

## Getting Started Community Meeting: The Fall 2018 Elementary School Boundary Process

*(To Take Effect September 2019)*

September 26, 2018



### Information Resources



#### Fall 2018 ES Boundary Process webpage:

[www.apsva.us/elementary-school-boundary-change](http://www.apsva.us/elementary-school-boundary-change)

#### Community Members Can Find:

- Presentations
  - Today's presentation—livestreamed
  - June 7 & Aug. 28 School Board Meetings & Work Sessions
- Schedule of Community Engagement Activities
- Maps for boundary proposals and single policy considerations
- Data by Planning Unit
- School Board Policy B-2.1



## Meeting Agenda



- Overview
- Why Change Elementary School Boundaries?
- Schools Involved
- Approach and "Getting Started" Boundary Proposal
- Interpretation of School Board Policy Considerations
- Grandfathering Proposal
- Community Input and Timeline
- Breakout Session



3

## 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



## Why Change Elementary School Boundaries?

Enrollment Expected to Continue to Grow




### APS student enrollment 10-year projections<sup>1</sup>

- 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 2030<sup>2</sup>


<sup>1</sup> Fall 10-Year Projections prepared December 2017, APS.  
<sup>2</sup> [Profile 2018](#), Planning Division of the Department of Community Planning, Housing and Development, Arlington County Government.



5

## Why Change Elementary School Boundaries?


Tools to Manage Growing Enrollment



APS has gained, on average, 800 new students each year for the previous five years

To manage this growing enrollment, APS is :

- Maximizing space at all schools
- Using relocatable classrooms
- Monitoring and adjusting enrollment at option schools
- Building schools and adjusting boundaries



6

## Why Change Elementary School Boundaries?



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

APS will adjust boundaries to create attendance zones for new schools and balance enrollment across schools involved, due to:

- Opening in Sept 2019:
  - Alice W. Fleet Elementary School
  - Montessori program at the Henry building
  - Drew as a full neighborhood school
- Opening Sept. 2021: Elementary school at Reed



## Schools Involved




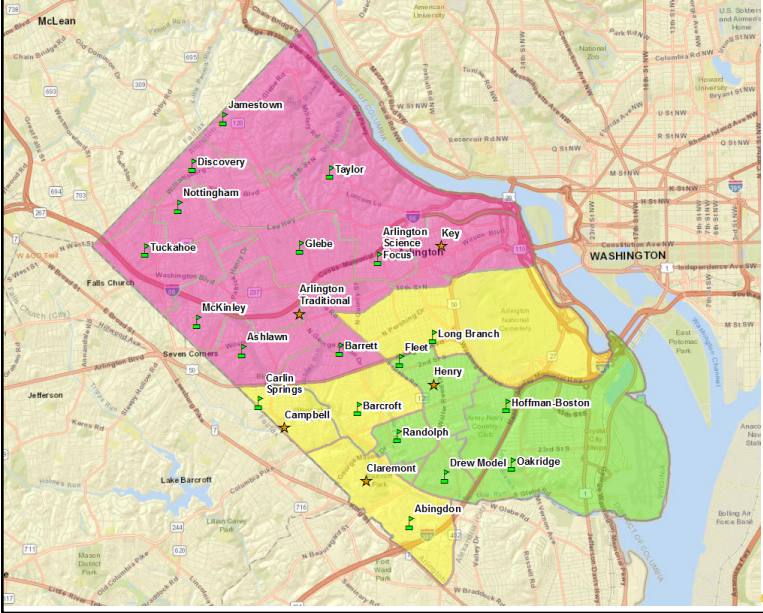
The following schools' Planning Units will be included in the boundary process for:

Fall 2018 <i>(new boundaries to take effect Sept. 2019)</i>	*Both Fall 2018 and Fall 2020	Fall 2020 <i>(new boundaries to take effect Sept. 2021)</i>
<ul style="list-style-type: none"> <li>• Drew</li> <li>• Fleet (Henry)</li> <li>• Hoffman-Boston</li> <li>• Oakridge</li> <li>• Randolph</li> </ul>	<ul style="list-style-type: none"> <li>• Abingdon</li> <li>• Barcroft</li> <li>• Long Branch</li> </ul> <p style="text-align: center; font-style: italic;">*A school may be involved in both processes. Staff will minimize the number of times a specific planning unit is impacted.</p>	<ul style="list-style-type: none"> <li>• Arlington Science Focus (ASFS)</li> <li>• Ashlawn</li> <li>• Barrett</li> <li>• Carlin Springs</li> <li>• Discovery</li> <li>• Glebe</li> <li>• Jamestown</li> <li>• McKinley</li> <li>• Nottingham</li> <li>• Reed</li> <li>• Taylor</li> <li>• Tuckahoe</li> </ul>

Source: SB Policy B-2.1 Boundaries

## Schools Involved






**Legend**

- ★ Option School
- Neighborhood School


**Elementary Boundary Change Process**

- Fall 2018 (Fleet)
- Fall 2020 (Reed)
- Some planning units may be part of both processes




9

## Elementary Boundaries Approach



- Use data at the planning unit level on resident<sup>1</sup> students, including demographics and enrollment estimates<sup>2</sup>
- Estimate the proportion of students who attend option schools
- Assume each elementary school will have 2-3 PreK classes
- Use the Expanded School Walk Zones developed this Spring
  - Areas verified at this time for walk zone expansion do not require significant infrastructure improvements
  - APS Transportation Dept. will determine final walk zones once boundaries are approved



10

<sup>1</sup> Students that reside in the planning unit  
<sup>2</sup> Estimates approach is posted in the FAQ's at [www.apsva.us/elementary-school-boundary-change](http://www.apsva.us/elementary-school-boundary-change)

## Developing Elementary Boundary Proposals



Develop boundaries using an evolving process:

- Aug. 28: Illustrating boundaries based on each of the six policy considerations
- Sept. 26: Introducing “Getting Started” Elementary School Boundary proposal that combines the policy considerations
- Oct. 10: School Board reviews initial input from community; prioritizes refinements to be used in developing “What We Heard” proposal
- Oct. 17: Presenting “What We Heard” Elementary School Boundary proposal for final recommendation
- Oct. 25: Closing date for comments received by staff via [engage@apsva.us](mailto:engage@apsva.us) on proposals
- Nov. 8: Presentation of Superintendent’s Elementary School boundary proposal to School Board



## Boundary Policy Considerations (Policy B 2.1)



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

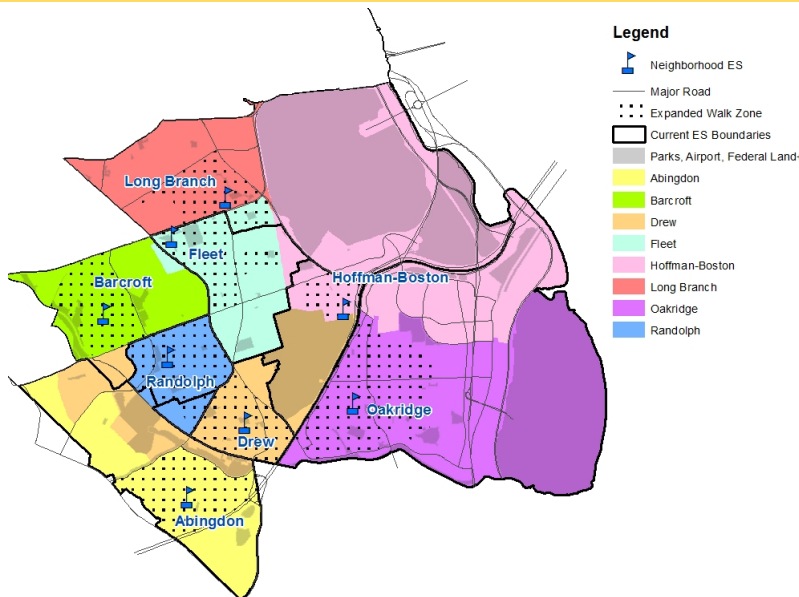
## Approach for Balancing Policy Considerations



- Begins with focusing on individual policy considerations
  - Illustrates potential boundaries using individual policy considerations
- Combines the single consideration maps to create proposal:
  - Proximity, Efficiency & Demographics have greater impact in this scenario development
    - Proximity includes expanded walk zone within school boundaries
    - Efficiency aims to balance the building utilization percentage through 2021-22
    - Demographics seeks to bring free & reduced lunch percentages closer to countywide average
  - Addresses Alignment by examining elementary school to middle school patterns
  - Recognizes that Stability and Contiguity have little impact since no current students in the schools involved have been part of a previous boundary process, and the proposed scenario eliminates an island from current boundaries



## Getting Started Proposal Elementary School Boundaries



For a more detailed map, visit:  
[www.apsva.us/elementary-school-boundary-change/](http://www.apsva.us/elementary-school-boundary-change/)



## Proposed Elementary School Boundaries



Proposal includes:

- A map showing proposed school boundaries
- School estimates for 2019-20 through 2021-22, including:
  - Total enrollment
  - Capacity utilization
  - Demographics (Free/Reduced Lunch, race/ethnicity, English Learners, Students with Disabilities)
- For a list of planning units and supporting data, visit [www.apsva.us/elementary-school-boundary-change](http://www.apsva.us/elementary-school-boundary-change)



15

## Points of Note in Proposal



- All planning units in the schools' expanded walk zone are assigned to that school
- All schools' attendance zones are contiguous and contain the school to which planning units are assigned
- Five of eight schools with % FRL above the county average have lowered their % FRL in the proposal
- Two of eight schools with % FRL below the county average have raised their % FRL in the proposal
- One school's % FRL has remained the same, above the county average
- In 2019, projected % utilization range is 89-107%
- In 2021, projected % utilization range is 90-113%
- Seven of eight schools maintain their current middle school path
- Currently, students at the elementary schools involved in this process move to one (5), two (2), or three (1) middle schools
- Students at one school in this proposal, who are currently assigned to one middle school, would go to three middle schools
- Seven of eight schools in the proposal contain multiple civic associations

16



## Interpretation of Efficiency



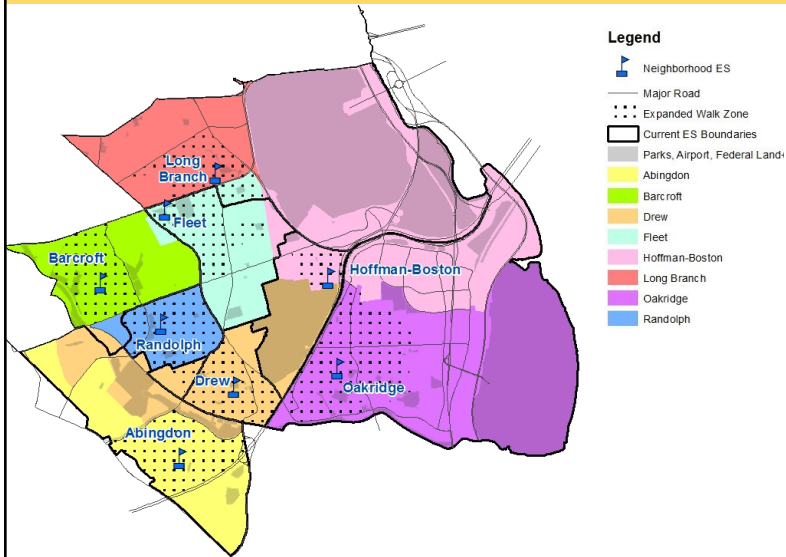
### Minimizing future capital and operating costs

- 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 97% among the eight schools<sup>1</sup>
- Ranges between 89% to 107% among individual schools

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

## Interpretation of Proximity



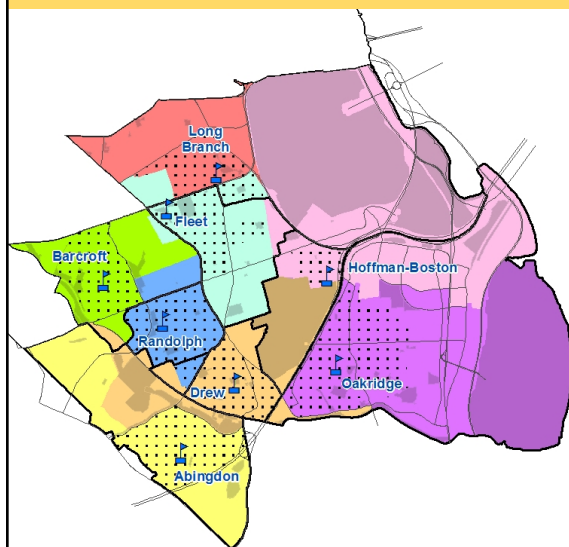
Encouraging relationship between schools and the community by keeping students close to the schools they attend so that they can walk safely to school or, if eligible for bus service, so that bus ride times are minimized.

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

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*



- Legend**
- Neighborhood ES
  - Major Road
  - Expanded Walk Zone
  - Current ES Boundaries
  - Parks, Airport, Federal Land
  - Abingdon
  - Barcroft
  - Drew
  - Fleet
  - Hoffman-Boston
  - Long Branch
  - Oakridge
  - Randolph

### For Illustrative Purposes Only

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



# 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

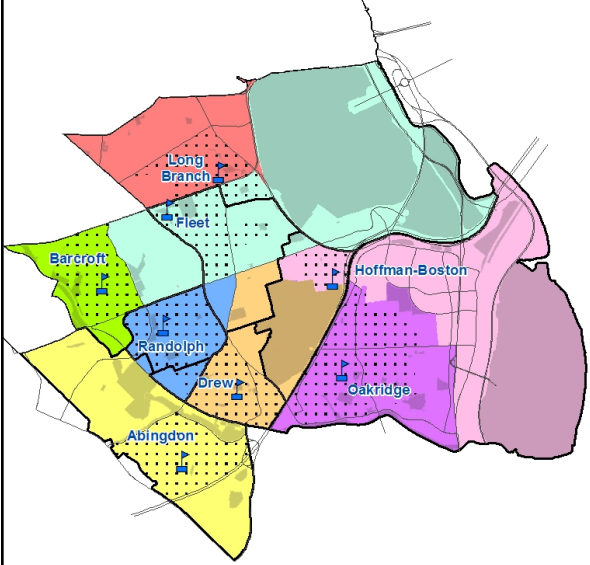
- Focusing on elementary to middle school
- Goal is that small groups of students are not separated from classmates as they move to next school level

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*






**Legend**

-  Neighborhood ES
-  Major Road
-  Expanded Walk Zone
-  Current ES Boundaries
-  Parks, Airport, Federal Land
-  Abingdon
-  Barcroft
-  Drew
-  Fleet
-  Hoffman-Boston
-  Long Branch
-  Oakridge
-  Randolph


For Illustrative Purposes Only

- Map illustrates optimization of boundaries for Alignment only



23


### 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



24

**Example Map:**  
*Illustrates Demographics Only for Discussion Purposes*

**Legend**

- Neighborhood ES
- Major Road
- Expanded Walk Zone
- Current ES Boundaries
- Parks, Airport, Federal Land
- Abingdon
- Barcroft
- Drew
- Fleet
- Hoffman-Boston
- Long Branch
- Oakridge
- Randolph

**For Illustrative Purposes Only**

- Map illustrates optimization of boundaries for **Demographics only**
- Percent F&RL students is 50% among eight schools<sup>1</sup>
- Ranges between 35% to 64% among individual schools

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

ENGAGE with APS  
25

**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

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26

## Proposing a “Grandfathering” Policy

### Proposal



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



## Proposing a “Grandfathering” Policy

### Implications of Proposal



Grandfathering affects the following:

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



# Community Input on Proposed School Boundaries



**Community input will be gathered in several ways:**

- Participate in Community Questionnaire through October 9
  - Input that ties back to the School Board policy Considerations
  - [www.apsva.us/elementary-school-boundary-change/](http://www.apsva.us/elementary-school-boundary-change/)
  - Available in English and Spanish
- Send comments and questions to [engage@apsva.us](mailto:engage@apsva.us)

**How input will be used:**

- As part of School Board review at Oct. 10 Work Session
- To inform map refinements that will be presented at Oct. 17 “What We Heard” community meeting
- Responses will be posted online at [www.apsva.us/elementary-school-boundary-change](http://www.apsva.us/elementary-school-boundary-change)

# Timeline



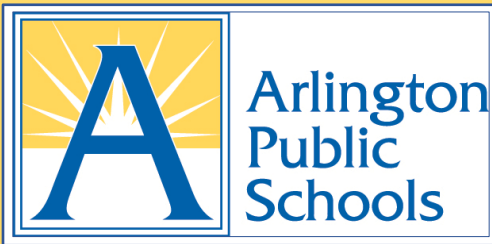
Status	Date	Milestone/Meeting
✓	June 7	SB Monitoring Report
✓	August 28	SB Work Session
✓	September 26	“Getting Started” Community Meeting
	Sept 26 – Oct 10	Online Input on boundary scenarios that balance the policy considerations
	October 3	Open Office Hours
	October 17	“What We Heard” Community Meeting
	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



## Breakout Session



- Staff will be available to answer questions
- Each school table has a proposed boundaries map
  - Review at greater detail
  - Ask questions
  - Give us your input
- Printed questionnaires and iPads are available to use for providing input



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September 26, 2018

