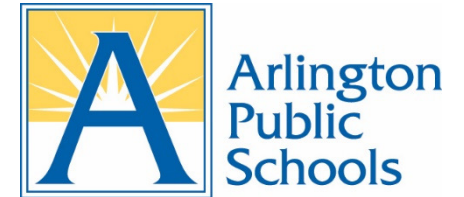


School Board Work Session: The Fall 2018 Elementary School Boundary Process

August 28, 2018



Follow the Fall 2018 Elementary School Boundary Process



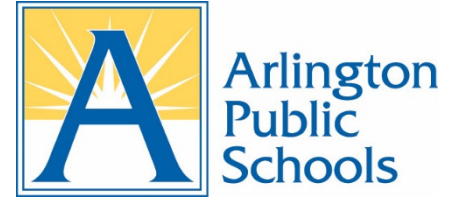
Link to information about the process:
apsva.us/elementary-school-boundary-change

Webpage includes:

- Copy of presentation
- Illustrative Single Consideration Maps
- Planning unit level data used in Illustrative Single Consideration Maps



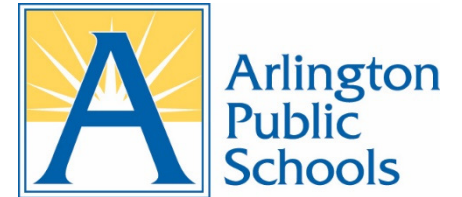
Agenda for Aug. 28 Work Session



- Objectives
- Why change elementary school boundaries
- Points of consideration
- Schools involved
- Approach
- Questions for School Board
- Next steps
 - Timeline
 - Opportunities for community engagement



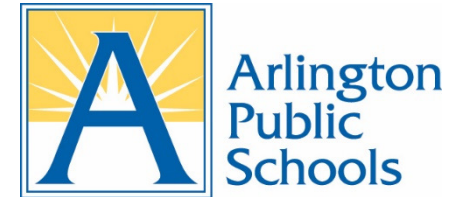
APS is



- 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 development initiatives



Enrollment Expected to Continue to Grow



APS student enrollment 10-year projections¹

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

Arlington County 30-year population forecasts

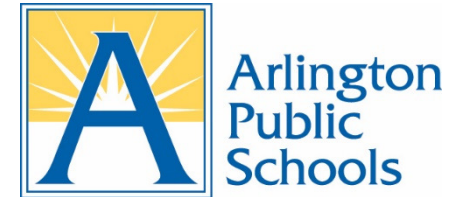
- Indicate continued growth through 2030
- From 207,600 residents in 2010 to 261,800 by 2030²

¹ Fall 10-Year Projections prepared December 2017, APS.

² [Profile 2018](#), Planning Division of the Department of Community Planning, Housing and Development, Arlington County Government.



Why Change Elementary School Boundaries?



Boundaries will change in accordance to School Board policy B-2.1

By 2019, APS will adjust boundaries for:

- Opening of the new Alice W. Fleet Elementary School
- Montessori program move to the Henry building
- Drew opening as a new neighborhood school
- Better balance of enrollment across schools involved



Points of Consideration

Context Informing the Boundary Process



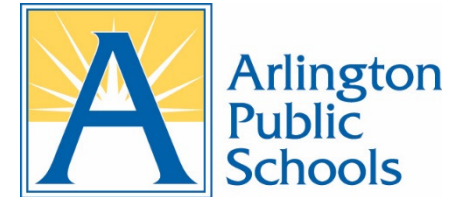
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- Concerns/input from elementary school principals
- Pre-K distributed across elementary schools
- Impact of Options and Transfers policy
- Kindergarten projections
- Evaluation of Barcroft's calendar



Points of Consideration

Lessons Learned from Discovery Boundary Process

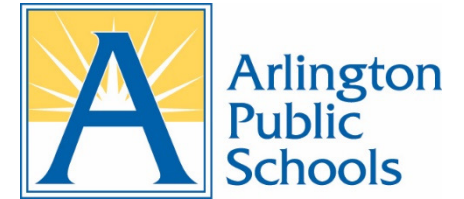


Boundaries changed three years before opening of Discovery

- + Ambassadors informed their respective schools communities
- + Principals had time to build new school communities
- Enrollment projection data changed closer to opening - required more boundary adjustments one year before opening
- Families made decisions on their school options through transfer requests or physical moves based on the first set of boundary scenarios
- Created frustration and uncertainty for families
- Resulted in fatigue in engagement in the process



Schools Involved

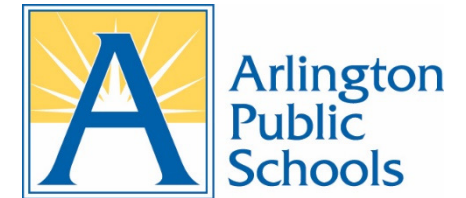


The following schools' Planning Units will be included in the boundary process for

Fall 2018	*Both Fall 2018 and Fall 2020	Fall 2020
<ul style="list-style-type: none"> • Drew • Fleet (Henry) • Hoffman-Boston • Oakridge • Randolph 	<ul style="list-style-type: none"> • Abingdon • Barcroft • Long Branch <p><i>*A school may be involved in both processes. Staff will minimize the number of times a specific planning unit is impacted.</i></p>	<ul style="list-style-type: none"> • Arlington Science Focus (ASF) • Ashlawn • Barrett • Carlin Springs • Discovery • Glebe • Jamestown • McKinley • Nottingham • Reed • Taylor • Tuckahoe

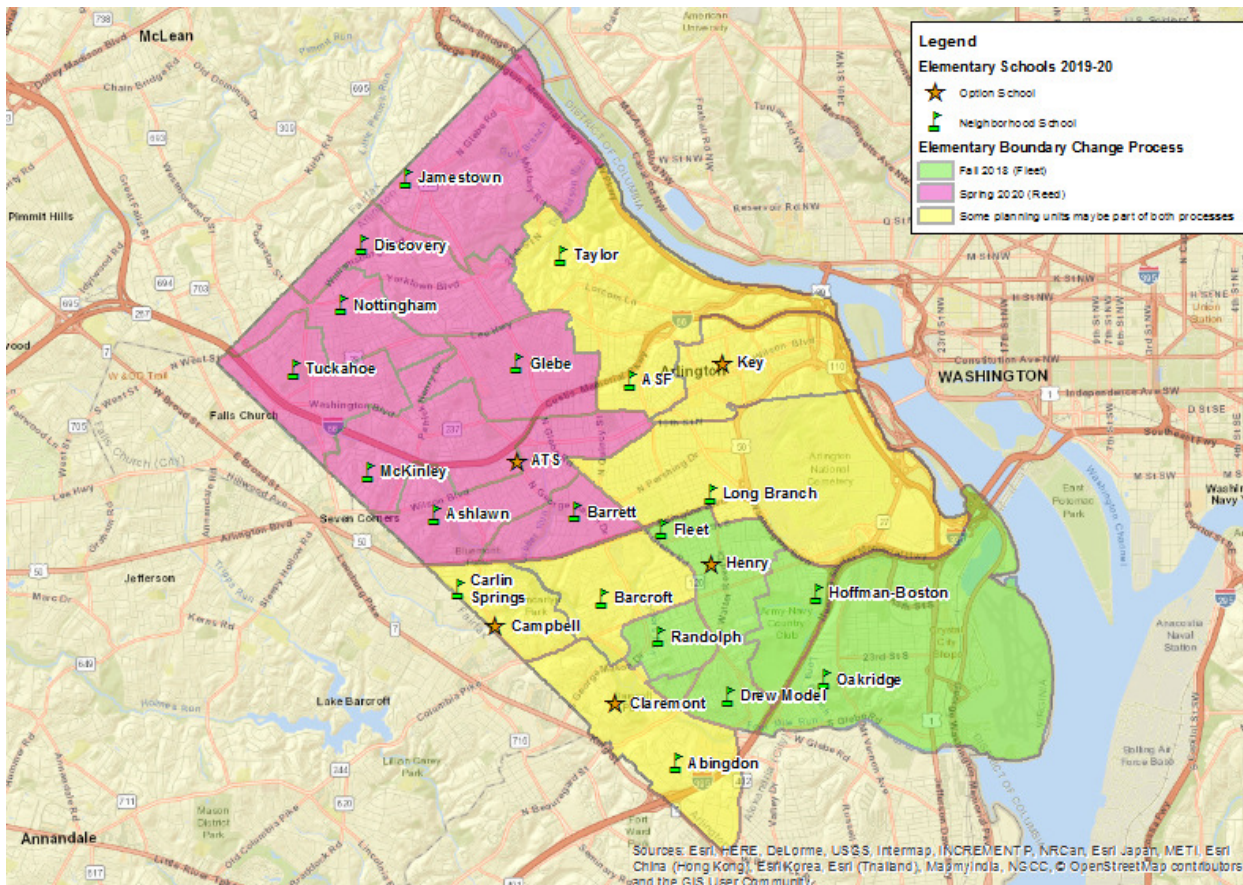


Plan presented to School Board on June 7, 2018



Who Will Be Involved?

Potential Timeframe for Elementary School Boundary Processes



Schools to be included in Fall 2018 boundary process (green):

- Drew
- Henry (Fleet)
- Hoffman-Boston
- Oakridge
- Randolph

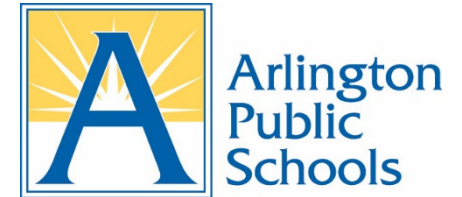
Planning units from these schools could potentially be included either in the Fall 2018 boundary process or in the Spring 2020 boundary process (yellow):

- Abingdon
- Arlington Science Focus (ASF)
- Barcroft
- Carlin Springs
- Long Branch
- Taylor



Plan presented to School Board

on June 7, 2018



Who Will Be Involved?

Under Consideration for Either the Fall 2018 or Spring 2020 Process

Abingdon

- Waiting until 2020 elementary school boundary process would allow more data about new Kindergarten cohort, transfer rate, and impact of new Options & Transfer policy

Arlington Science Focus (ASF)

- The 2018 boundary process could address projected overutilization and the fact that the school site is outside of its attendance zone, but would limit planning units that can be included in future process for Reed
- Limited planning units may be included in the Fall 2018 boundary process: all others would be reviewed as part of the Spring 2020 boundary process
- Waiting until 2020 elementary school boundary process would allow more data about new Kindergarten cohort, transfer rate, and impact of new Options & Transfer policy

Taylor

- Some of the school's attendance zone includes planning units located within the ASF walk zone
- Limited planning units may be included in the Fall 2018 boundary process: all others would be reviewed as part of the Spring 2020 boundary process

McKinley

- Given proximity to Reed, APS recommends addressing McKinley boundaries as part of Spring 2020 process



Arlington Science Focus (ASF)

Superintendent's Plan

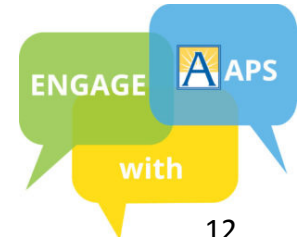


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- Focus the fall 2018 boundary process on South Arlington schools affected by the opening of Fleet and the Montessori move to Henry

Drew, Fleet (Henry), Hoffman-Boston, Oakridge, Randolph, and some planning units from Abingdon, Barcroft and Long Branch

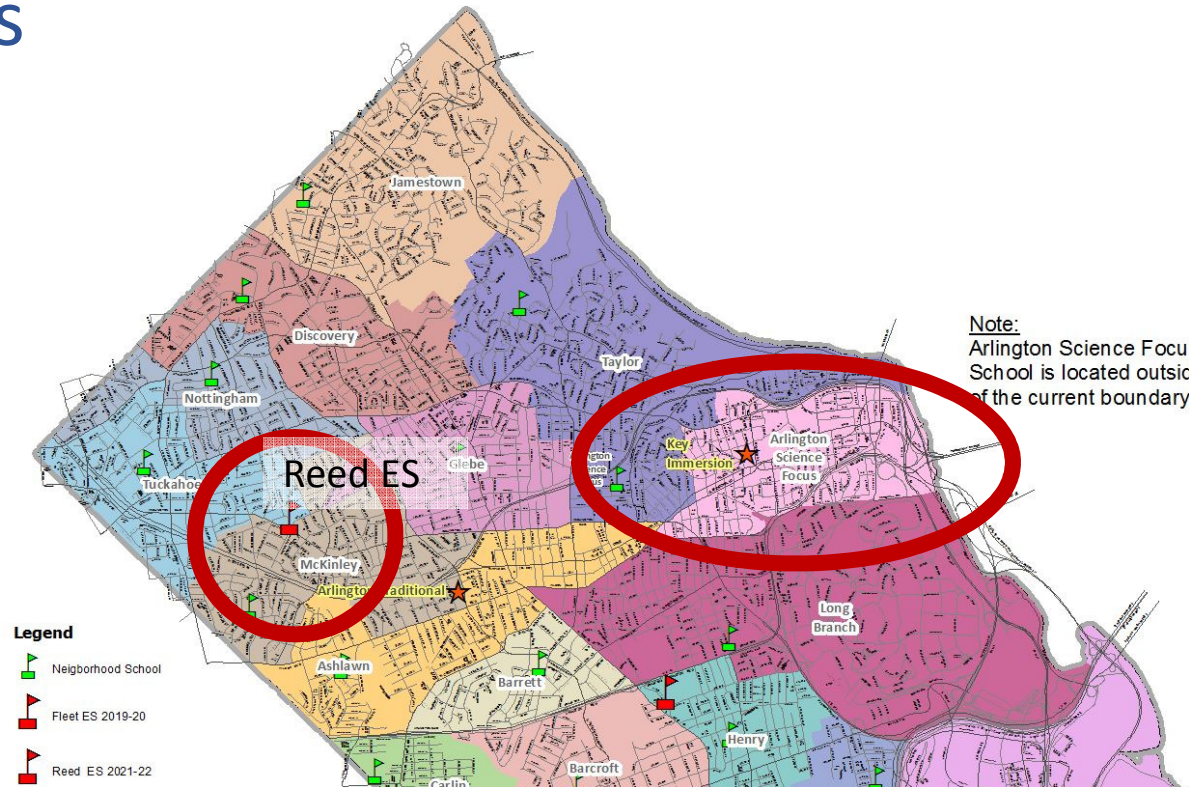
- Address the ASF boundary through a building swap between ASF and Key after the 2019-20 school year



Rationale



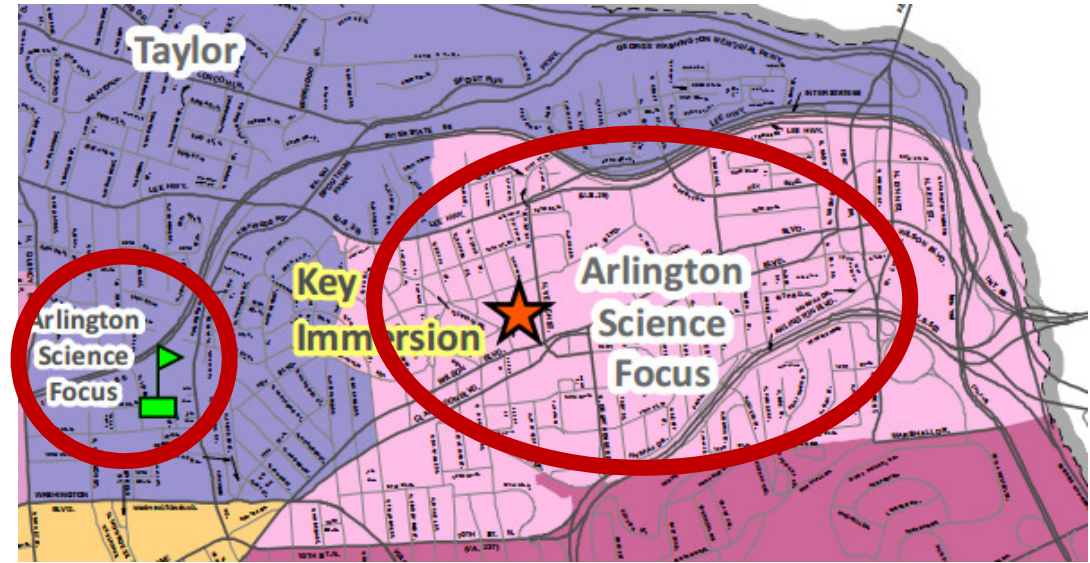
When Reed opens in 2021, APS will have additional capacity in North Arlington



Rationale



- The June 2017 revision of the Options & Transfer Policy (J-5.3.31) removed Key from the Key/ASF boundary
- In fall 2018, students who live in the Key/ASF boundary
 - Attend ASF neighborhood school
 - Must apply via the lottery for admission to Key
- ASF is the only neighborhood school that sits outside of its boundary
- Key Immersion is located within the ASF boundary



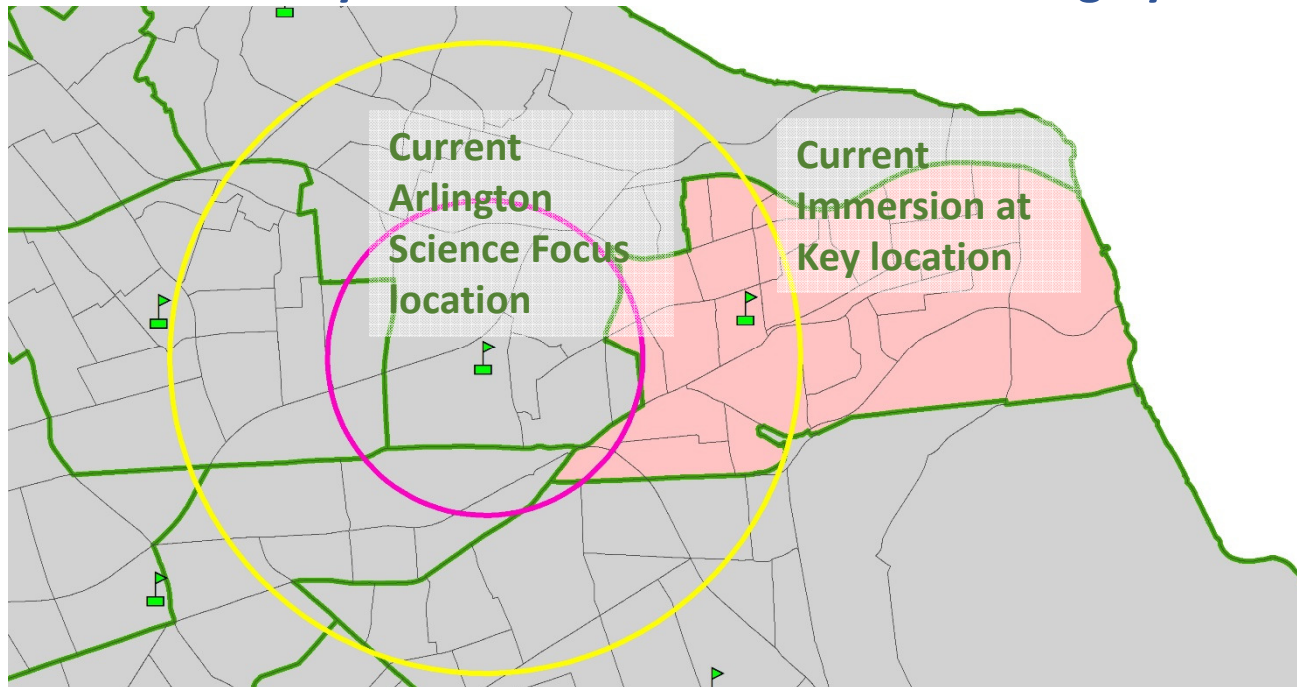
ASF currently sits outside its neighborhood boundary



Rationale



Depending upon when we implement the building swap, the student and staff community at both schools could remain largely intact



Purple=1/2 mile
Yellow=1 mile

On the contrary, if new boundaries are developed around ASF, families in various surrounding schools will be impacted by the fall 2018 Boundary process.



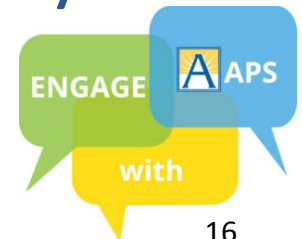
Ways to Implement the Building Swap

Seek input on timing alternatives



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- After completion of the fall 2018 boundary process APS will propose a timeline for gathering input from the school communities on the timing of the building swap:
 - Sept. 2020 **or**
 - Sept. 2021
- The fall 2020 boundary process for the 2021-22 school year will consider boundary adjustments for ASF in the building on Key Blvd.



Ways to Implement the Building Swap

Seek input on timing alternatives



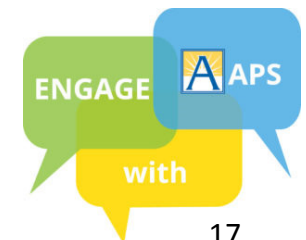
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Building Swap for Sept. 2020 Implementation

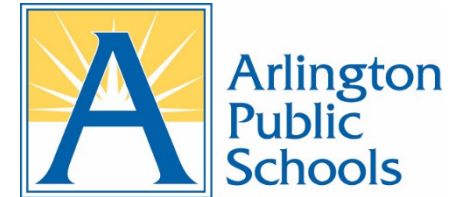
- No new facilities opening
- Both communities move together as part of the building swap
- Some ASF planning units may be moved as part of fall 2020 boundary process for the 2021-22 school year and will require decisions about currently enrolled students in those planning units

Building Swap for Sept. 2021 Implementation

- APS opening new facilities including:
 - Elementary school at Reed site
 - High School seats at Ed Center
- The Immersion program moves to the ASF building
- The School Board will adopt boundaries and address grandfathering that applies to all ASF neighborhood and transfer students before the building swap is implemented



ASF Included in 2020 Boundary Process

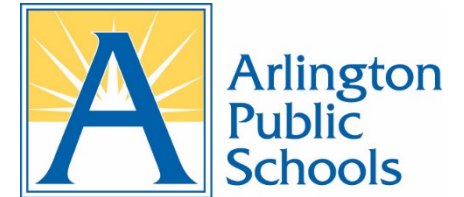


This allows opportunities for:

- Focusing staff resources on creating boundaries for
 - New Alice W. Fleet
 - Drew as a new neighborhood school
 - Balancing enrollment among neighboring areas
- Evaluating impacts of revised Options and Transfer policy on enrollment, new admission procedures apply for 2018-19
- Focusing resources on new school openings in the 2019-20 school year
- Allows staff to develop, and community to engage and respond to, more flexible boundary solutions
- Additional time to evaluate all information regarding capacity utilization and future program growth



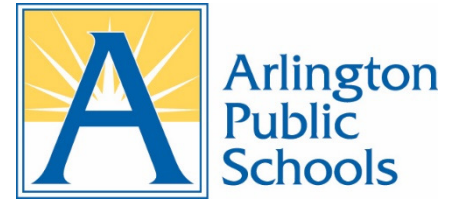
Planning for ASF/Key Building Swap



- A draft timeline for community input on the building swap will be published in January 2019
- The fall 2018 boundary process will focus on will focus on the boundaries for
 - Drew
 - Fleet (Henry)
 - Hoffman-Boston
 - Oakridge
 - Randolph
 - Abingdon
 - Barcroft
 - Long Branch



Approach

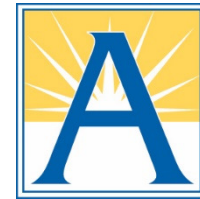


- Use Planning Unit-level data with student demographics and enrollment estimates¹
- Account for students who attend Option Schools and Programs
- Assume Pre-K classrooms across elementary schools
- Use the Expanded Walk Zones developed this Spring
 - Areas identified for walk zone expansion do not require significant infrastructure improvements at this time
 - APS Transportation Dept. will determine final walk zones once boundaries are approved
- Develop boundaries based on an iterative process of:
 - Optimizing boundaries based on the six policy considerations
 - Creating boundary scenarios that blend the policy considerations
 - Gathering input from community on boundary scenarios



¹ Estimates approach is posted in the FAQ's at www.apsva.us/elementary-school-boundary-change

Boundary Policy Considerations



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Efficiency	minimizing future capital and operating costs
Proximity	keeping students close to the schools so they can walk safely or minimizing bus ride times
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



Interpretation of Efficiency



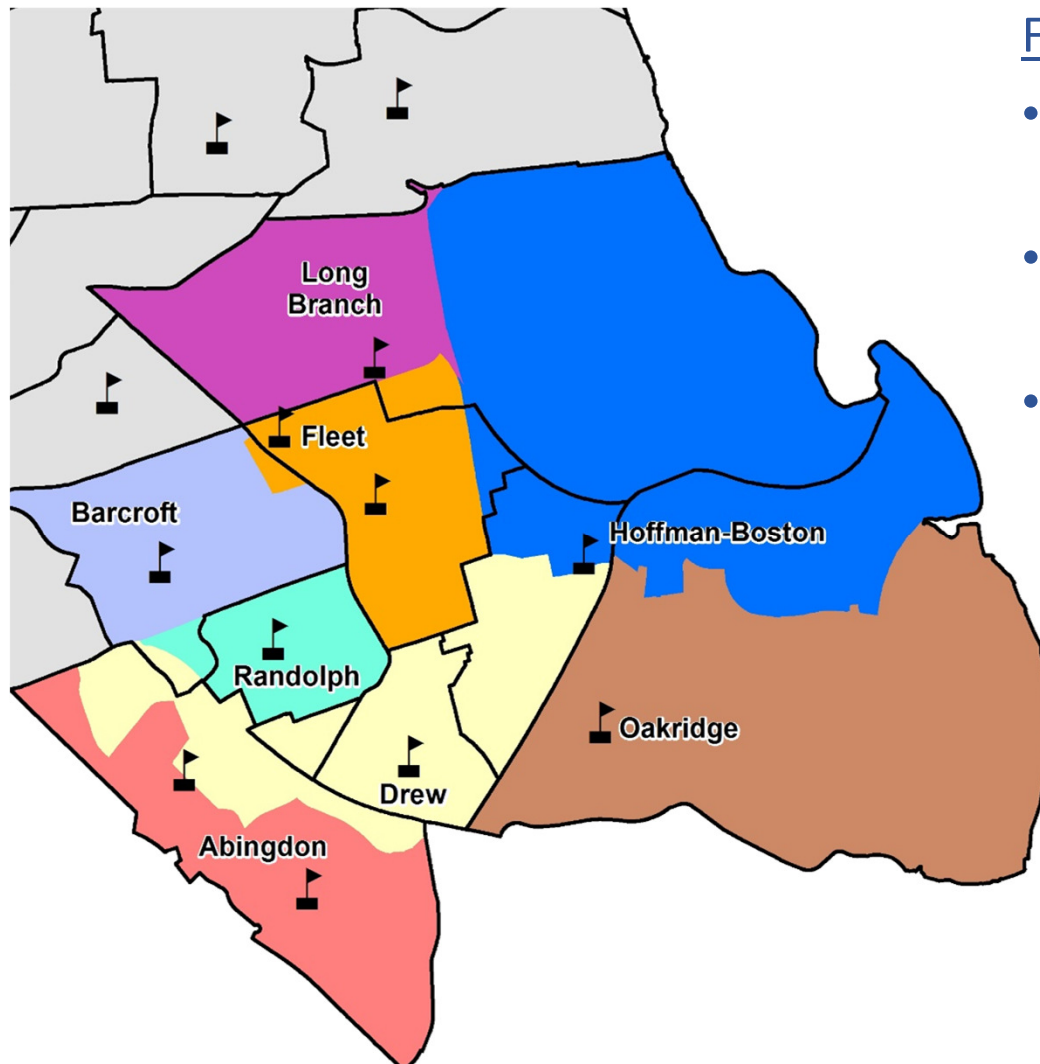
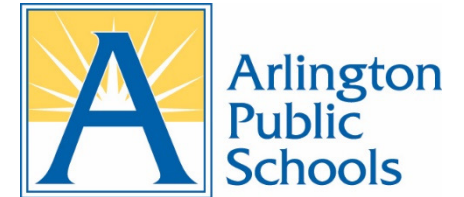
Minimizing future capital and operating costs

- Balance building utilization across schools
- Monitor transportation costs

Consideration	Planning Unit Data Sheet	Boundary Proposals
Efficiency	reported for each planning unit	number of planning units eligible for bus service and capacity utilization will be reported for all proposed boundary maps

Example Map:

Illustrates Efficiency Only for Discussion Purposes



For Illustrative Purposes Only

- Map illustrates optimization of boundaries for **Efficiency only**
- Capacity utilization averages 95% among the eight schools¹
- Ranges between 91% to 108% among individual schools

Legend

- Elementary Schools
- Current ES Boundaries
- Abingdon
- Barcroft
- Drew
- Fleet
- Hoffman-Boston
- Long Branch
- Oakridge
- Randolph
- Unchanged

¹ Calculated based on K-5 permanent seat capacity and Fall 2019 enrollment estimates for each scenario boundary (for illustrative purposes)

Interpretation of Proximity



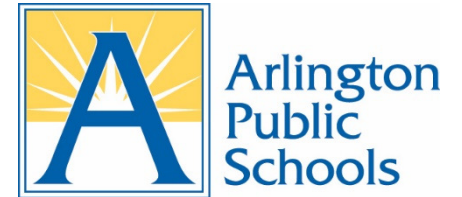
Encourage relationship between schools and the community by keeping students close to the schools they attend so that they can walk safely to school or, if eligible for bus service, so that bus ride times are minimized.

- Identify if planning unit is in the walk zone, including expansion areas as defined in Spring 2018 Walk Zone Review process
 - Areas identified for walk zone expansion do not require significant infrastructure improvements at this time

Consideration	Planning Unit Data Sheet	Boundary Proposals
Proximity	reported for each planning unit	number of walkable planning units will be reported for all proposed boundary maps

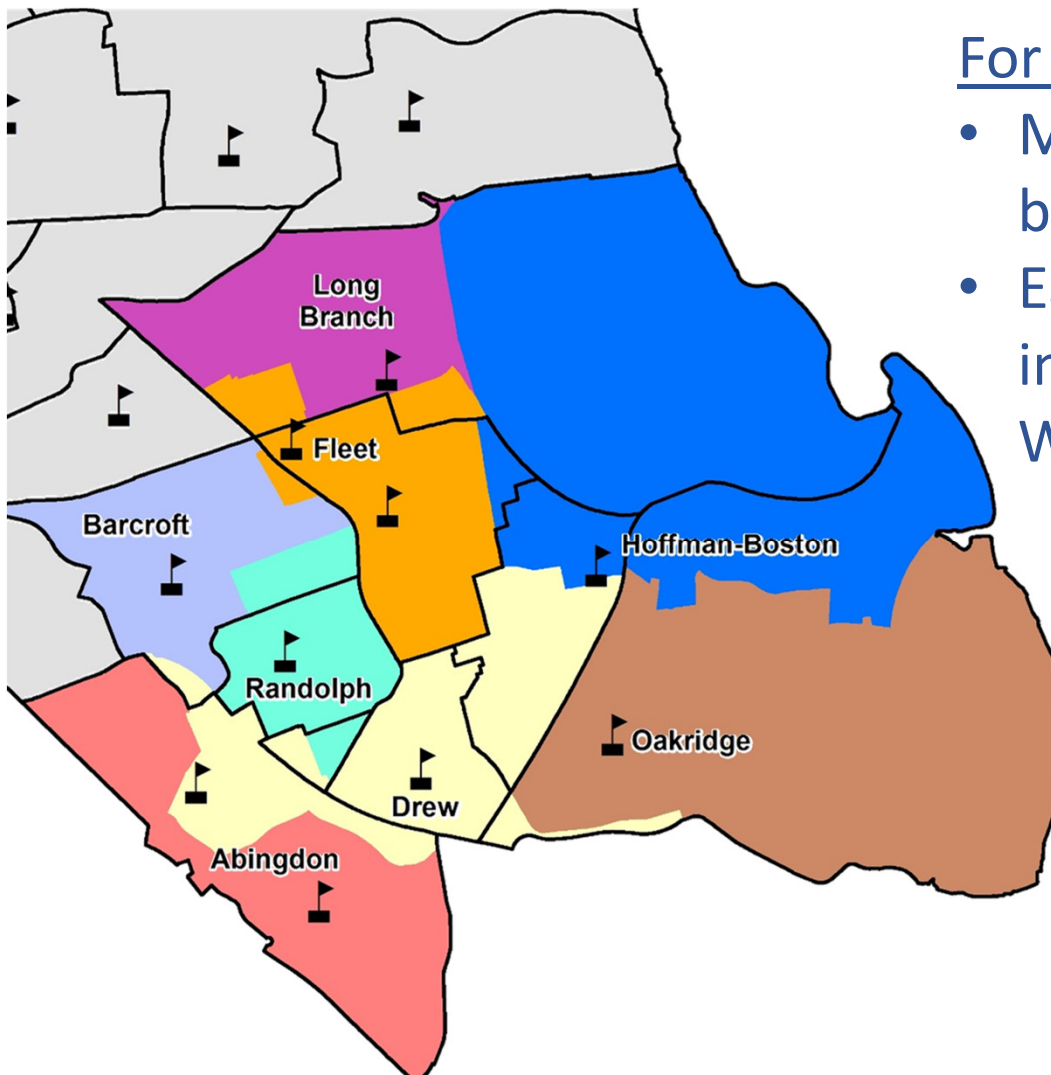
Example Map:

Illustrates Proximity Only for Discussion Purposes



For Illustrative Purposes Only

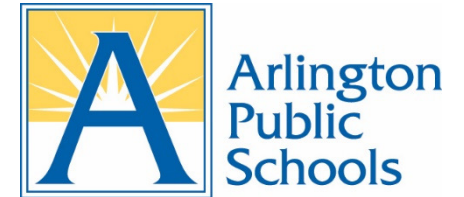
- Map illustrates optimization of boundaries for **Proximity only**
- Each scenario boundary includes its school's expanded Walk Zone



Legend

-  Elementary Schools
-  Current ES Boundaries
-  Abingdon
-  Barcroft
-  Drew
-  Fleet
-  Hoffman-Boston
-  Long Branch
-  Oakridge
-  Randolph
-  Unchanged

Interpretation of 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

None of the students who will be part of this boundary change have been impacted by another elementary boundary change

- *Note-the recent revisions to the Options/Transfers policy does not impact the Stability Consideration in boundary decisions*

Consideration	Planning Unit Data Sheet	Boundary Proposals
Stability	is set the same across all planning units	will not be reported for proposed boundary maps

Interpretation of Alignment



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

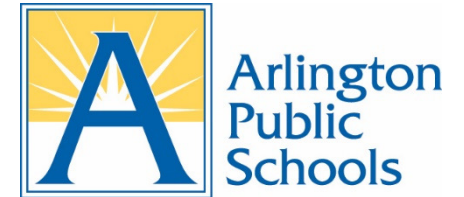
Alignment is keeping groups of students together and maintaining school communities as they move through school levels

- Focusing on elementary to middle school
- Goal is that small groups of students are not separated from classmates as they move to next school level

Consideration	Planning Unit Data Sheet	Boundary Proposals
Alignment	is set the same across all planning units	will assess planning units with small groups of students having different alignment patterns, and be reported for proposed boundary maps

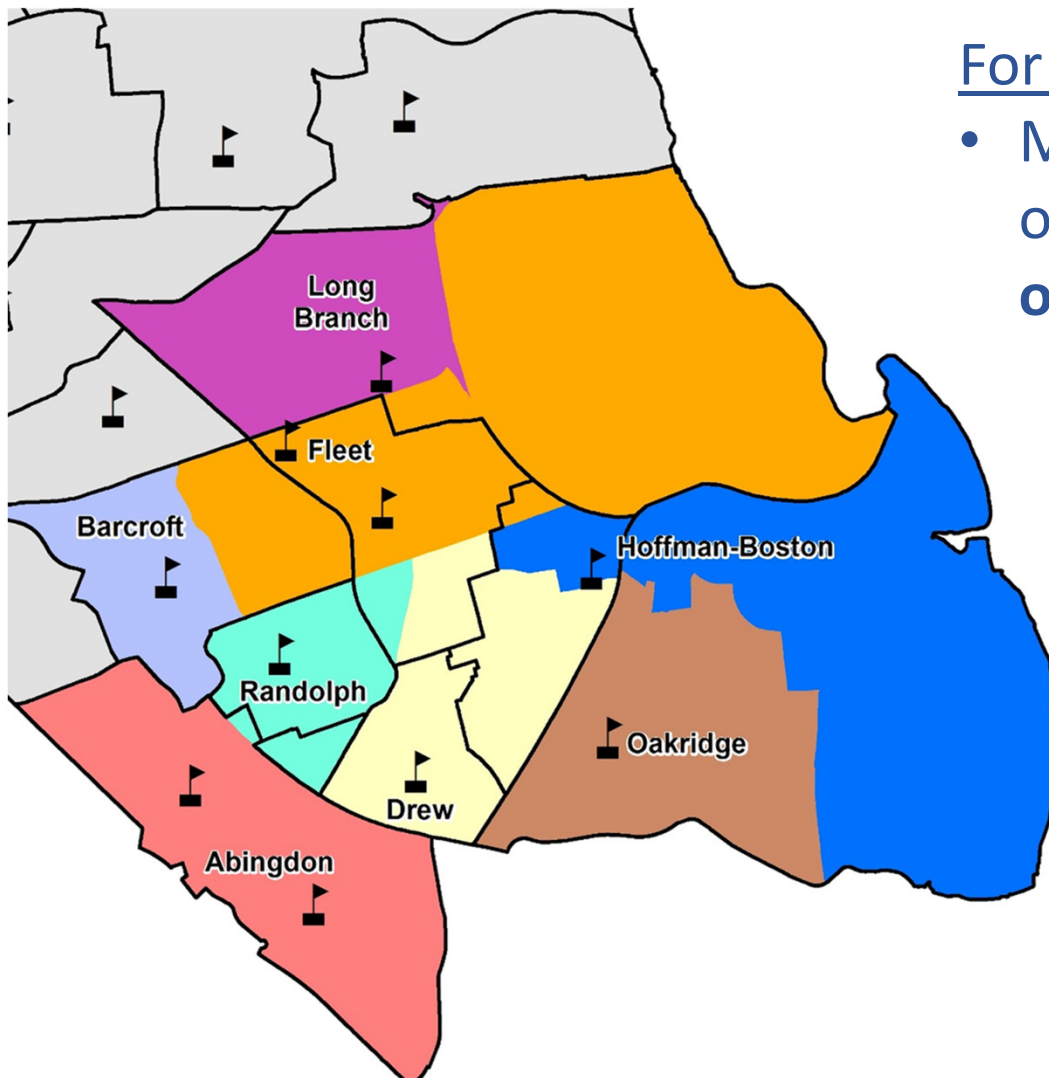
Example Map:

Illustrates Alignment Only for Discussion Purposes



For Illustrative Purposes Only

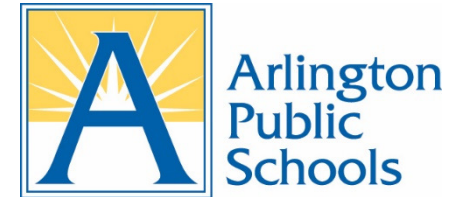
- Map illustrates optimization of boundaries for **Alignment only**



Legend

- Elementary Schools
- Current ES Boundaries
- Abingdon
- Barcroft
- Drew
- Fleet
- Hoffman-Boston
- Long Branch
- Oakridge
- Randolph
- Unchanged

Interpretation of Demographics



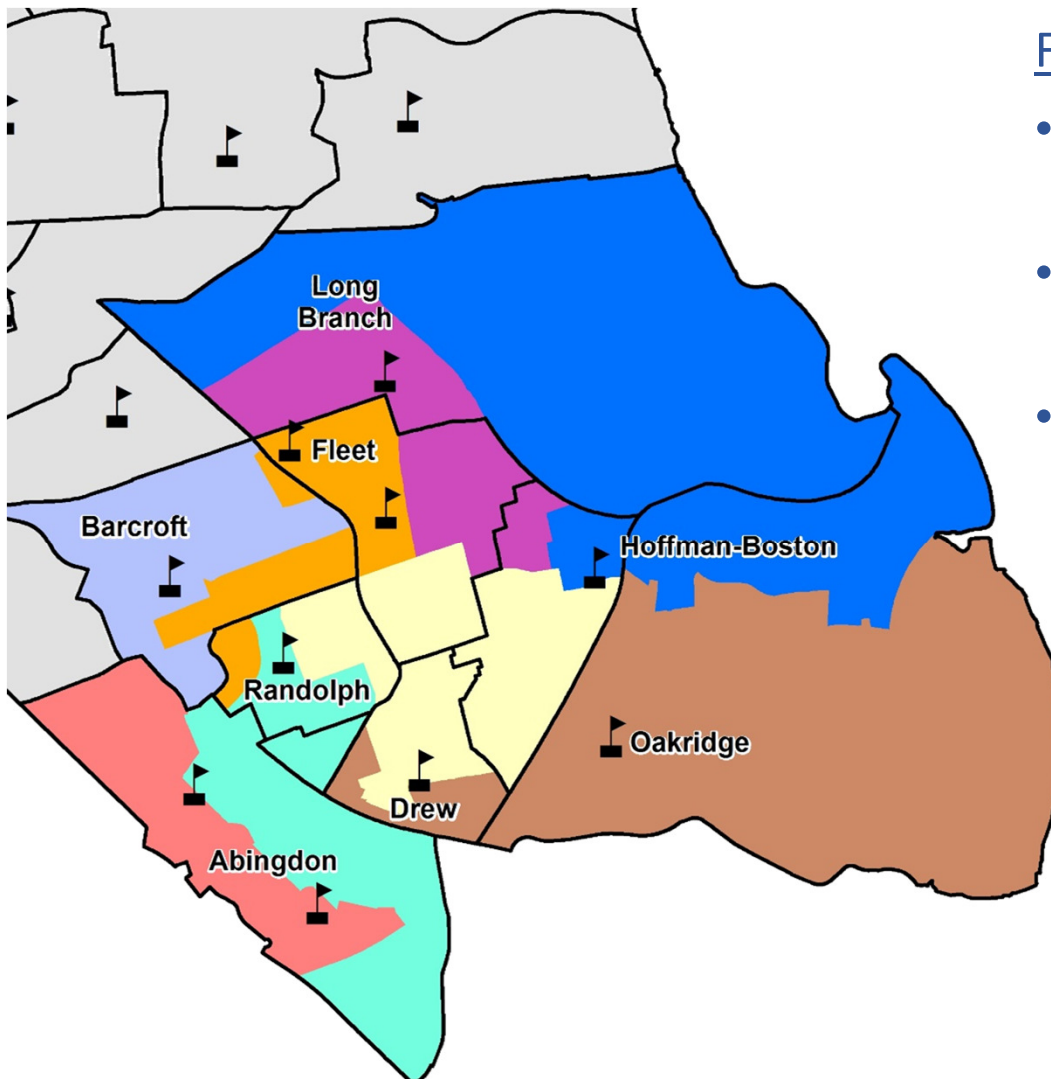
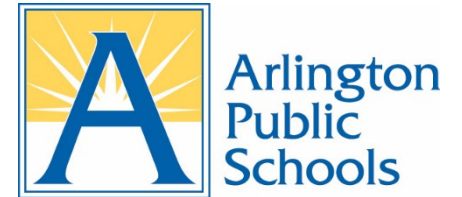
Promoting demographic diversity

- Diversity interpreted for this purpose as the proportion of students receiving Free or Reduced Cost Lunch (F&RL)

Consideration	Planning Unit Data Sheet	Boundary Proposals
Demographics	number of students receiving F&RL, as long as there are 10 or more students	F&RL will be reported in aggregate for all proposed boundary maps

Example Map:

Illustrates Demographics Only for Discussion Purposes



For Illustrative Purposes Only

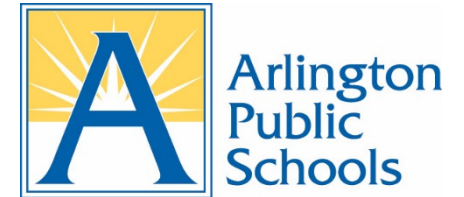
- Map illustrates optimization of boundaries for **Demographics only**
- Percent F&RL students is 49% among eight schools¹
- Ranges between 35% to 66% among individual schools

Legend

- Elementary Schools
- Current ES Boundaries
- Abingdon
- Barcroft
- Drew
- Fleet
- Hoffman-Boston
- Long Branch
- Oakridge
- Randolph
- Unchanged

¹ Calculated based on Fall 2017 F&RL counts and Fall 2019 enrollment estimates for each scenario boundary (for illustrative purposes)

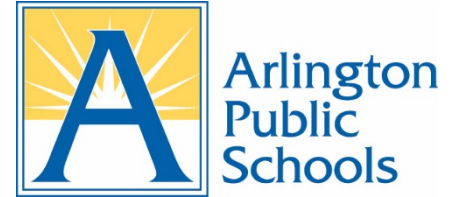
Interpretation of Contiguity



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

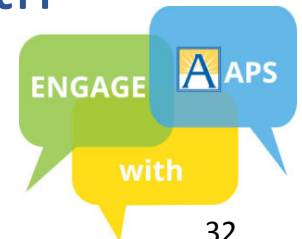
Consideration	Planning Unit Data Sheet	Boundary Proposals
Contiguity	is set the same across all planning units	will be assessed as planning units are combined and reported for proposed boundary maps

Boundary Proposals



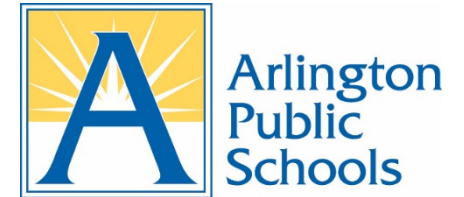
Each proposal will include

- A map
- List of assigned planning units and data
- School estimates for 2019-20 through 2021-22
 - Total enrollment
 - Enrollment by grade
 - Capacity utilization
 - Demographics (Free/Reduced Lunch, race/ethnicity, English Learners, Students with Disabilities)



Grandfathering

Proposal



- Rising 5th grade students and concurrent siblings could stay for one additional year only, with transportation for only that one year
- Once the 5th grade students have moved to middle school, siblings will attend their newly assigned neighborhood school

Community input on proposal will be gathered at:

- “Getting Started” Community Meeting, Sept 26
- Staff Open Office Hours, Oct 3
- Online Input, Sept 26 – Oct 10
- Emails to engage@apsva.us

Community input will inform superintendent’s proposed boundaries to the School Board



Grandfathering

Implication of Proposal



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Boundary proposal for grandfathering will estimate:

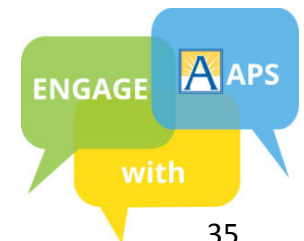
- Utilization rates for years when grandfathering applies
- Timeframe for balancing enrollment
- Transportation
 bus ride times and/or number of buses
- Operational costs



Questions for School Board



1. Are there questions on the planned ASF and Key building swap?
2. Does the School Board want any adjustments to the 2018 fall elementary school boundaries approach?
3. Are there additional items for staff to consider?



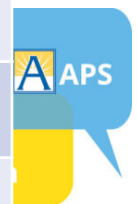
Next Steps



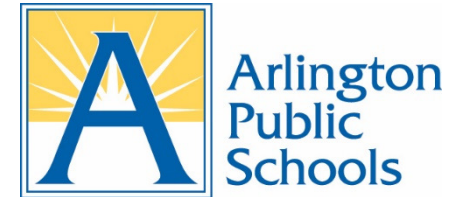
Timeline



Status	Date	Milestone/Meeting
✓	June 7	SB Monitoring Report
✓	August 28	SB Work Session
	September 26	“Getting Started” Community Meeting
	Sept 26 – Oct 10	Online Input on boundary scenarios that balance the policy considerations
	October 3	Open Office Hours
	October 17	“What We Heard” Community Meeting
	November 8	SB Information Item on Elementary Boundaries
	November 27	SB Public Hearing
	December 6	SB Adoption of Elementary Boundaries
	January 28, 2019	Kindergarten Information Night



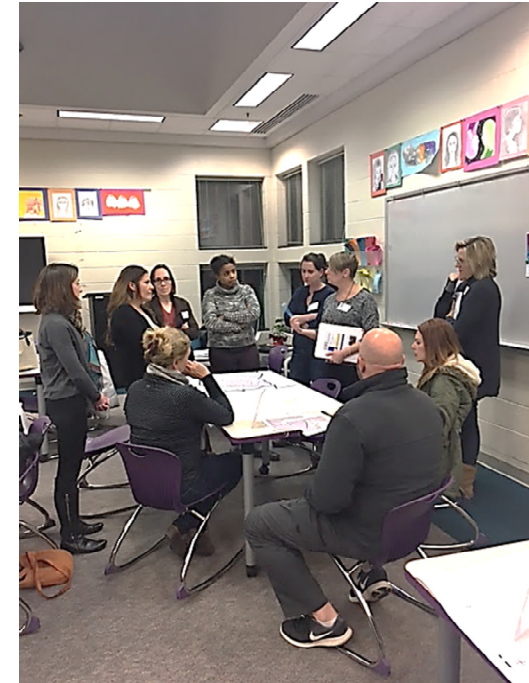
Community Engagement



The community will be asked to provide input on grandfathering staff proposal and the draft boundary scenarios.

Upcoming engagement:

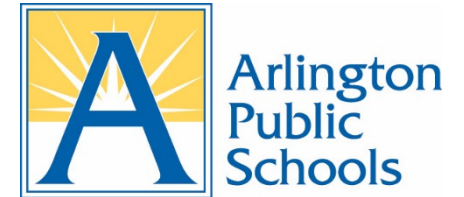
- “Getting Started” Community Meeting, Sept 26, from 7-8:30 pm, at Kenmore Middle School
 - Live-streamed; simultaneous interpretation
- Online Input on boundary scenarios, from Sept 26 to Oct 10
- Open Office Hours, Oct 3, from 7-8:30 pm, at Kenmore Middle School
- “What We Heard” Community Meeting, Oct 17, from 7-8:30 pm, at Kenmore Middle School
 - Live-streamed; simultaneous interpretation



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Pre-Engagement Activities

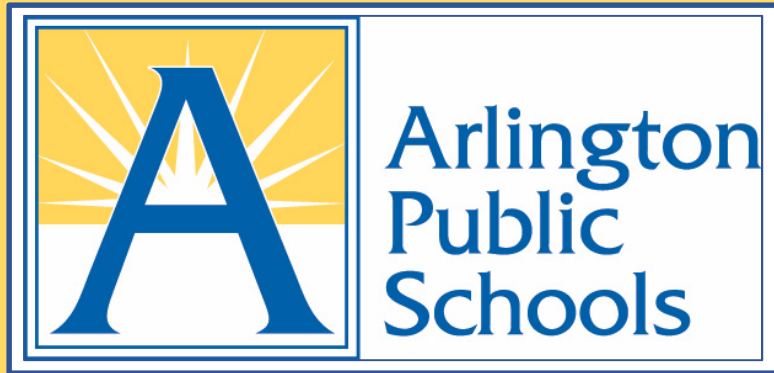


Summer Outreach included

- Handout shared at **June 11** CCPTA Meeting
- APS Traveling Trolley (to public libraries) – Info table at Drew, Barcroft and Randolph – **July 18, 25 and Aug. 1**
- School Talk message, social media posts and website updates, including timeline, maps and policy considerations – **July 26**
- Staff Open Office Hours – **Aug. 7**
- Facebook Live video series explaining boundary policy considerations

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School Board Work Session: The Fall 2018 Elementary School Boundary Process

August 28, 2018

