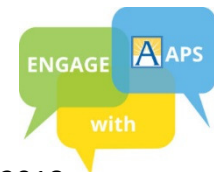
- Staff proposes initial walk zones for each school
- Conduct community engagement on proposals, potential expanded walk zones
- Staff proposes designation of neighborhood or option elementary schools, based on:
 - Expanded walk zones
 - Estimated resident students within each walk zone
 - Maintaining five (5) options schools
- Conduct community engagement on proposals that designate neighborhood and option schools
- Superintendent recommends designation of neighborhood and option schools for School Board adoption on May 17



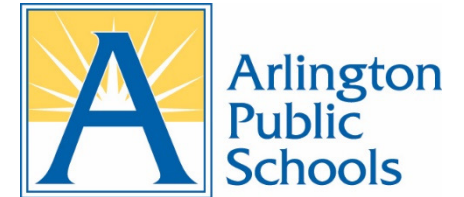
Process – Phase 2, Summer-Fall 2018



- By the opening of the 2018-19 school year, staff proposes neighborhood school boundaries starting with phase 1 decisions and layering in the other policy considerations:
 - Stability
 - Alignment
 - Demographics
 - Contiguity
- Conduct community engagement on proposed boundaries by October 2018
- Identify the planning units that could be assigned to either one of two school attendance zones, in preparation for when staff reassesses projections in Fall 2020
- Superintendent recommends boundary changes for School Board adoption by mid-November 2018
- All boundaries will be final in time for Kindergarten Information Night in January 2019



Boundary Process Timeline

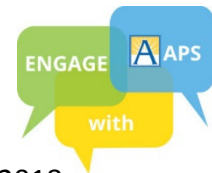


School Board Actions

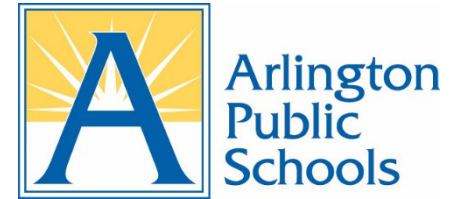
- Winter 2018 – Approve process and scope
- Spring 2018 – Designation of neighborhood and option schools
- Fall 2018 – Adoption of elementary boundaries

Community Engagement

Engagement and communications plan will be further developed after School Board approves process and scope



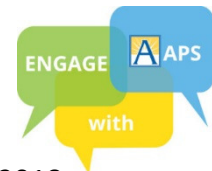
Community Engagement



January 30 – Pre-engagement meeting with APS Ambassadors and PTA leaders, 7 p.m. at Education Center

February – Finalize communications and community outreach plan and begin sharing information via [Engage](#) webpage and other communication channels

Mid to late February – Initial community meeting

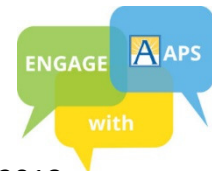


Implementation Timeline



2019-20

- Implement new elementary boundaries in south Arlington, and, where possible, in north Arlington to alleviate crowding
- Open Fleet Elementary School
- Montessori program opens at Henry site
- Drew expands as full neighborhood school
- Staff will review updated projections in Spring 2020 to propose the attendance zone assignments for planning units that had been identified as those that “could be assigned to either one of two elementary school attendance zones”



Implementation Timeline (cont.)



2020-21

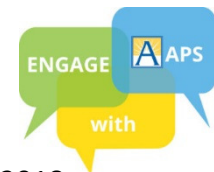
- Begin to phase in option and neighborhood program moves, if applicable

2021-22

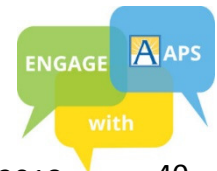
- Implement outstanding elementary boundaries
- Open Reed as elementary school
- Complete implementation of all location changes for neighborhood and option schools

2025-26

- Provide an additional 400-725 elementary seats at a location(s) to be determined



Questions for the School Board



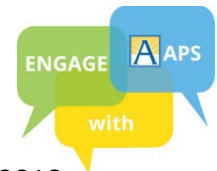
Question for School Board



#1

Should this process consider shifting the locations of neighborhood and options schools?

If yes, do you agree with staff recommendation to focus on proximity and efficiency in phase 1?



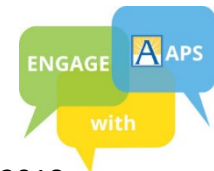
Question for School Board



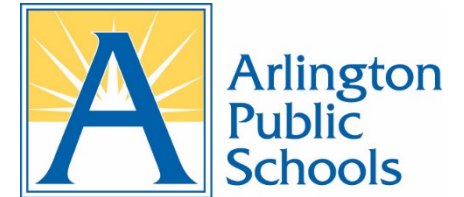
#2

When assessing the designated use of neighborhood and option-schools:

- a) are there any schools that should retain their current status as a neighborhood or option school as we plan for this process?
- b) are there any other items that you want staff to include in this process (i.e. maintain room for transfers to neighborhood schools)?



Question for School Board

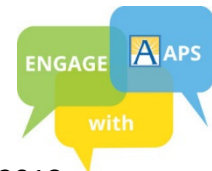


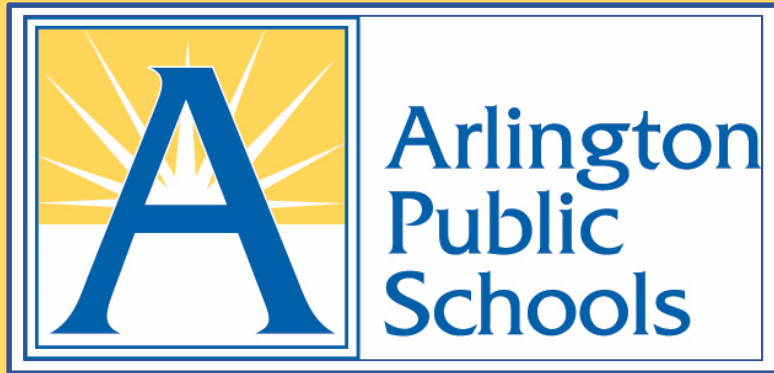
#3

Should the School Board adopt the designation of option school sites in Spring 2018?

#4

Is the School Board in agreement with the phased approach as described?





School Board Work Session to Prepare for Elementary Boundary Process

January 23, 2018

