

A Plan for Managing Growing Enrollment in APS

This report combines the following:

Arlington Facilities and Student Accommodation Plan (AFSAP)

Annual Update

2019-28 Capital Improvement Plan Framework (CIP)

Final: March 6, 2018

Executive Summary

In Fall 2017, student enrollment was at its highest point in the history of APS, and enrollment is expected to continue growing over the next decade. Student enrollment and school capacity has been addressed in past years in several APS reports: the AFSAP (Arlington Facilities and Student Accommodation Plan), and the 2019-28 Capital Improvement Plan Framework (CIP). An Annual Update was added with the June 2017 revisions to Policy 25-2.2, Option and Transfer to monitor enrollment levels at each school/program and adjustments being made to balance enrollment. This document combines these reports to provide an overview and school-by-school details of how APS can manage growing enrollment so our students continue to flourish in a learning environment in which they are healthy, safe, supported, engaged, and academically challenged.

Reviewing Projections and Capacity

Currently, grade cohorts of APS students entering and moving through the system are larger than the graduate cohorts they are replacing. This year, the Kindergarten through grade 5 cohorts range from 2,164 to 2,253 students, while the cohorts for grades 9 through 12 range from 1,631 to 1,793 students.

Arlington County and APS are working closely to align population forecasts and enrollment projections; a new data-sharing agreement between the County and APS will further strengthen student projections. Also, staff is examining methodology to ensure that boundary changes and enrollment in select programs, such as preschool dual-enrolled participants, are reflected in assessments of capacity and projections.

Elementary Schools (Grades PreK-12)

- Elementary school enrollment reached 14,315 students in September 2017, and is expected to continue growing through 2026.
- There are 88 relocatable classrooms being used at 18 elementary school sites to add to the 13,322 permanent elementary school seats at the current class-size level.
- Capital improvement projects in the FY 2017-2026 CIP include opening the Alice W. Fleet Elementary School and Drew Model as a full neighborhood school in 2019, and a new neighborhood elementary school at Reed in 2021.
- The 2017-2026 CIP calls for adding 400-725 elementary seats by 2025, at a location to be determined.
- APS is currently engaging the community in a planning initiative to provide relief to future elementary school capacity utilization.

Middle Schools (Grades 6-8)

- Middle school enrollment reached 5,690 students in September 2017, and is expected to continue growing through 2026.
- There are 49 relocatable classrooms being used at four middle school sites—with the majority at Swanson and Williamsburg—to add to the 5,311 permanent middle school seats at the current class-size level.
- In September 2019, a new 1,000-seat neighborhood middle school will open at the Stratford site. Other capital improvement projects include interior modifications at Gunston and Kenmore for 120 additional permanent seats; also, new middle school boundaries adopted for September 2019 will better balance enrollment across the six middle schools. In the future, APS will recommend an option program or a program move to fully utilize seats at Williamsburg, which will be at 90% capacity after new boundaries take effect in 2019.

- When comparing current and future permanent seats at existing class-size levels to the number of projected students, it is expected that about 500 new middle school seats will be needed by 2026.

High Schools (Grades 9-12)

- High school enrollment reached 6,936 students in September 2017, and is expected to level off as the larger cohorts of students move through high school. In September 2026, the number of permanent high school seats will be nearly equal to the number of students projected.
- Eight relocatable classrooms are being used at three high school sites to add to the 7,363 permanent high school seats at the current class-size level.
- The 2017-2026 CIP projects include interior modifications at Wakefield in 2017 to add 300 more permanent seats, and at Yorktown in 2018 to add 310 permanent seats. By 2020, Arlington Tech will accommodate 600 students, and in 2021, the Education Center will provide 500-600 additional high school seats. In 2022, an additional 700-800 permanent seats will open at the Career Center, which is being studied as a long-term potential site for a fourth high school.

Managing Enrollment in the 2018-19 School Year

This plan explains how APS will alleviate projected crowding at neighborhood schools in the 2018-19 school year. These solutions include the following tools to manage short-term capacity needs:

- Evaluating neighborhood schools to identify those that can accept transfers
- Moving programs from one school to another to open up classroom space where needed
- Growing option school/program enrollments to the “preferred” sizes as identified in the Facility Optimization Study (August 2017); this follows the elimination of neighborhood preferences and School Board direction to increase enrollment levels of these schools/programs as needed

At the elementary level there are five option schools, and there will be no transfers to neighborhood schools in 2018-19 due to the current boundary process. With elementary enrollment projected to increase by more than 300 students in 2018-19, APS will add a Kindergarten class at two elementary option programs in 2018-19. This includes Campbell and Arlington Traditional, while the immersion programs at Claremont and Key will maintain six kindergarten classrooms. APS is holding off on adding a class to the Montessori program; a decision will be made once the application process is complete and we understand how that decision will impact the program’s move to the Henry building in 2019.

Middle school transfers are being offered to Jefferson and Kenmore for 2018-19, however, students from the elementary Immersion and Montessori programs may attend Gunston. At the high school level, transfers will be offered to Wakefield and Yorktown; instead of accepting transfers, Washington-Lee’s seats will be prioritized for students who apply through the lottery for the IB program.

Other points to highlight include:

- APS will continue reviewing room use with school principals to ensure efficient use of space and identify opportunities to repurpose existing rooms, make internal modifications, and convert space to classroom use.
- Staff will review with school administrators the need for additional relocatables per the Facilities and Operations Optimization Study conducted in fall 2017 that determined the “maximum” and “preferred” number of relocatable classrooms at each site.

This plan includes information about the opportunities to increase enrollment at each option school/ program at all school levels, as well as the proposed framework for the 2019-28 Capital Improvement Process (CIP).

Balancing Enrollment for 2019-20 and Beyond

Enrollment across elementary and middle schools will be better balanced in 2019-20 as new boundaries take effect at both levels with the addition of a new neighborhood middle school and two new neighborhood elementary schools. Additional capacity will come in 2021 with a third new neighborhood elementary school.

The current process to adjust elementary school boundaries and consider the location of neighborhood and option schools presents an important opportunity to take a strategic look at the placement of neighborhood and option schools to make better use of existing resources and be more efficient. How we manage future growth will also be informed by the School Board's adoption in June 2018 of the 2018-24 Strategic Plan.

The Capital Improvement Plan (CIP) details how APS will manage growth in the long-term. For the 2019-28 CIP, APS recommends the following as a starting point:

- Complete projects that are underway including the following:
 - September 2019
 - Open the Alice West Fleet Elementary School and move Henry into the new school building.
 - Move the Montessori program out of Drew and into the Henry Building.
 - Open the Wilson building and move the H-B Woodlawn and Stratford programs into the new building (775 seats).
 - Open a new neighborhood middle school at the Stratford building with an addition, for a total of 1,000 new permanent seats.
 - September 2021
 - Open elementary school at Reed.
- Explore options for addressing school growth through non-capital solutions, including growing seats available at options programs and repurposing all rooms that can be used as classrooms.
- Explore all options to address projected elementary and middle school growth.
- Reassess the timing of the 2025 "Elementary Seats to be Determined" in the 2017-26 CIP and determine if adjustments can be made.
- Open the Education Center in 2021 for additional high school capacity, and build the space to have flexibility so it can be used as future swing space, if needed.
- Consider extending the opening of 800+ seats at the Career Center by a year or two if the extension:
 - Provides additional funding capacity through the bonds; and
 - Aligns with recommendations from the working group appointed by the School Board and County Board that is currently exploring the possibility of a fourth neighborhood high school and other community amenities at the Career Center.

APS is working with the Facilities Advisory Council (FAC) to further develop the CIP framework which will be adopted by the School Board in April.

Overview

Arlington Public Schools must look district-wide to create the best learning environment for all students while managing for strong enrollment growth, shifting demographics, and evolving state education requirements and, at the same time, implement complex and overlapping initiatives.

This document, which combines elements from the AFSAP and the Annual Update, has been updated significantly from its original November 2017 draft version. The release of the Fall Projections 2018-2027 clarified many of the questions raised in November.

The 2017-18 school year represents the eleventh consecutive year of student growth at APS. Since fall 2007, APS enrollment has increased by 8,257 students from 18,684. This equates to 44% growth over the past decade. APS is projected to surpass 30,000 students in fall 2022. Over the next decade, APS is projected to grow by more than 5,500 students.

Overall growth is projected to continue and APS has several tools to help manage enrollment growth. This report serves as a planning tool that begins to outline the steps to balance enrollment for the following school year, and changes to be implemented for 2019-20 and future school years.

Short-term capacity adjustments tools include:

- Adding relocatable classrooms
- Offering transfers to neighborhood schools that have space for additional students
- Increasing the number of students (classes) accepted via the lottery at each of the option schools
- Moving programs
- Changing how classrooms are used (i.e., converting computer labs to classrooms)

Long-term capacity adjustment tools include:

- Increasing class size
- Adjusting school attendance zone boundaries
- Capital improvement projects, including:
 - Making internal modifications to create additional space
 - Creating planning space for teachers and freeing up classrooms for more periods per day
 - Adding space to existing schools or building new schools

This report describes the steps that APS is taking to address short-term projected growth in 2018-19 and provides the rationale for items included in the proposed CIP framework for FY 2019-28 CIP.

APS Capital/Facilities Planning Processes

APS is:

- working to create the best learning environments for our students;
- experiencing strong enrollment growth, shifting demographics, and evolving state education requirements; and
- implementing complex and overlapping initiatives.

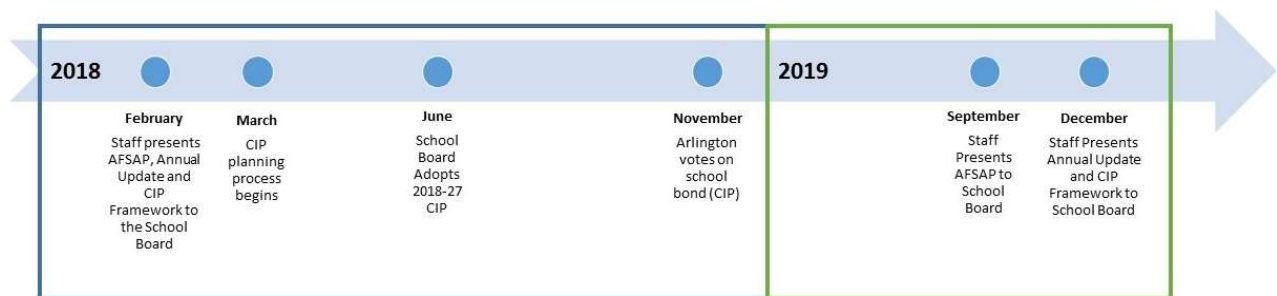
The Arlington Facilities and Student Accommodation Plan (AFSAP) is generally produced every other calendar year. It provides a comprehensive look at student enrollment and building capacity, and is used to inform the Capital Improvement Plan (CIP). The CIP includes major capital projects as well as major maintenance and other infrastructure projects. Staff analyzes enrollment projections to determine future capital needs. Every two years, the School Board adopts a CIP that addresses capital needs over the next ten years.

The 2017 AFSAP was delayed in order to include the School Board’s revisions to the Options and Transfer Policy (25-2.2) and the decision about where to add 1,300 high school seats as adopted in the FY 2017-16 CIP. Revisions to Policy 25-2.2 call for an annual update to provide short-term options for balancing enrollment across schools.

This report combines the AFSAP and the Annual Update into a single document, and includes both short- and long-term recommendations designed to help APS keep pace with continued growth and shape the framework for the 2019-28 CIP. The report includes:

- An overview of projected enrollment by school level (AFSAP)
- Recommendations for making annual adjustments to balance enrollment (Annual Update)
- A proposed framework for the FY 2019-28 CIP

Figure 1. Capital Improvement Plan (CIP) Development Cycle Timeline

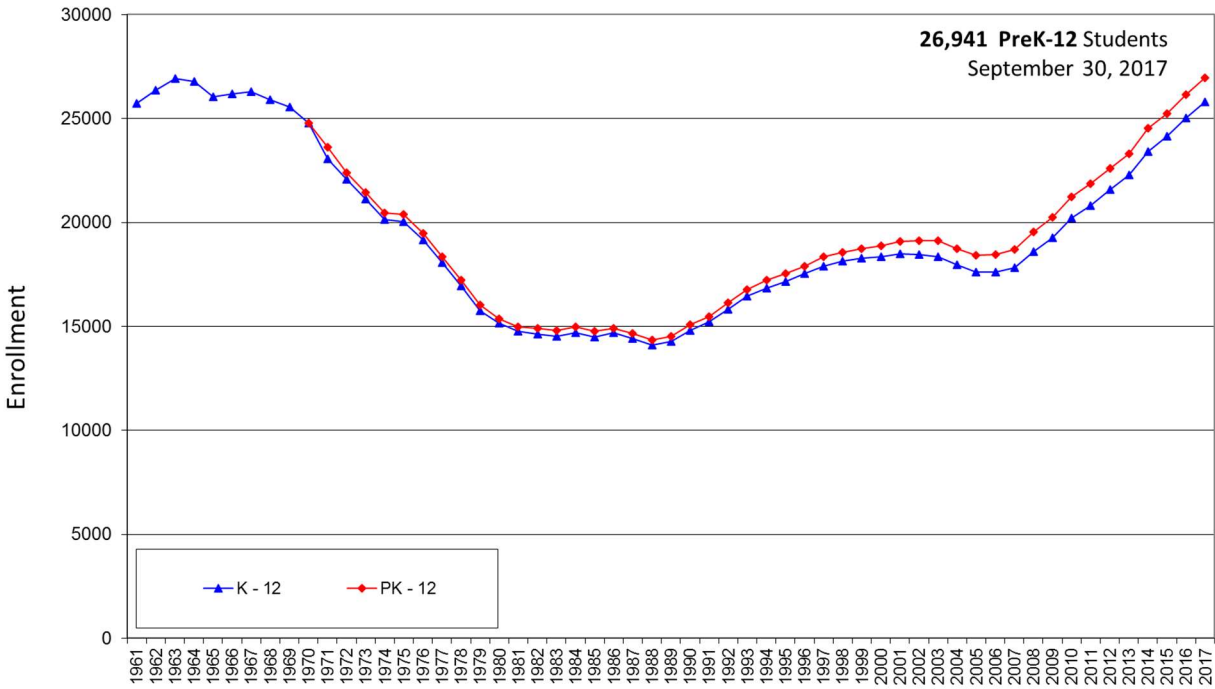


APS Planning and Evaluation staff facilitated this work, and the proposals reflect input from the following APS departments: Teaching and Learning, Administrative Services, Facilities and Operations, Finance and Management Services, and School and Community Relations.

AFSAP, Enrollment and Projected Enrollment Growth

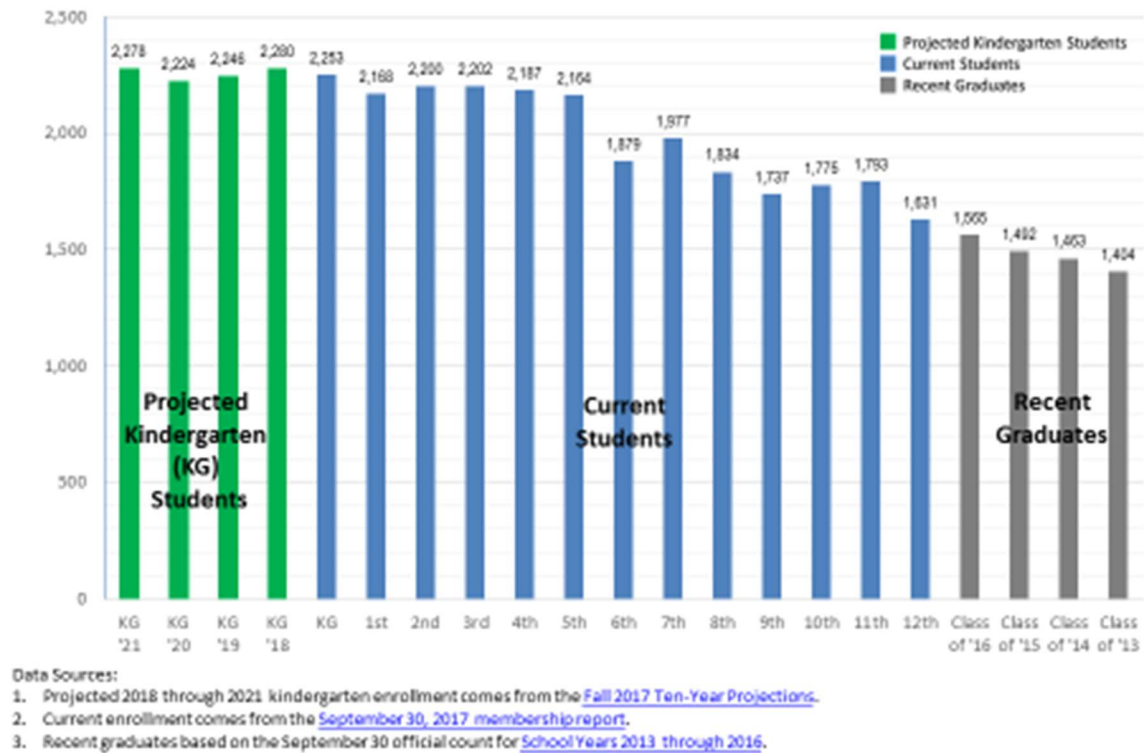
APS enrollment in 2017-18 is setting records. Sept. 30 enrollment included 26,941 students, the highest enrollment in the history of APS. October enrollment ticked over the 27,000 mark to 27,005.

Figure 2. Total K-12 and PreK-12 Enrollment (September 30th), 1961-2017



The grade cohorts of students moving through the system are larger than the graduate cohorts they are replacing. This year, the class size of the Kindergarten through grade 5 cohorts ranges from 2,164 to 2,253 students, while the cohorts for grades 9 through 12 range from 1,631 to 1,793 students.

Figure 3. APS Student Enrollment Snapshot, Fall 2017-2018



APS is working closely with Arlington County Government (ACG) to align the population forecasts and enrollment projection process. For fall 2017, ACG provided APS with the following data:

- Master Housing Unit Database
- Housing Unit Forecast
- Timeline of Residential Construction
- Estimation of Long-Term Births

With this data sharing, APS enrollment projections and Arlington County forecasts are aligned with the same assumptions about the impact of “future housing units” on student/population growth. Additional improvements to the data-sharing agreement are planned. For example, Arlington County will enhance its housing data to eventually include variables such as the length of home ownership and the number of bedrooms, among other items. APS and Arlington County will include this new data within the projections as it becomes available.

In addition to incorporating Arlington County data in the enrollment projections, APS staff is examining amending the projections methodology in light of boundary changes. Also, staff is reassessing how enrollment in select programs, such as preschool dual-enrolled participants, is enumerated.

Elementary School Enrollment

Elementary school enrollment across APS continues to grow. September 2017 enrollment reached 14,315 across elementary schools and had just 50 fewer students than had been anticipated by the fall 2016 projections. Existing buildings provide 13,322 permanent elementary school seats at the current class-size level. Relocatable classrooms are used across elementary schools to accommodate the shortfall between enrollment and permanent seats for students at the current class-size level. In September 2017, there were 88 total relocatable classrooms at 18 different elementary school sites. When compared to the fall 2016 projections, the fall 2017 projections predict a slight uptick in the number of elementary students over the next decade. Some of this trend is attributable to changes in the projection methodology, such as the inclusion of Arlington County Government data discussed in the prior section of this report.

Figure 4. Elementary enrollment (9/30/17) and fall 2016 and 2017 projected enrollment

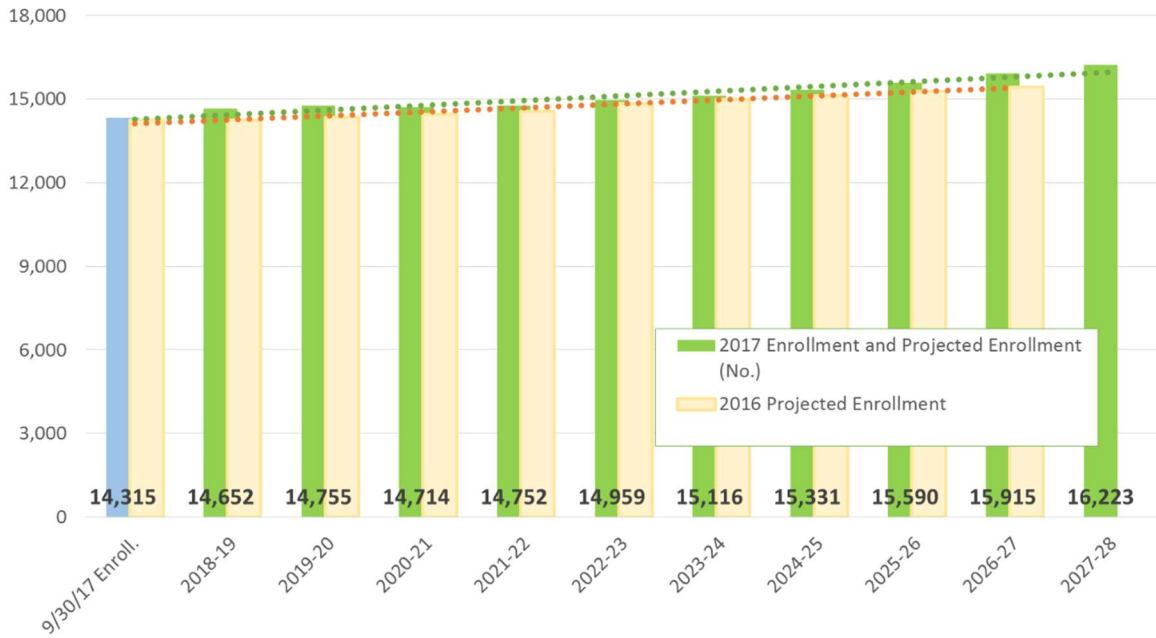
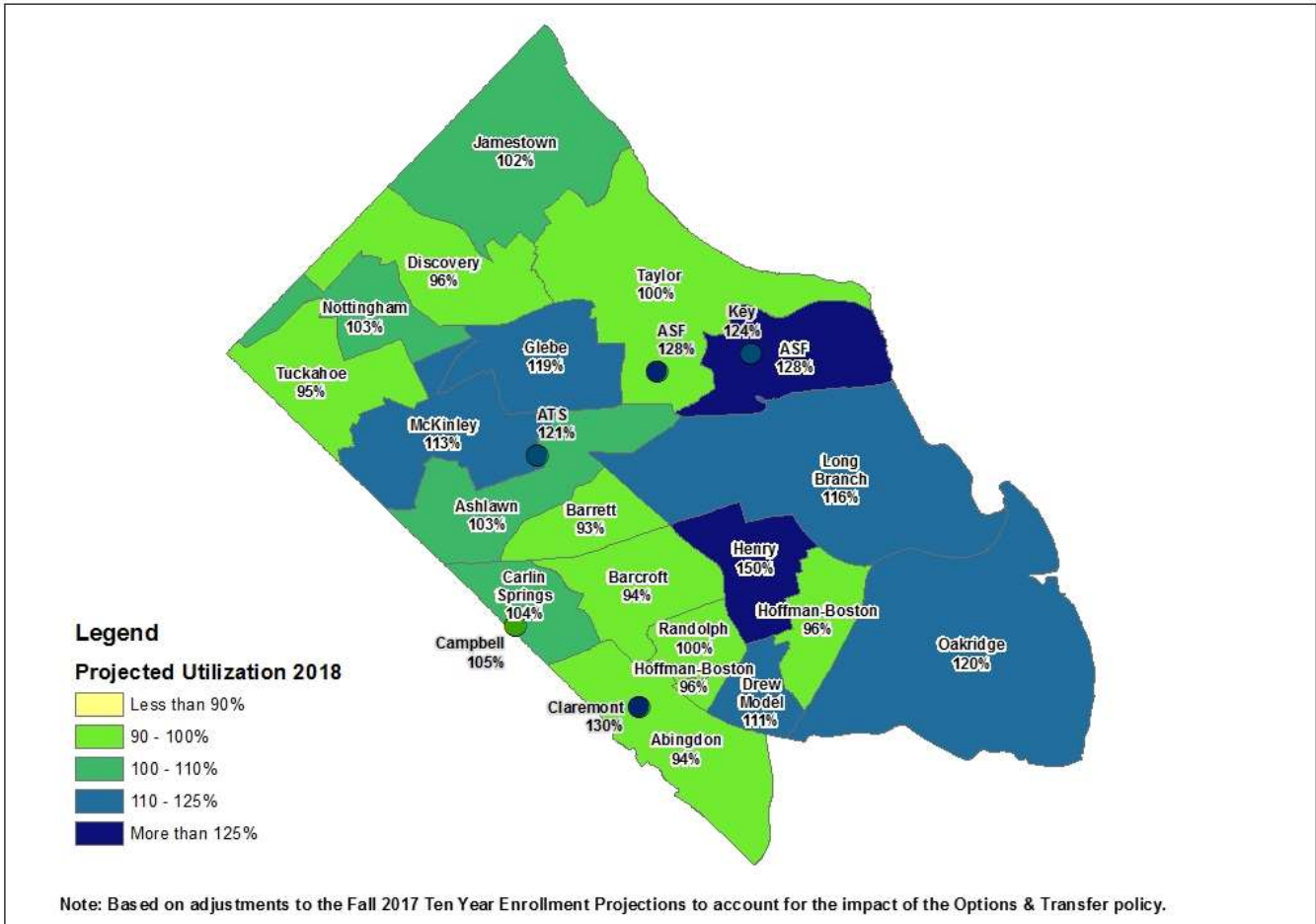


Figure 5. Projected Elementary School Capacity Utilization, School Year 2018-19



Capital improvement projects for elementary schools in the FY 2017-26 CIP include three new elementary schools:

- In September 2019, the new elementary school next to Jefferson Middle School will open as Alice West Fleet Elementary School (Fleet) with 752 additional seats. At that time, APS is still projected to have a deficit of 681 elementary seats.
- In September 2021, a new elementary school at the Reed site will open with 725 additional seats; at that time, APS is projected to have 47 more elementary seats than students.
- APS is preparing to conduct a process to reset boundaries for all elementary schools, ahead of the openings of Fleet and Reed. The process will begin in February 2018 and continue through the fall. The School Board will adopt new boundaries in November 2018 that will apply for the 2019-20 school year.
- In September 2025, 400 to 725 additional new elementary seats will open at a location or locations to be determined.

The 10-Year Projections show that elementary school enrollment will continue to grow through 2026 (the last year of the projections). The new elementary seats added in accordance with the FY 2017-26 CIP will not meet all projected student growth. Non-capital solutions, as well as future capital projects, may be considered if

needed to meet growing enrollment. The 2019 addition of Fleet, the 2021 opening of Reed, and boundary changes will provide some relief to current estimates for future elementary school capacity utilization.

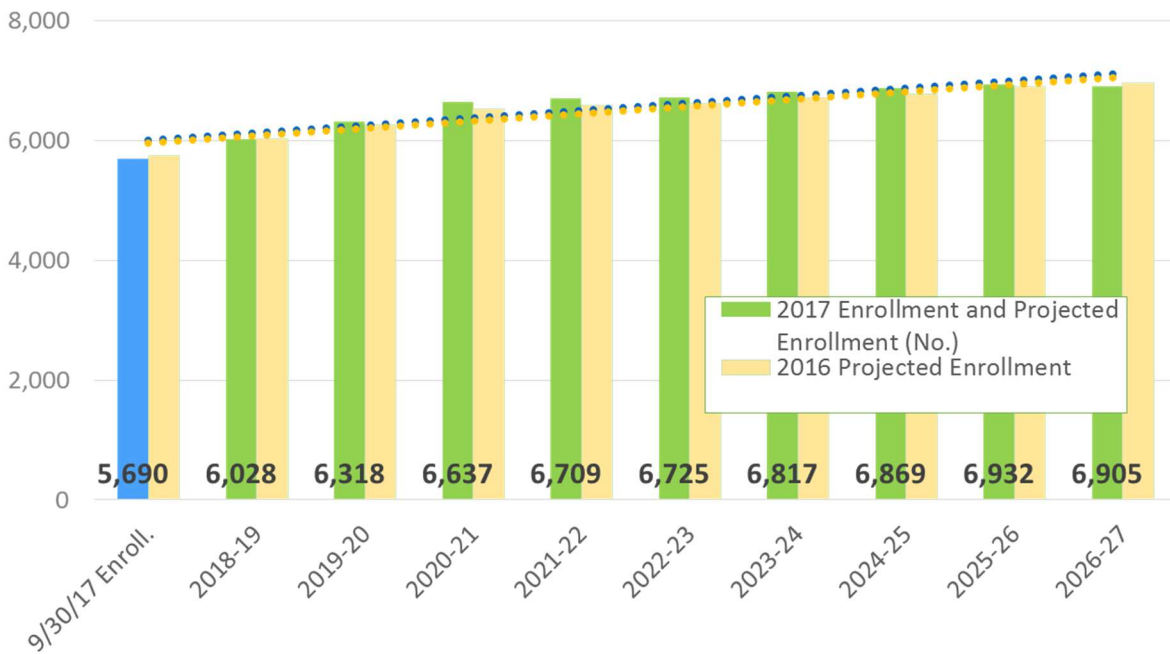
Figure 6. Projected Elementary School Enrollment and Existing Plus Planned Elementary School Seats in the 2016-25



Middle School Enrollment

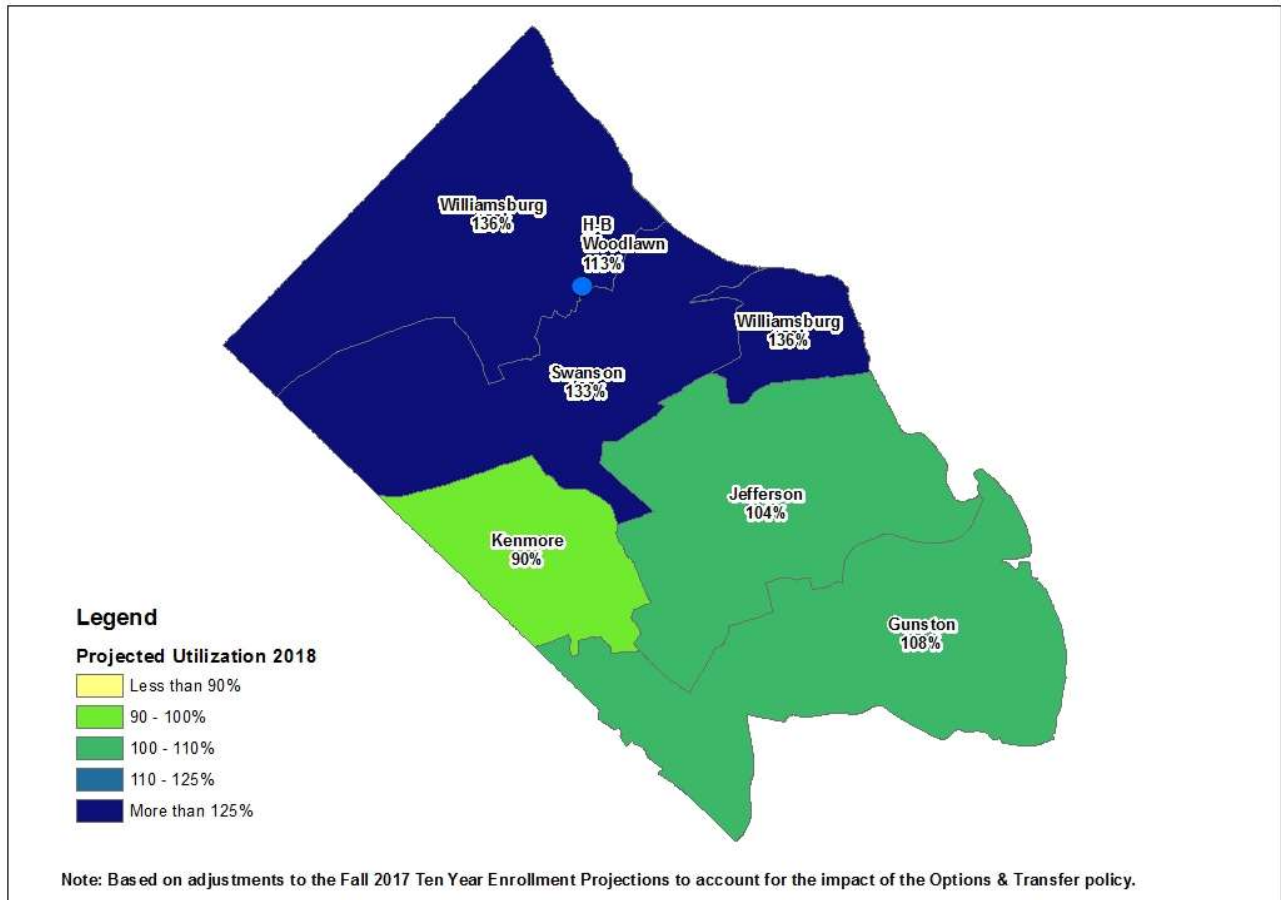
Middle school enrollment across APS continues to grow. Enrollment reached 5,690 students in September 2017, falling 61 students short of the fall 2016 projections. Existing middle school facilities provide a total of 5,311 permanent seats at current class-size levels¹. Relocatable classrooms are used to accommodate the difference between enrollment and permanent seats. In September 2017, there were a total of 49 relocatable classrooms at four middle school sites, with the majority located at Swanson and Williamsburg. Compared to the fall 2016 projections, the fall 2017 projections have remained steady for the next decade.

Figure 7. Middle school enrollment (9/30/17) and fall 2016 and 2017 projected enrollment



¹ M.S. seats includes 221 seats for middle school students at H-B Woodlawn in 2017

Figure 8. Projected Middle School Capacity Utilization, School Year 2018-19

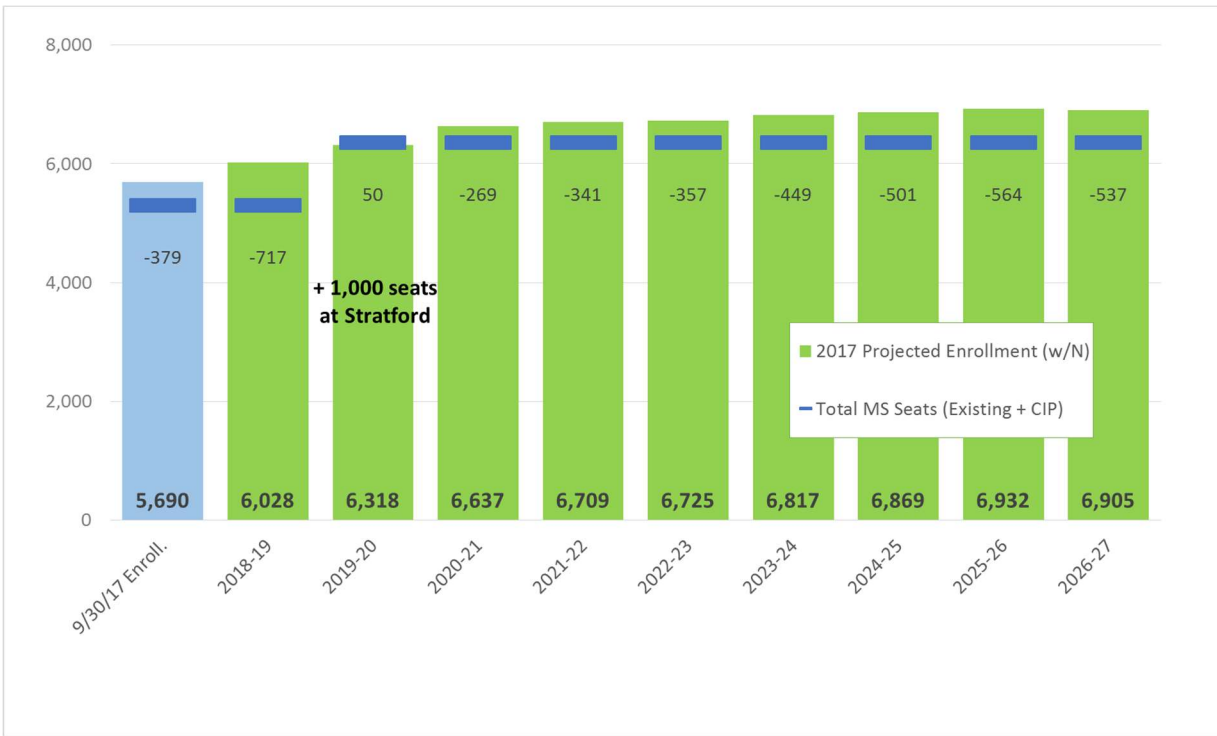


Capital improvement projects for middle schools in the FY 2017-26 CIP include:

- In summer 2017, interior modifications were made at Gunston and Kenmore, providing 120 additional permanent seats for middle school students.
- In September 2019, the H-B Woodlawn and Stratford Programs will move from the Stratford Building to the new building at the Wilson site.
- In September 2019, once the H-B Woodlawn and Stratford Programs vacate the Stratford Building, it will reopen with a new addition and interior renovations as a new 1,000-seat neighborhood middle school.
- New middle school boundaries for September 2019 were adopted by the School Board in December 2017 to create an attendance zone for the new school at the Stratford site and better balance enrollment across the six middle schools.

The 10-Year Projections show that middle school enrollment will continue to grow through 2026. In September 2026, APS will need more than 500 additional middle school seats. The FY 2019-28 CIP Framework proposes that additional middle school seats be considered as part of the CIP process. APS will continue to monitor enrollment and projections to determine the number of additional permanent middle school seats needed, while not exceeding the preferred maximum size of a middle school of 1,300 seats.

Figure 9. Projected Middle School Enrollment and Middle School Seats in the 2016-25 CIP



The addition of the new middle school at the Stratford Building and associated boundary changes will affect current estimates of future capacity utilization. The School Board adopted new middle school boundaries in December 2017 that will be implemented for 2019-20 and move capacity utilization into a manageable range across all middle schools. Schools with lower capacity utilizations will be able to accept transfers. The boundary change will leave Williamsburg at about 90% capacity. APS will recommend adding an option program or a program move to more fully utilize the middle school seats at Williamsburg.

High School Enrollment

High school enrollment across APS continues to grow. In September 2017, high school enrollment reached a total of 6,936 students, falling 145 students short of the fall 2016 projections. Existing buildings provide 7,363 permanent seats at current class-size level for high school students. In September 2017, there were a total of eight relocatable classrooms at three high school sites.

Figure 10. High school enrollment (9/30/17) and fall 2016 and 2017 projected enrollment

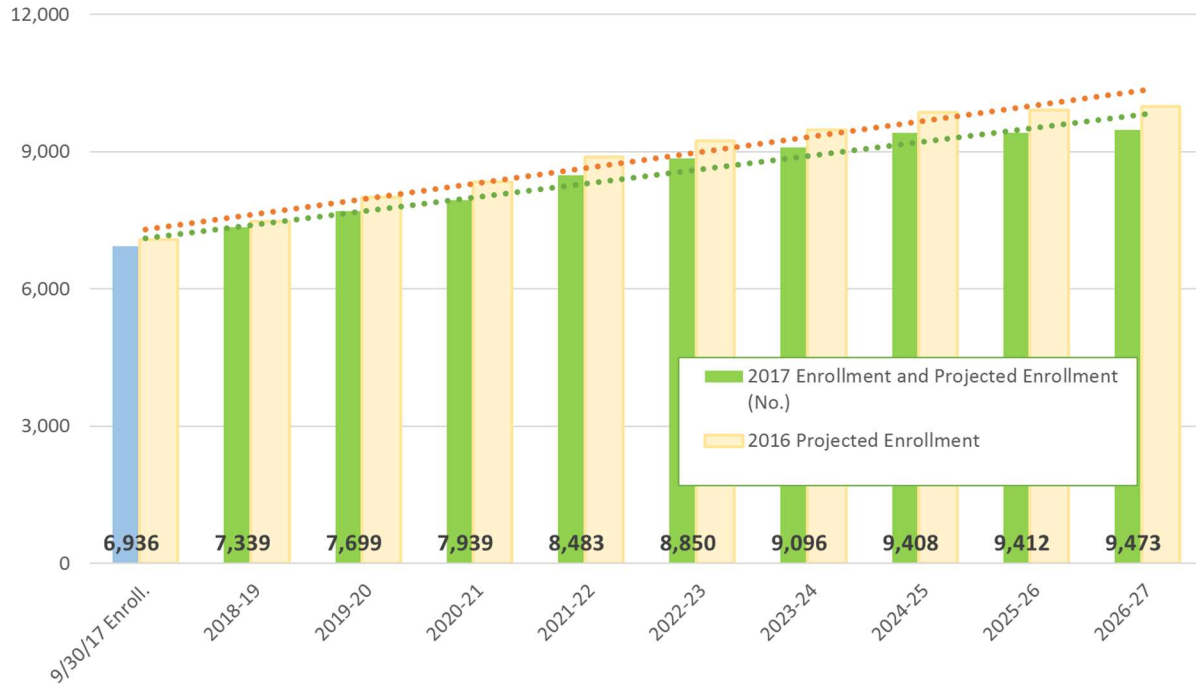
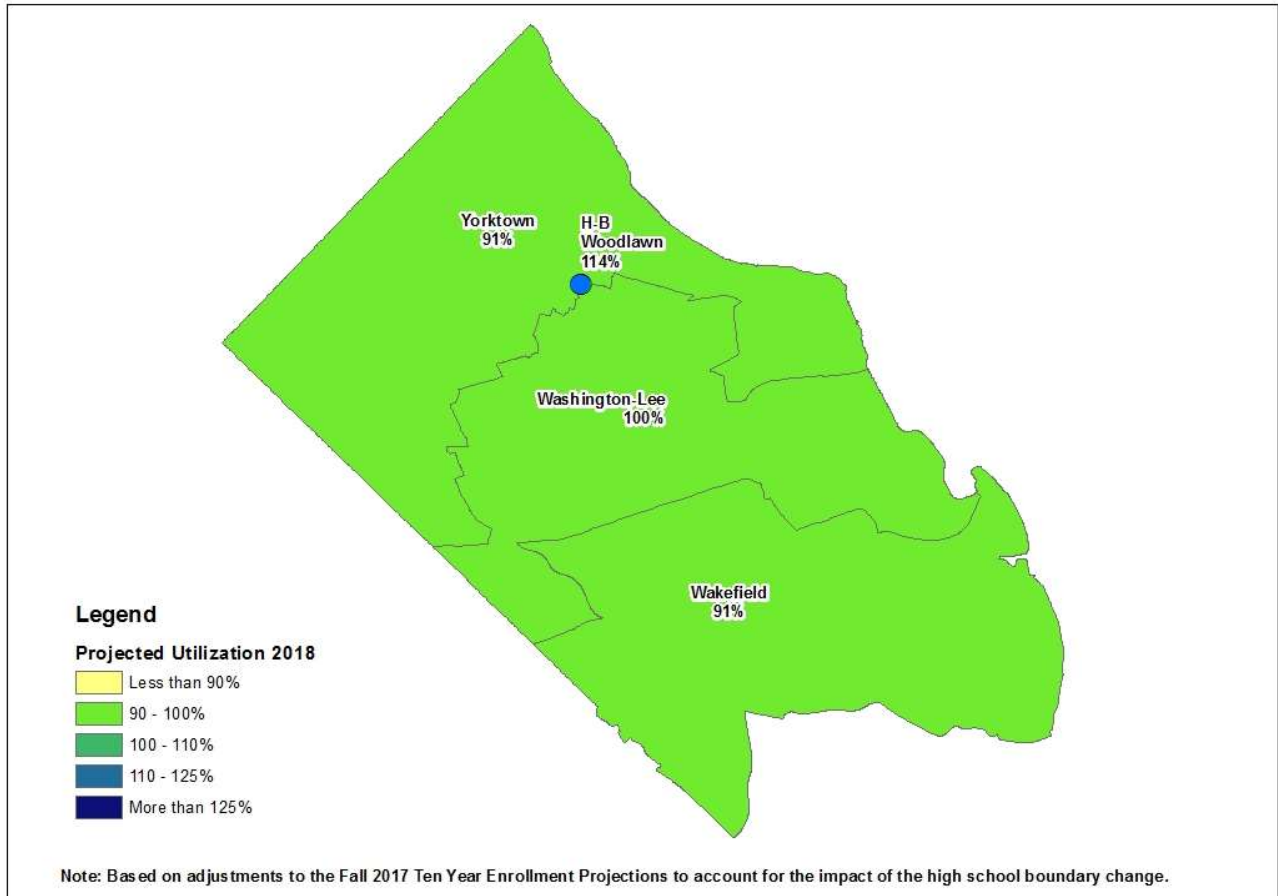


Figure 11. Projected High School Capacity Utilization, School Year 2018-19



Capital improvement projects for high schools in the FY 2017-26 CIP include:

- In 2017, interior modifications were made to Wakefield, adding 300 more permanent high school seats.
- In 2018, similar interior modifications will be made to Yorktown, adding 310 more permanent high school seats.
- By 2020, Arlington Tech will accommodate 600 students.
- In 2021, the Education Center will open and provide 500 to 600 additional high school seats.
- In 2022, an additional 700 to 800 permanent seats will open at the Career Center. The Career Center Working Group (CCWG) is also charged with developing a plan to provide options for optimizing future development of public facilities within the study area through a phased development plan. In the long term, the Career Center could be planned as a fourth high school.

The 10-Year Projections show that high school enrollment begins to level off as the larger cohorts of students move through high school. Interior modifications and other CIP projects have helped APS stay ahead of the projected high school enrollment growth. In September 2026, the number of permanent seats at the current class-size level will be nearly equal to the number of students projected.

In December 2016, the School Board adopted boundary refinements that moved some planning units from Washington-Lee’s attendance zone to the attendance zones for Wakefield and Yorktown. APS will continue to monitor enrollment and projections for consideration in future CIPs.

Figure 12. Projected High School Enrollment and High School Seats in the FY 2017-26 CIP



Capacity Utilization in Physical Buildings (excludes Relocatable Classrooms)

The table below shows capacity utilization today and projected capacity utilization for existing facilities for the 2018-19 school year, based on existing permanent seats at the current class-size level. Capacity does not include the capacity added through relocatable classrooms. Because of recent boundary changes and revisions to the Options and Transfer policy, capacity utilization is limited to reporting for 2018-19 and 2019-20.

Figure 13. Projected Enrollment and Capacity Utilization for School Years 2017-18 and 2018-19

SCHOOL	Relocatable Classrooms in 2017-18	SY2017-18				SY2018-19			
		Capacity	Actual	Permanent Seats +/-	% Utilized	Capacity	Projection	Permanent Seats +/-	% Utilized
Abingdon	0	725	655	70	90.3%	725	682	43	94.1%
Arlington Science Focus	6	553	681	-128	123.1%	553	710	-157	128.4%
Arlington Traditional	4	465	540	-75	116.1%	465	564	-99	121.3%
Ashlawn	2	684	688	-4	100.6%	684	705	-21	103.0%
Barcroft	10	460	429	31	93.3%	460	433	28	94.0%
Barrett	4	576	539	37	93.6%	576	536	40	93.0%
Campbell	2	436	428	8	98.2%	436	457	-21	104.8%
Carlin Springs	4	585	616	-31	105.3%	585	610	-25	104.3%
Claremont	7	599	744	-145	124.2%	599	779	-180	130.1%
Discovery	0	630	619	11	98.3%	630	606	24	96.2%
Drew	0	674	697	-23	103.4%	674	747	-73	110.8%
Glebe	4	510	621	-111	121.8%	510	609	-99	119.4%
Henry	10	463	660	-197	142.5%	463	695	-232	150.2%
Hoffman-Boston	0	566	524	42	92.6%	566	544	23	96.0%
Jamestown	0	597	607	-10	101.7%	597	607	-10	101.7%
Key	4	653	739	-86	113.2%	653	807	-154	123.6%
Long Branch	4	533	586	-53	109.9%	533	620	-87	116.4%
McKinley	6	684	800	-116	117.0%	684	772	-88	112.9%
Nottingham	1	513	523	-10	101.9%	513	526	-13	102.6%
Oakridge	10	674	798	-124	118.4%	674	807	-133	119.7%
Randolph	2	484	468	16	96.7%	484	482	2	99.6%
Taylor	4	659	673	-14	102.1%	659	658	1	99.8%
Tuckahoe	4	545	533	12	97.8%	545	518	27	95.1%
Integration Station	0	54	45	9	83.3%	54	76	-22	140.7%
New Elementary @ Reed (725)	0	0	0	0	0.0%	0	0	0	0.0%
Fleet Elementary @ Jefferson Site (752)	0	0	0	0	0.0%	0	0	0	0.0%
Elementary Seats Location TBD (725)	0	0	0	0	0.0%	0	0	0	0.0%
ELEMENTARY TOTAL	88	13,322	14,213	-891	106.7%	13,322	14,550	-1,228	109.2%
Gunston	2	992	987	5	99.5%	992	1,070	-78	107.9%
Jefferson	1	1,086	1,047	39	96.4%	1,086	1,132	-46	104.2%
Kenmore	0	1,045	913	132	87.4%	1,045	942	103	90.1%
Swanson	22	948	1,223	-275	129.0%	948	1,260	-312	132.9%
Williamsburg	24	997	1,252	-255	125.6%	997	1,353	-356	135.7%
H-B Woodlawn	0	221	249	-28	112.7%	221	249	-28	112.7%
Stratford Program (moves to Wilson in 2019)	0	22	19	3	86.4%	22	22	0	100.0%
New MS @Stratford (1,000)	0	0	0	0	0.0%	0	0	0	0.0%
New School @ Wilson 6-8 (300)	0	0	0	0	0.0%	0	0	0	0.0%
MIDDLE TOTAL	49	5,311	5,690	-379	107.1%	5,311	6,028	-717	113.5%
Arlington Career Ctr	0	150	158	-8	105.3%	150	158	-8	105.3%
Arlington Community HS (Fenwick)	0	200	100	100	50.0%	200	100	100	50.0%
Arlington Tech	0	150	113	37	75.3%	350	313	37	89.4%
H-B Woodlawn (moves to Wilson in 2019)	3	390	439	-49	112.6%	390	444	-54	113.8%
Langston	0	150	104	46	69.3%	150	104	46	69.3%
New School @ Wilson 9-12 (475)	0	0	0	0	0.0%	0	0	0	0.0%
Stratford Program (moves to Wilson in 2019)	1	33	33	0	100.0%	33	33	0	100.0%
Wakefield	0	2,203	1,923	280	87.3%	2,203	2,002	201	90.9%
Washington-Lee	4	2,208	2,166	42	98.1%	2,208	2,201	7	99.7%
Yorktown	0	1,879	1,900	-21	101.1%	2,189	1,984	205	90.6%
500 Seats (Ed Center Site)	0	0	0	0	0.0%	0	0	0	0.0%
800 Seats (Career Center Site)	0	0	0	0	0.0%	0	0	0	0.0%
HIGH TOTAL	8	7,363	6,936	427	94.2%	7,873	7,339	534	93.2%
PK-12 Total	145	25,996	26,839	-843		26,506	27,917	-1,411	

Annual Update on Short-Term Solutions to Prepare for 2018-19

In June 2017, the School Board adopted a revision to Policy 25-2.2 addressing Options and Transfers. The policy directs the Superintendent to do the following:

- Provide annual updates to the School Board on enrollment levels at each school/program and transportation issues
- Make recommendations to achieve the goals stated in the policy

This section responds to the direction to provide an annual update defined by the policy. It explains steps that APS is taking to alleviate projected crowding at neighborhood schools in the 2018-19 school year.

Program Moves for 2018-19

APS moves PreK programs to make space when projected K-5 enrollment at elementary schools exceeds a school's capacity. The following PreK programs moves are planned for 2018-19:

1. The Virginia Preschool Initiative (VPI) class at Science Focus will move to Barrett.
 - This move opens a classroom for the K-5 students at Science Focus
 - In fall 2018, we expect that the Kindergarten class may be larger than past cohorts as the changes defined in the Options & Transfer are implemented for admission. The policy change removes the neighborhood's guaranteed admission to Key Immersion option school.
 - Barrett has space to add the VPI classroom.
2. The Montessori class at McKinley will move to Discovery
 - The McKinley Montessori class is currently housed in the Reed building with the Children's School.
 - In summer 2018, the Children's School is moving and the Montessori class would be the only PreK class in the Reed building.
 - Discovery has space for an additional class.
 - The group charged with advising Teaching and Learning in preparation for the Montessori move requested that single PreK Montessori satellite classes be coupled with other PreK Montessori satellite classes where possible.
3. The Montessori program at Campbell (an expeditionary learning option school) will move to Hoffman-Boston (a neighborhood school).
 - Under the guidance of Teaching and Learning, APS looked at realigning Pre-K programs at the options schools:
 - Students who participate in PreK programs at option schools get priority in admissions to the options schools.
 - Montessori Pre-K will continue to be provided at the designated Montessori school, currently Drew.
 - VPI will be provided at expedition learning school, Campbell; ATS; and the immersion schools, Key and Claremont.
 - Neighborhood schools will continue to provide a mix of Montessori and VPI at neighborhood schools, depending on space.
 - This allows the ability to add an additional kindergarten class at Campbell for 2018-2019.

Transfers to Neighborhood Schools for 2018-19

To help provide some relief to other schools, APS will annually evaluate neighborhood schools that can accept transfers. Transfers will be offered by specific grades for the following school year.

Elementary School Neighborhood Transfers for 2018-19

APS is in a process to reset elementary school boundaries. As a result, APS does not recommend allowing elementary transfers for 2018-19. APS has four elementary option programs (Immersion, Expeditionary Learning, Montessori and ATS), and we are working to open up an extra Kindergarten classroom in each of those schools for 2018-19.

Middle School Neighborhood Transfers for 2018-19

At the middle school level:

- Students continuing from the elementary Immersion and Montessori programs may attend Gunston.
- No transfers will be offered at Swanson or Williamsburg due to high capacity utilization in 2018-19, prior to the opening of the new middle school.
- Staff recommends offering transfers for fall of 2018 to:
 - Jefferson (up to 100 students) and
 - Kenmore (up to 150 students).

The estimates for Jefferson and Kenmore are based on allowing both schools to grow to the average 2018-19 projected utilization rate of 114.2% across the five middle schools, per Method 1 below. Staff reviewed several methods of allowing transfers among middle schools using data from the [Fall Projections 2018-2027](#) from December 2017.

Figure 14. Method 1 for Determining Transfers Among Middle Schools

<i>SY 2018-19 Projections (excludes dual enrolled and peer pals) **</i>										Method 1 Accept transfers up to average SY 18-19 projected utilization 114.2%.		Method 2 Accept transfers up to 110% utilization		Method 3 Accept transfers up to 120% utilization	
MIDDLE SCHOOL	6	7	8	6-8 Total	School Capacity	Perm. Seats +/-	Accommodate Additional Relos	Projected % Building Utilization SY18-19	Projected % Building Utilization SY19-20 After Boundary Changes	Accept Transfers SY 18-19	Number of Transfers Accepted	Accept Transfers SY 18-19	Number of Transfers Accepted	Accept Transfers SY 18-19	Number of Transfers Accepted
Gunston*	400	336	334	1,070	992	-78	X	107.9%	99.0%	X	63	X	21	X	120
Jefferson	402	363	367	1,132	1,086	-46		104.2%	94.0%	X	108	X	63	X	171
Kenmore	305	329	308	942	1,045	103	X	90.1%	107.0%	X	251	X	208	X	312
Stratford									94.0%						
Swanson	474	360	426	1,260	948	-312	X	132.9%	103.0%						
Williamsburg	475	428	450	1,353	997	-356	X	135.7%	92.0%						
Average MS Utilization:								114.2%	98.2%						
								SY 18-19	SY 19-20						

Method 1 Schools can grow from their SY 18-19 projected utilization to the average SY 18-19 projected utilization of 5 middle schools

Method 2 Schools can grow from their SY 18-19 projected utilization to 110% utilization

Method 3 Schools can grow from their SY 18-19 projected utilization to 120% utilization

* Gunston will continue to take all Immersion and Montessori transfer students

** School Year 2018-19 Projections data are from the "Fall Projections 2018-2027," developed in December 2017. These figures do not reflect the Spring 2018 updates to the Fall 2018 projections.

Figure 15. Middle School Transfers for 2018-19

Students from all middle schools can apply for neighborhood school transfers	These schools can accept transfers
	<ul style="list-style-type: none"> Kenmore Jefferson

High School Neighborhood Transfers for 2018-19

At the high school level, transfers will be offered at Wakefield and Yorktown. Washington-Lee will not be able to take transfers, instead, those seats will be prioritized for students who apply through the lottery for the IB program.

Figure 16. High School Transfers for 2018-19

Students from all high schools can apply for neighborhood school transfers	These schools can accept transfers
	<ul style="list-style-type: none"> Wakefield Yorktown

Adjustments to the Enrollment at Option Schools/Programs for 2018-19

Historically, enrollment growth at the option schools looks different from the enrollment growth at neighborhood schools. The revisions to Policy 25-2.2 did the following:

- Removed the neighborhood preference that previously existed at some options schools
- Directed APS to adjust enrollment levels at the option schools/programs as needed

Staff has met with or is preparing to meet with option school principals to plan for the 2018-19 school year.

General Principles to Increase Enrollment at Option Schools

- Grow elementary option schools to 700+ students
- If a waitlist exists for the option school, add an entry-level class cohort
- Review the number of classes annually, after APS publishes enrollment projections, to determine if adjustments are needed; staff will also refer to the class size report and confirm the information with principals.
- Grow elementary option schools to the “preferred” size identified in the Facility Optimization Study (August 2017)
- Apply the adjustment to all elementary option schools

Other Tools for Managing Growth

Increasing Class Size

Class size is defined by APS planning factors and adjustments can be managed annually in the adoption of the APS Budget. We are not recommending that we adjust class size for 2018-19.

Adding Classrooms

APS can add additional classrooms to increase enrollment at option schools. New classes would increase the cohort size that would move through the option school.

Two methods for adding classroom space at schools include:

- Repurposing existing rooms
- Adding relocatable classrooms in accordance with the Facility Optimization Study

Repurposing Existing Rooms

A preliminary room use survey was conducted at elementary schools during the 2016-17 school year. Elementary principals were asked to provide information on how they intended to use each space in the school during the 2017-18 school year. The information was used to determine changes in the number of relocatable classrooms, internal modifications needed, and any room use changes necessary to increase capacity and use the space as efficiently as possible. Many room conversions have already taken place to increase capacity. This information will be reviewed at site meetings with school administrators.

Adding relocatable classrooms

In fall 2017, Facilities and Operations conducted a Facility Optimization Study across APS schools (Attachment. C). The study categorizes the number of relocatable classrooms as either “maximum” or “preferred,” based on their impact on the number of lunch periods needed given the existing capacity of the cafeteria. A relocatable classroom is categorized as:

- “maximum” if the seating capacity added at a school would require more than three lunch periods in the cafeteria; or
- “preferred” if the seating capacity added at a school facility would not require more than three lunch periods in the cafeteria.

This information will be reviewed at site meetings with school administrators.

Elementary Options

Options – Immersion at Claremont and Key

APS is planning to offer six Kindergarten classes at each of the elementary immersion schools for 2018-19. A relocatable will need to be added at Key.

The changes will ensure a robust interest in the elementary schools that feed into the middle school immersion program, which is a priority as a lottery-only admission process is implemented and one of the elementary immersion schools—Key School—experiences administrative changes with the forthcoming retirement of its principal.

Staff explored changing the feeder schools to the two Immersion schools for 2018-19, but identified a number of challenges with sibling preferences and transportation.

- For 2018-19, continue the current practice of allowing overflow families from Claremont to attend Key.
- For 2019-20, realign the feeder schools using the new attendance zones for neighborhood schools. The realignment will aim for an even balance of resident students in the neighborhood school attendance zones, using the following variables:
 - Home language (Spanish and non-Spanish)
 - Economic Status
 - Current students in Grades K-2 (to estimate incoming Kindergartners)
 - Race

Note: This proposal could potentially include a recommendation that students in the Immersion program change schools if their feeders change.

Claremont Immersion School

Claremont currently has seven relocatable classrooms. The preferred number of relocatable classrooms is ten. Claremont could accommodate three additional relocatable classrooms. Internal room use changes or modifications might also create additional classrooms, and would need to be reviewed annually as part of the room use survey. Coordination is ongoing with Immersion principals and the Department of Teaching and Learning to offer six classes for the incoming kindergarten cohort.

Key Immersion School

Key currently has four relocatable classrooms. The preferred number of relocatable classrooms is four. Internal room use changes or modifications might also create additional classrooms, and would need to be reviewed annually as part of the room use survey. Coordination is ongoing with Immersion principals and the Department of Teaching and Learning to offer six classes for the incoming kindergarten cohort.

Options - Arlington Traditional School and Campbell

Staff are meeting with school administrative teams in their buildings to determine how to add capacity for the entry level class in 2018-19. These meetings will include administrators from Administrative Services, Teaching and Learning, Facilities and Operations, and Planning and Evaluation. If changes are made after the lotteries, spaces will be offered to students on the waitlists.

Arlington Traditional School

Arlington Traditional School (ATS) currently has four relocatable classrooms. The preferred number of relocatable classrooms at the school is twelve. ATS could accommodate eight additional relocatable classrooms.

Internal room use changes or modifications might also create additional classrooms, and would need to be reviewed annually as part of the room use survey. Previous room use surveys have indicated the school is currently using their space efficiently. Adding additional relocatable classrooms and any potential internal room use changes would bring the capacity of the school over 700 students as directed by the School Board.

Campbell Elementary School

Campbell currently has two relocatable classrooms. The preferred number of relocatable classrooms is eight. Campbell could accommodate six additional relocatable classrooms. Internal room use changes or modifications might also create additional classrooms, and would need to be reviewed annually as part of the room use survey. Previous room use surveys have indicated the school is currently using their space efficiently. Adding additional relocatable classrooms and any potential internal room use changes would bring the capacity of the school to slightly over 600 students. Moving the Montessori PreK class has freed up an extra classroom for 2018-19.

Option - Montessori at Drew

Staff is not proposing any changes to the Montessori program at Drew for the 2018-19 school year. Instead, we will monitor applications for Montessori and determine the demand. The program will be moving to the Henry building for the 2019-20 school year. The Henry building currently has ten relocatable classrooms. The preferred number of relocatable classrooms is ten.

Secondary Options

Staff does not have a proposal at this time to increase enrollment at the secondary level for fall 2018, but this may adjust after we address the elementary options.

Arlington Tech

Plans are in place to accept students who applied to the program for fall 2018. Staff does not recommend exploring other ways to increase capacity for 2018-19 school year due to a joint APS and ACG planning process to develop the Career Center site.

H-B Woodlawn

Enrollment in the H-B Woodlawn program will grow by approximately 10% when the program moves to a new building at the Wilson site in 2019. At this time, staff does not have a plan to increase enrollment at H-B Woodlawn for fall 2018.

IB at Washington-Lee

Secondary option programs can grow to the preferred number of relocatable classrooms provided in the Facility Optimization Study. The preferred number of relocatable classrooms is 22. Program changes, internal room use changes or modifications might also create additional classrooms, and would need to be reviewed annually as part of the room use survey.

AP Network at Wakefield

Secondary option programs can grow to the preferred number of relocatable classrooms provided in the Facility Optimization Study. The preferred number of relocatable classrooms is zero. Program changes, internal room use changes or modifications might also create additional classrooms, and would need to be reviewed annually as part of the room use survey.

Plans in Place to Balance Enrollment for 2019-20 and Beyond

Middle School Boundaries

In Sept. 2019, the Stratford building will open as a new middle school. The School Board adopted new middle school boundaries for 2019-20 and beyond that will balance enrollment across middle schools.

The boundary change will leave Williamsburg at about 93% capacity. In the coming months, the school and APS will need to recommend a new option program or a program move to fully utilize the permanent middle school seats at Williamsburg.

Elementary School Boundaries

In February 2018, APS will kick off a process to reset Elementary School Boundaries for 2019. Over the past two decades, APS has made some adjustments to elementary boundaries. At the same time, elementary enrollment has grown from about 9,200 students in Sept. 2008 to almost 13,200 students in Sept. 2017. Enrollment continues to grow and there will be multiple new elementary schools opening and a program move within a two-year period:

- Sept. 2019: Alice Fleet opens as neighborhood school
- Sept. 2019: Elementary Montessori program moves from Drew to Henry site
- Sept. 2019: Drew becomes neighborhood school
- Sept. 2021: Reed opens as neighborhood school

As APS prepares to open three new elementary schools, there is an opportunity to take a strategic look at the placement of neighborhood and option schools. Staff has developed a phased plan to adjust elementary school boundaries and consider the location of neighborhood and option schools. Taking a broad and strategic approach will allow APS to make better use of existing resources and be more efficient by placing neighborhood schools closer to where students live while still providing both types of schools. This process could result in potentially changing a neighborhood school site to an option school site, or an option school site to a neighborhood school site. The School Board will take action in June 2018 on any recommendations to change elementary neighborhood and option school sites.

The School Board will adopt elementary boundaries in November 2018, and the changes will apply for fall 2019.

The Proposed Framework for the FY 2019-28 CIP

The proposed framework for the FY 2019-28 CIP builds upon the capital projects in the FY 2017-26 CIP and plans for continued growth highlighted in the section above on projected enrollment by school level. The review of projected enrollment and planned capacity in the CIP shows the needs described below.

Elementary School Permanent Seats at the Current Class-Size Level

The 10-Year Projections show that elementary school enrollment will continue to grow through 2026 (the last year of the projections). The new permanent elementary seats at the current class-size level, added in accordance with the FY 2017-26 CIP, will not meet the projected student growth.

At this time, staff does not propose adding an additional elementary school to the list of elementary projects in the 2017-26 CIP. Instead, APS will add capacity within existing facilities through non-capital solutions, including:

- Increasing the number of seats available at elementary options programs to 700+ students
- Ensuring that we have repurposed all rooms that can be used for classrooms

After the elementary boundaries are reset, and other changes are made, APS will reevaluate the elementary capacity needs to see if the 2021-2030 CIP requires additional elementary seats.

For the 2019-28 CIP, APS recommends maintaining the current elementary facility projects in the 2017-26 CIP.

Middle School Permanent Seats at the Current Class-Size Level

The 10-Year Projections show that middle school enrollment will continue to grow through 2026. In September 2026, APS will need more than 500 additional middle school seats. The FY 2019-28 CIP Framework proposes that additional middle school seats be considered as part of the CIP process.

For the 2019-28 CIP, APS recommends exploring all options to increase the number of middle school seats, beyond the planned middle school seats that are in the FY2017-26 CIP.

High School Permanent Seats at the Current Class-Size Level

The 10-Year Projections show that high school enrollment begins to level off as the larger cohorts of students move through high school. Interior modifications and other CIP projects have helped APS stay ahead of the projected high school enrollment growth. In September 2026, the number of permanent seats at the current class-size level will be nearly equal to the number of students projected.

For the 2019-28 CIP, APS recommends:

- *Opening the Education Center in 2021 as part of an expanded Washington-Lee*
- *Extending the time for the development of the Career Center, to provide a fourth neighborhood high school at the Career Center by September 2023 or 2024*

Decision Point	Included in FY 2017-26 CIP	Included in FY 2019-28 CIP Framework
1. Career Center FY 2017-26 CIP included high school seats – location(s) to be determined. This continues to be a priority for 2019-28	X	X
2. Education Center FY 2017-26 CIP included high school seats – location(s) to be determined.	X	X
3. New Elementary School at the Reed Building, this continues to be a priority for 2019-28.	X	X
4. Identify Options for Additional School Seats <ul style="list-style-type: none"> • FY 2017-26 CIP included elementary seats – location(s) to be determined • Additional elementary seats • Additional middle School seats This continues to be a priority for 2019-28, and we propose exploring different ways of adding the necessary capacity.	X	X X X
5. Future Capital Needs <ul style="list-style-type: none"> • Transportation facility • Facility refresh for Montessori Program at Henry • Facility refresh for expanded neighborhood program at Drew Model • Field Upgrades • Trades Center Utilization Study (partner with County) These are new recommendations for the CIP based on recommendations from Facilities and operations.		X
6. Minor Construction/Major Maintenance (MC/MM) <ul style="list-style-type: none"> • HVAC • Roofing • Infrastructure • Other Major Infrastructure Investments This continues to be a priority for 2019-28.	X	X

Supporting Documents

Appendix A: [September 30, 2017 Enrollment](#)

Appendix B: [Fall Projections 2018-2027](#) (Please note these tables do not reflect the boundary changes for middle schools or high schools)

Appendix C: [Fall 2016 Annual Projections Report](#)

Appendix D: [Fall 2017 Facility Optimization Study](#)

Appendix E: [FY 2017-26 Capital Improvement Plan \(CIP\)](#)

Appendix F: [FY 2018 Planning Factors](#)

Appendix G: Status of FY 2017-26 AFSAP Decision Points

Appendix H: [FY 2016-25 Arlington Facilities and Student Accommodation Plan \(AFSAP\)](#)

Appendix I: [Changes to the AFSAP](#)

Appendix H: Status of FY2016-25 AFSAP Decision Points

FY 2017-26 DECISION POINT	INFORMATION	STATUS
<p>1. Determine location for new elementary school in south Arlington, and the manner in which it will alleviate crowding throughout south Arlington by January 1, 2016 to provide sufficient time for design, permitting and construction to open the school in September 2019.</p>	<p>In December 2015, both the School Board and the County Board approved Jefferson as the site for the new neighborhood elementary school. Alice West Fleet Elementary School is now under construction.</p>	<p>Under construction.</p>
<p>2. Based on the findings of the current South Arlington Working Group (SAWG) process, identify potential sites for future elementary schools in south Arlington that would be needed if enrollment continues to grow.</p>	<p>The SAWG identified several potential sites in the Pentagon City area for a school after 2019, including the County-owned Aurora Hills Community Center, Senior Center, and Library site and the APS-owned Gunston Middle School site.</p>	<p>Confirm continued need for ES seats to be included in CIP.</p>
<p>3. Consider interim solutions to alleviate crowding in south Arlington elementary schools pending completion of the new south Arlington elementary school, including creation of a new Pre-K/K center or increasing Pre-K/K capacity at Hoffman-Boston Elementary School by adding relocatable classrooms.</p>	<p>A substantial majority of SAWG members preferred the following actions: Build a new school for the existing Henry Elementary School on the Thomas Jefferson site to open in 2019. Relocate the Montessori Program from its current location at Drew to the existing Henry Elementary School building Create an all neighborhood school at Drew. The School Board approved these moves on April 7, 2016. Pre-K/K centers were given consideration but were not proposed as a method to relieve crowding in south Arlington elementary schools. Relocatable classrooms, internal modifications, and room use changes are being used to alleviate crowding pending completion of the new Fleet Elementary School in 2019.</p>	<p>Continue using relocatables to relieve crowding.</p>
<p>4. Consider strategies to relieve crowding in north Arlington elementary schools, including creation of Pre-K/K centers at the Reed School and as part of the County's planned replacement for the Lubber Run Community Center.</p>	<p>Pre-K/K centers were given consideration but were not proposed as a method to relieve crowding in north Arlington elementary schools. Relocatable classrooms were deployed to relieve crowding in north Arlington elementary schools. Relocatable classrooms, internal modifications, and room use changes are being used to</p>	<p>Continue using relocatable classrooms to relieve crowding.</p>

FY 2017-26 DECISION POINT	INFORMATION	STATUS
	alleviate crowding.	
<p>5. Consider process for determining potential sites for a new north Arlington elementary school to be completed by 2024.</p>	<p>The School Board has directed that the new elementary school at the Reed Building will be a neighborhood school with its own attendance zone boundary. The new school is scheduled to open for SY 2021-22. The School Board has appointed members to, and adopted a charge for, the Building Level Planning Committee (BLPC). The BLPC commenced its work in November 2017.</p>	<p>Confirm need for new elementary school at the Reed Building in CIP to provide funds for construction of building</p>
<p>6. Evaluate and change elementary school admissions policies to improve alignment of the instructional needs of Arlington students with the capacity needs of the division.</p>	<p>School Board Policy (SBP) 25-2.2 Enrollment and Transfers for Schools and Programs was updated in June 2017 and renamed Options and Transfers Policy to take effect for SY 2018-19.</p>	<p>Completed</p>
<p>7. Determine interim solutions to alleviate crowding at the middle school level, pending completion of the new Stratford Middle School to open in September 2019.</p>	<p>Relocatable classrooms at Swanson and Williamsburg have been used to alleviate crowding at the middle school level, pending completion of the new middle school at the Stratford site in 2019.</p>	<p>Continue using relocatable classrooms to relieve crowding.</p>
<p>8. Identify and plan for a temporary location for the Stratford Program during construction at the Stratford building from July 2017 through August 2019; consider use of available space at the County's Madison Community Center for this purpose.</p>	<p>The Children's School along with the Integration Station Program will relocate from the Reed Building to another facility at the end of June 2018. The Reed Building will be used as the temporary location for students in the Stratford Program during the 2018-19 school year while construction at the Stratford building is underway.</p>	<p>Resolved</p>
<p>9. Based on the findings of the SAWG process, identify potential sites for future middle schools in south Arlington that would be needed if enrollment continues to grow.</p>	<p>The SAWG identified several possible school sites. The School Board requested that staff look at all options for adding middle school seats through new construction, additions and internal modifications.</p>	<p>Include funding for additional middle school seats in FY 2019-28 CIP</p>
<p>10. Determine if and where to construct the 300 additional middle school seats included in the FY2015-24 CIP, but not included in the Stratford Middle School project.</p>	<p>The School Board's Adopted FY 2017-26 Capital Improvement Plan provided funding for internal modifications at Gunston, Kenmore, and Jefferson middle schools to address the additional 300 middle school seats included in the FY 2015-24 CIP. Approximately 104 seats were added at Jefferson, 75 at Kenmore, and 72 at</p>	<p>Completed</p>

FY 2017-26 DECISION POINT	INFORMATION	STATUS
<p>11. Develop capacity generating renovation projects at Wakefield and Yorktown High Schools similar to the current capacity generating renovation project at Washington-Lee High School to be completed no later than September 2017.</p>	<p>Gunston. The School Board’s Adopted FY 2017-26 CIP provided funding for more seats through internal modifications at Washington-Lee (300 seats added in summer 2016) Wakefield (300 seats added in summer 2017) and Yorktown (300 seats to be added in summer 2018).</p>	<p>Summer 2018 modifications at Yorktown will close out this recommendation.</p>
<p>12. Determine interim solutions to address the projected 429 seat deficit at Washington-Lee High School in 2019, including deployment of relocatable classrooms; changes to high school attendance zone boundaries to balance enrollment for Washington-Lee, Yorktown and Wakefield more evenly; and admissions policies to the new Arlington Tech high school program at the Arlington Career Center favoring students living within the Washington-Lee attendance zone.</p>	<p>In fall 2016, the School Board approved high school boundary changes to balance enrollment among the three existing APS high schools by SY 2020-21. The boundary changes took effect in September 2017.</p>	<p>Completed</p>
<p>13. Move forward with planning for expansion and renovation at the Arlington Career Center to create Arlington Tech at the Career Center as proposed in the report titled “Arlington Technical and Professional High School Program: Providing Relevant, Hands-On, Responsive Education Leading to College and Career Success” completed by community members in July, 2013, and adopted by the School Board as a capacity- generating capital project in the FY 2015-24 CIP.</p>	<p>The School Board approved the continued growth of Arlington Tech by growing each incoming cohort of students.</p>	<p>Expansion of Arlington Tech is underway.</p>
<p>14. Evaluate interim and permanent uses for the Fenwick Building which will become available in October 2015.</p>	<p>Arlington Community High School (formerly the Arlington Mill High School) was relocated to the Fenwick Building in summer 2016.</p>	<p>Completed</p>

FY 2017-26 DECISION POINT	INFORMATION	STATUS
<p>15. Determine how Arlington Tech and Arlington Mill High School are to be accommodated pending completion of expansion and renovation at the Career Center.</p>	<p>In June 2017 the School Board acted to add 700-800+ additional high school seats at the Career Center. A joint School Board and County Board appointed Career Center Working Group (CCWG) will begin in January 2018 to develop a long-term vision for the Career Center site. All Career Center programs, Montessori (which will be relocated to the Patrick Henry building in 2019) and the Arlington Community High School will remain on site after the initial phase of development through 2022.</p>	<p>This will be accomplished as part of the CCWG process.</p>
<p>16. Collaborate with Northern Virginia Community College on location at the Career Center/ Fenwick site.</p>	<p>APS continues to collaborate with Northern Virginia Community College by offering dual enrollment classes at all high schools and the Career Center.</p>	<p>This is an instructional decision that will be made after adoption of the Strategic Plan.</p>
<p>17. Develop a broader community engagement process to include civic associations, the County Library system, the Henry Elementary School community and Northern Virginia Community College to provide input on development at the entire Career Center/Fenwick/Henry site prior to adoption of the capital project at the Career Center in the FY 2016-25 CIP.</p>	<p>In June 2017 the School Board acted to add 700-800+ additional high school seats at the Career Center. A joint School Board and County Board appointed Career Center Working Group (CCWG) will begin in January 2018 to develop a long-term vision for the Career Center site. All Career Center programs, Montessori (which will be relocated to the Patrick Henry building in 2019) and the Arlington Community High School will remain on site after the initial phase of development through 2022. This includes smaller programs for which the location along Columbia Pike is very important such as the Arlington Community High School.</p>	<p>This is included in the charge to the CCWG process, include funding for Career Center in CIP.</p>
<p>18. Plan for a community engagement process during the 2017-18 school year to support elementary school attendance zone boundary changes to address crowding and balance enrollment between south Arlington elementary schools to take effect upon opening of the</p>	<p>The School Board will determine which elementary schools shall be included in an elementary school boundary process to begin in spring 2018.</p>	<p>Plans in place.</p>

FY 2017-26 DECISION POINT	INFORMATION	STATUS
<p>new South Arlington elementary school in September 2019.</p>		
<p>19. Plan for a community engagement process during the 2017-18 school year to support middle school attendance zone boundary changes to address crowding and balance enrollment between middle schools to take effect upon opening of the new Stratford Middle school in September 2019.</p>	<p>A middle school boundary process began in fall 2017. The School Board took action on new middle school boundaries in December 2017. New middle school boundaries will take effect at the start of SY 2019-20 when the new middle school will open at the Stratford Building.</p>	<p>Complete</p>
<p>20. Coordinate elementary and middle school attendance zone boundary change processes during the 2017-18 school year to be consecutive rather than simultaneous.</p>	<p>The middle school boundary process began in fall 2017 with a School Board decision planned for December 2017. The elementary school boundary change process will begin in spring 2018 with a decision by June 2018.</p>	<p>Underway</p>
<p>21. Continue to collaborate with the County on issues regarding future growth including: land use; green space; shared sites, including redevelopment of the Lubber Run Community Center; non-school properties; and alignment with County planning and transportation policies.</p>	<p>As recommended in the 2015 Community Facilities Study, the County and School Boards jointly appointed the Joint Facilities Advisory Commission (JFAC). The mission of JFAC is to provide input to the two Boards on capital facility needs, capital improvement plans and long range facility planning for both Arlington County Government and Arlington Public Schools.</p>	<p>Accomplished</p>
<p>22. Collaborate with the County on growth management tools including regulatory and fiscal measures that address the impact of population growth on school infrastructure.</p>	<p>See above.</p>	<p>Done</p>
<p>23. Continue to implement the Progressive Planning Model to increase capacity at all schools.</p>	<p>APS will continue to review different options for creating additional capacity throughout the system to accommodate growing enrollment.</p>	<p>Ongoing</p>
<p>24. Implement some of the recommendations for improving enrollment projections proposed</p>	<p>APS has already implemented a few of the Phase I recommendations proposed by the third-party consultant including: publishing</p>	<p>Improvements being implemented in</p>

FY 2017-26 DECISION POINT	INFORMATION	STATUS
<p>by the third-party consultant to the Community Facilities Study, and consider implementing others.</p>	<p>an Annual Enrollment Projections Report, computing an alternative set of projections, and performing a longitudinal analysis of projections.</p> <p>APS will begin to implement some of the Phase II recommendations proposed by the third-party consultant such as projecting future births by utilizing known fertility rates for the long-term projection of kindergarten students, and utilizing the new student generation factor categories for rental apartments by affordability type and for single-family detached new construction.</p>	<p>fall 2017 10-year projections.</p>

Appendix I: Changes to the AFSAP

This report is a tool that documents: (1) the approach that APS is taking to balancing enrollment in the short term; and (2) the analysis that is shaping recommendations for long-term capacity needs.

This report does the following:

- Combines elements from the AFSAP (Arlington Facilities and Student Accommodation Plan) with the Annual Update which was defined by the 25-2.2 Options and Transfer Policy Revision
- Lays out the framework for the FY 2019-28 CIP (Capital Improvement Plan)
- Offers—on page 16—a response to **SB Question 18.01. Methodology for Kenmore/Jefferson Transfer:** “What is the methodology that we used to determine the transfers for Kenmore and Jefferson?”

Updates from the November 2017 Draft

- Fall Projections 2018-2027 and a comparison to planned seats
- Capacity Utilization tables for 2017-18 and 2018-19
- Steps taken to address short-term changes in preparation for 2018-19 and steps planned for the 2019-20 school year

Key Dates in 2018 for Reporting to the School Board

- March 8: Monitoring report on AFSAP, Annual Update and CIP Framework
- March 22: Information Item on CIP Framework
- April 5: Action Item on CIP Framework

Caveats about the Data Used in This Report

Overall APS projections are sound and provide estimates of the need at each school level, however, there are some important points that should be taken into account as context for this report:

- APS is taking steps to improve projections, working with Arlington County to provide better estimates of the construction timing for residential projects and the number of expected births based on county forecasts of female residents of child-bearing age.
- Estimates are less sound at the school level while staff:
 - Applies new or revised attendance for neighborhood schools
 - Implements the changes defined by the Options and Transfer policy
- Planning and Evaluation has prioritized our improvement to the estimates as follows:
 - Provide sound estimates by school for 2018-19; these estimates are used for school staffing
 - Provide sound estimates at the school level—elementary, middle and high—through the 10-year projection period

In summer 2018, steps will be put in place to make improvements to the school-level projections that go beyond one school year.

Items in the Last AFSAP that are Not Included in This Report

This report lays out an approach for capacity planning and documents the steps to balance enrollment. Unlike previous AFSAPs, information that has been documented in other reports is not included here. The following are not included in this report:

- The progressive planning model is reflected in steps being taken to address enrollment and is not emphasized as a specific process.
- The methodology for projections can be found on the [projections](#) web page.
- Because the methodology for long-range projections needs to be modified to account for recent boundary changes and the revised Options and Transfer policy, work that will be done this summer, the capacity utilization is limited to reporting for 2018-19 and 2019-20.
- Information on the Community Facilities Study was included in the last AFSAP. The Community Facilities Study included recommendations on how to improve the projections methodology that is currently used.
- Statistics on race, students identified as English Learners, students with special needs, and students receiving free or reduced price lunch are not broken out here. While this information provides context on the needs of students, it is not used in making decisions related to planning for permanent seats at the existing class-size levels.