



Arlington  
Public  
Schools



**School Board Work Session**  
**Fall 2018 Elementary School Boundary Process**  
**Community Input on "Getting Started" Proposal**

October 10, 2018



## Information Resources Available



**Fall 2018 Elementary School Boundary Process webpage:**  
[www.apsva.us/elementary-school-boundary-change](http://www.apsva.us/elementary-school-boundary-change)

**Find Background Information, including:**

- Presentations
  - Oct . 10 Work Session (Tonight)
  - Sept. 26 "Getting Started" Community Meeting
  - June 7 & Aug. 28 School Board Meetings & Work Sessions
- Schedule of Community Engagement Activities
- School Board Policy B-2.1
- Proposed Boundary Map & Single-Policy Consideration Maps
- Data by Planning Unit
- **New** - Data by Planning Unit revisions based on Community Input
- **New** - Community Input to Date



## Meeting Agenda



- Overview: Fall 2018 Elementary School Boundary Process
- Review Community input on the "Getting Started" Boundary Proposal
  - Input that resulted in improvements to the planning unit data
  - Input on the proposal specific to each school to inform the next proposal
- School Board priorities for shaping the "What We Heard" Boundary Proposal



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## Fall 2018 Elementary School Boundary Process



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## Why Change Elementary School Boundaries?



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



## Why Change Elementary School Boundaries?



**Address three conditions for changing boundaries, defined by School Board Boundary Policy (B-2.1):**

- A school building's projected enrollment is expected to be significantly over capacity across the projections
- A new school building is planned for construction
- There are other administrative, cost-efficiency or service advantages to making such a change



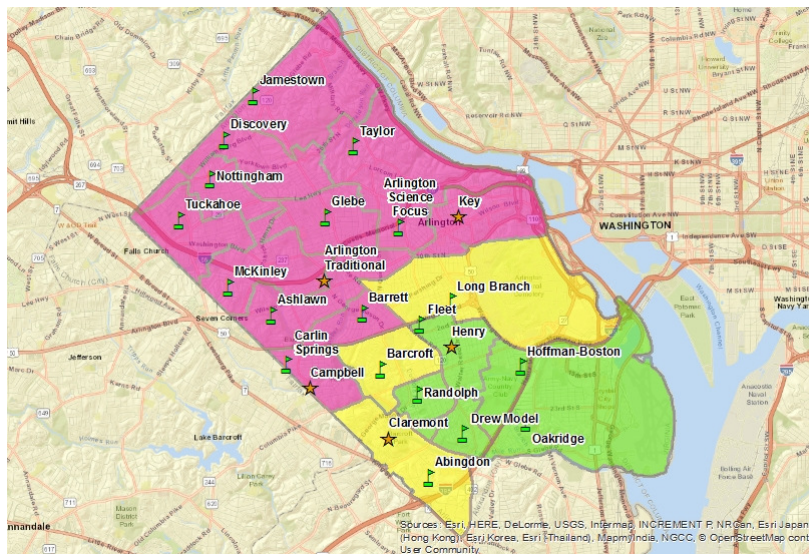
## Why Change Elementary School Boundaries?



- On Dec. 6, the School Board will adopt boundaries for 2019-20 to create attendance zones for new schools and balance enrollment across schools involved, due to these changes in Sept. 2019:
  - Open Alice W. Fleet Elementary School as a new neighborhood school
  - Repurpose Henry building for Montessori program
  - Expand Drew to a full neighborhood school
- In Dec. 2020, the School Board will adopt additional elementary boundaries for the Sept. 2021 opening of a new elementary school at Reed



## Schools Involved in Elementary Boundary Processes



**Legend**

- ★ Option School
- 🚩 Neighborhood School

**Elementary Boundary Change Process**

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



## Schools Involved



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

<b>Fall 2018</b> <i>(new boundaries to take effect Sept. 2019)</i>	<b>*Both</b> <b>Fall 2018 and Fall 2020</b>	<b>Fall 2020</b> <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><i>*A school may be involved in both processes. Staff will minimize the number of times a specific planning unit is involved.</i></p> <p><i>*Clarification 10/7/18 - no planning units will be added to these schools in the fall 2018 process</i></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

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## Schools Involved in Both Boundary Processes



- Abingdon, Barcroft and Long Branch will be involved in both the 2018 and 2020 boundary processes.
- In this 2018 process, boundaries will be adjusted to provide some capacity relief to these three schools.
- Maintains flexibility to adjust boundaries as needed during the 2020 process.
- In addition, more information will be available before Fall 2020:
  - **Abingdon**—Can take into account more data about the new Kindergarten cohort, transfer rate, and impact of new Options & Transfer policy
  - **Barcroft**—Will evaluate Barcroft's modified school-year calendar and determine if this calendar will continue to be in use



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## The Process for Developing The Superintendent's Boundary Proposal



Date	Roles	Milestone
Aug. 28	APS provides background	<b>School Board Work Session – Kicked Off the Fall 2018 Boundary Process</b> <ul style="list-style-type: none"> <li>• Provided overview on boundary process and context of Boundary Policy Considerations</li> <li>• Presented illustrative boundary maps to show single policy considerations</li> </ul>
Sept. 26	Community input on APS proposal	<b>"Getting Started" Community Meeting at Kenmore</b> <ul style="list-style-type: none"> <li>• Provided context on boundary process</li> <li>• Presented an initial "Getting Started" Boundary Proposal being used to gather community input</li> </ul>
Oct. 10	School Board review and priorities for next APS proposal	<b>School Board Work Session – Review of Community Input on "Getting Started" Boundary Proposal</b> <ul style="list-style-type: none"> <li>• Shared updates to APS data based on community input</li> <li>• Review community's areas of concern related to the "Getting Started" Boundary Proposal</li> <li>• Seek School Board answers and priorities for the "What We Heard" Boundary Proposal</li> </ul>
Oct. 17	Community input on APS revised proposal	<b>"What We Heard" Community Meeting at Kenmore</b> <ul style="list-style-type: none"> <li>• Present a revised "What We Heard" Boundary Proposal and gather focused community input</li> <li>• Collect input via <a href="mailto:engage@apsva.us">engage@apsva.us</a> through October 29</li> </ul>
Oct. 29	APS begins final adjustments	<b>Deadline for community input specific to the "What We Heard" Boundary Proposal</b>
Nov. 5	APS publishes Superintendent's proposal	<b>Revised boundary proposal maps will be published online at <a href="http://www.apsva.us/engage">www.apsva.us/engage</a></b>
Nov. 8	Superintendent presents boundary proposal	<b>School Board Meeting - Superintendent proposes Boundaries for Sept. 2019</b>

## 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 by 2021-22
- Use the Expanded School Walk Zones developed in Spring 2018
  - Areas verified at this time for walk zone expansion, do not require significant infrastructure improvements
  - APS Transportation Dept. will determine each school's walk zone after boundaries are adopted

<sup>1</sup> Students that reside in the planning unit, regardless of where they currently attend school

<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)



## Elementary Boundaries Approach



### Community Input

- Online Questionnaire—631 responses from Sept. 26 through Oct. 9
- Engage emails—98 messages from Aug. 28 School Board Work Session through Oct. 9
- Questions and input on data
- Comments on Policy Considerations pertaining to the “Getting Started” boundary proposal
- Other issues of concern to the community



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## What’s Best for All Our Students



### Using Community Input

- We’re listening to concerns of families and individual school communities
- APS is responsible for ensuring equity for all students across schools and programs
- Our proposal reflects what’s best for all students



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## The "Getting Started" Boundary Proposal



### Developing the "Getting Started" Boundary Proposal




Uses resident student data *(for details see slide 13)*


- **Proximity** – assigned planning units in a school's expanded walk zone (where applicable) to the school
- **Demographics** – aimed to move the percentage of resident students receiving Free & Reduced Lunch closer to the average of the schools involved at 47% (attending students)
- **Efficiency** – looked to balance utilization through 2021-22
- **Alignment** – sought to minimize the separation of small groups of students from their classmates when moving between school levels
- **Contiguity** – for all schools in the proposal, attendance zones are contiguous and contain the school to which students are assigned



## "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/)



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## Evaluating the "Getting Started" Boundary Proposal Against the Policy Considerations



School	Demographics <i>(F&amp;RL rate for attending students for 8 schools involved: 47%)</i>			
	Current Boundary %F&RL (Actual 2017 resident students receiving F&RL / Actual 2017 resident students)	Proposed Boundary % F&RL (Actual 2017 resident students receiving F&RL / Actual 2017 resident students)	Moves towards average of the 8 schools involved (47%)	<50% Eligible for Free & Reduced Lunch
Abingdon	41%	34%	Yes	Yes
Barcroft	51%	48%	No	Yes
Drew w/out Montessori	66%	60%	No	No
Fleet/Henry	28%	30%	Yes	Yes
Hoffman-Boston	52%	39%	Yes	Yes
Long Branch	35%	33%	Yes	Yes
Oakridge	24%	26%	Yes	Yes
Randolph	67%	67%	No change	No

Source: School Level Data Table for Existing and Proposed Boundaries as of Oct. 5, 2018. Highlighted areas indicate that this proposal has not met the policy consideration specified.

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## Evaluating the "Getting Started" Boundary Proposal Against the Policy Considerations



School	Proximity Includes Expanded Walk Zone	Efficiency 2021-22 capacity utilization within +/-5 percentage pts. of 100%	Alignment No. of M.S. to which the school articulates	Contiguity	Stability
Abingdon	Yes	No, 106%	3	Yes	N/A
Barcroft	Yes	No, 118%* *Part of 2020 boundary process	2	Yes	N/A
Drew w/out Montessori	Yes	No 89%	3	Yes	N/A
Fleet/Henry	Yes	No 91%	1	Yes	N/A
Hoffman-Boston	Yes	No 94%	2	Yes	N/A
Long Branch	Yes	Yes 95%	1	Yes	N/A
Oakridge	Yes	Yes 102%	1	Yes	N/A
Randolph	Yes	Yes 102%	1	Yes	N/A

Source: School Level Data Table for Existing and Proposed Boundaries.  
 Highlighted areas indicate that this proposal has not met the policy consideration specified

## "Getting Started" Proposal Elementary School Boundaries



### Grandfathering 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





# Community Input



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Community Input

## Improved Planning Unit Level Data



- Planning Unit Level Data posted online, reviewed by Facilities Advisory Committee, and at community meetings
- New information from community resulted in an update to the Planning Unit Level Data. Updates include:
  - County development data did not account for a new building (The Berkeley)
  - Three future development buildings were allocated to an adjoining Planning Unit (ex. The Trove, a Wellington Apt.)
  - Projections of future kindergarten students rebalanced across Planning Units
- Updated data table posted at: [www.apsva.us/elementary-school-boundary-change](http://www.apsva.us/elementary-school-boundary-change)



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Community Input

## On the "Getting Started" Boundary Proposal



### Key themes as they relate to policy considerations:

- **Demographics** – Free and Reduced Lunch rates
- **Alignment** – Transitions to Middle School
- **Proximity and Efficiency** – Walkability and transportation efficiency
- **Contiguity** – Interpretation when involving parks, highways



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Community Concerns<sup>1</sup>

## Abingdon



- **Proximity**—length of bus rides from Columbia Forest and Windgate for students moved to Drew
- **Alignment**—transition to three middle schools



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<sup>1</sup>Reflects input received from Sept. 26 through Oct. 3

## Community Concerns

**Barcroft**

- Demographics—general concern over Free & Reduced Lunch rate at schools



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<sup>1</sup>Reflects input received from Sept. 26 through Oct. 3

## Community Concerns

**Drew**

- Proximity—length of bus rides for new areas added to Drew
- Demographics—Free & Reduced Lunch rate
- Alignment—Drew students transition to three middle schools



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<sup>1</sup>Reflects input received from Sept. 26 through Oct. 3

## Community Concerns

**Henry (Fleet)**

- Alignment: elementary immersion feeder pattern



<sup>1</sup>Reflects input received from Sept. 26 through Oct. 3



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## Community Concerns

**Hoffman-Boston**

- No commentary related to the policy considerations



<sup>1</sup>Reflects input received from Sept. 26 through Oct. 3



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## Community Concerns

**Long Branch**

- No commentary related to the policy considerations



<sup>1</sup>Reflects input received from Sept. 26 through Oct. 3



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## Community Concerns

**Oakridge**

- Proximity—commentary in support of walkability
- Contiguity—questions about interpretation of contiguity policy consideration



<sup>1</sup>Reflects input received from Sept. 26 through Oct. 3



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## Community Concerns

**Randolph**

- Demographics—Free & Reduced Lunch rate
- Alignment—commentary in support of students transitioning to more than one middle school



<sup>1</sup>Reflects input received from Sept. 26 through Oct. 3

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## Community Input

**On the "Getting Started" Boundary Proposal****Grandfathering 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

**Proposal Responses:**

- 78% agree with proposal
- 22% disagree with proposal



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**Other Issues Heard from Community**

- Concern about military families from Ft. Myer
- Civic associations split to different schools
- Concerns about overcapacity at the Immersion elementary schools
- Perceptions about separating different housing types
- Concerns over separating students from peers



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## Priorities for the “What We Heard” Boundary Proposal



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Seeking Clarity on

## Balancing Policy Considerations in next proposal



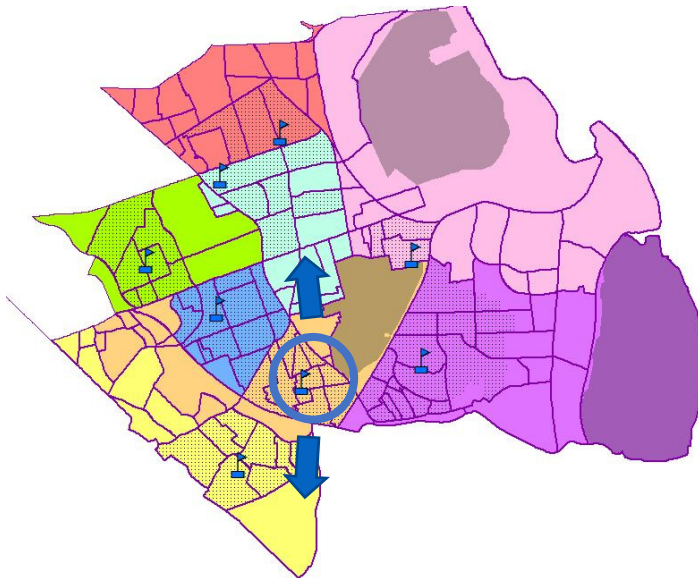
### Seeking clarity from School Board on how the next proposal applies policy considerations

- **Demographics** - Free and Reduced Lunch rates (the average F&RL rate for the eight schools involved is 47%)
- **Alignment** - Transitions to Middle School
- **Contiguity** – Interpretation across parks, highways



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## Demographics Consideration



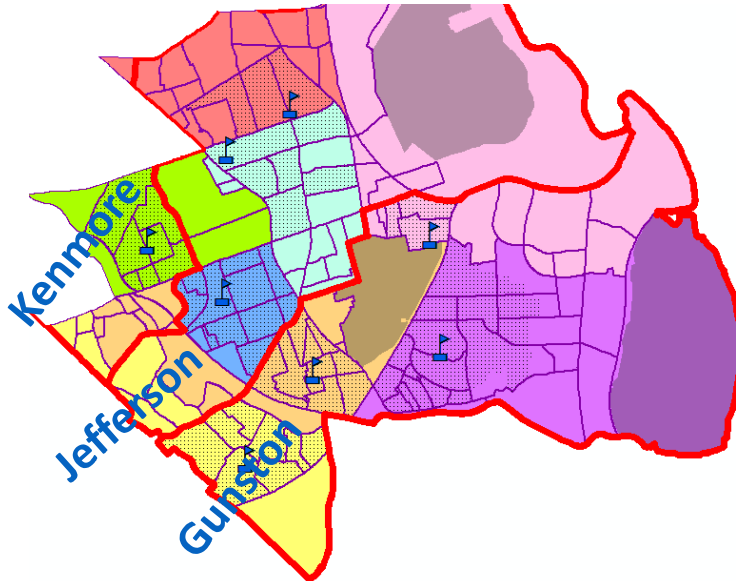
### Demographics (Free and Reduced Lunch)

- Add alternative combinations of planning units to proposed Drew boundary to address concerns about the F&RL rate



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## Alignment and Stability Considerations

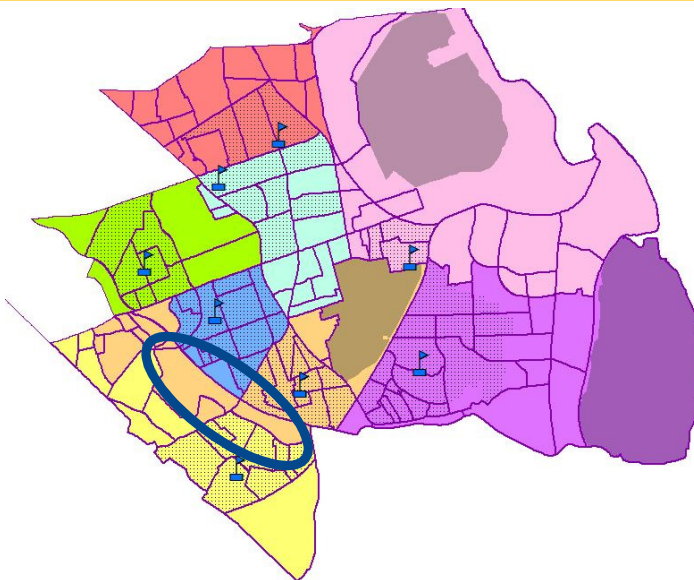


- **Alignment** - Transitions to Middle School
- Map shows approximate boundaries
- Propose to have neighborhood elementary schools transition to 2 or 3 middle schools



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## Contiguity Consideration



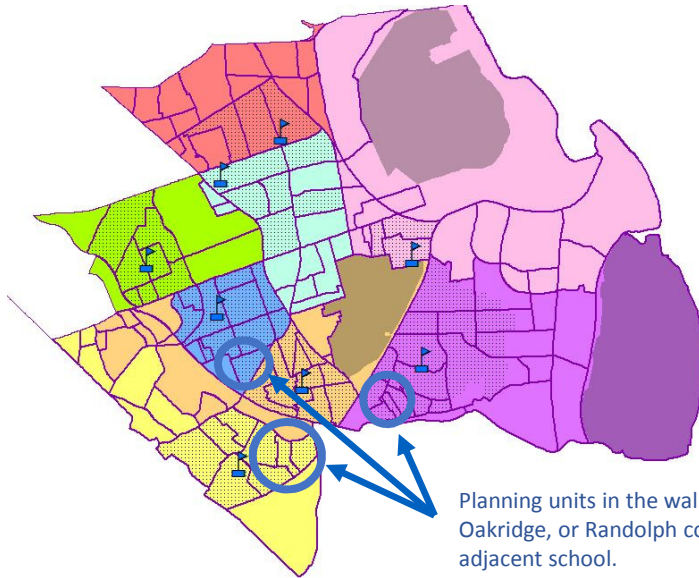
**Contiguity** – defined as maintaining attendance zones that are contiguous

- Interpretation requires planning units to be adjacent
- Interpretation does not currently use road connection for contiguity



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## Proximity Consideration



### Proximity (walkability)

- Assign planning units that are in one school's expanded walk zone and include it in another school's boundary



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## Proposals and Questions for the School Board



- **Alignment** – defined as minimizing separation of small groups of students from their classmates when moving between school levels
  - Propose that 25 or fewer be considered a small number of students
  - Propose to have neighborhood elementary schools transition to 2 or 3 middle schools
- **Contiguity** – defined as maintaining attendance zones that are contiguous
  - Interpretation requires planning units to be adjacent
  - Interpretation does not currently use road connection for contiguity
- **Proximity** – propose to assign some planning units within a walk zone for one school to another school when balancing all considerations
- **Planning Units** – process has identified opportunities to split Planning Units
  - Propose that any potential splits to planning units be made after this boundary process has concluded



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Seeking Clarity on

## Additional Issues that Shape Our Work



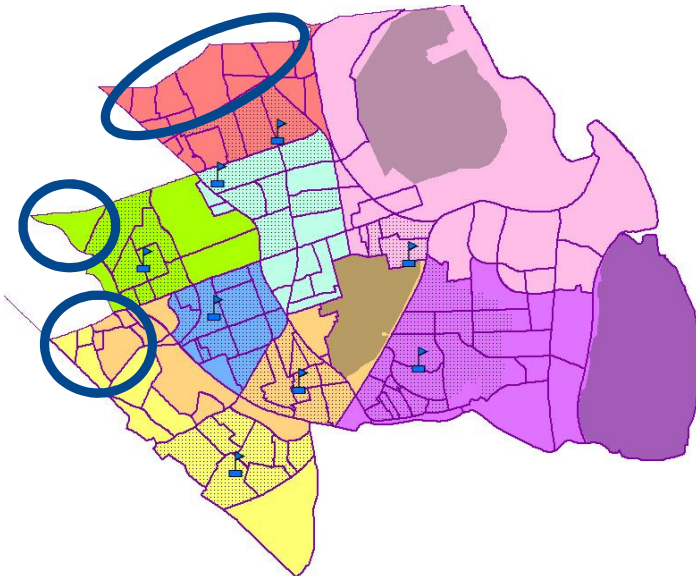
### Seeking clarity from School Board on how the next boundary proposal should address the following:

- Propose to avoid including the northernmost Abingdon Planning Units in this Fall 2018 boundary process
- This would allow flexibility for this area to be included in the Fall 2020 Elementary School Boundary process, as would be the case for Barcroft and Long Branch



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Planning units that may be part of Fall 2020 Boundary Process



### Seeking clarity from School Board on how the next boundary proposal should address the following:

- Not adjusting the northern end of Abingdon in current process would allow flexibility for this area to be included in the Fall 2020 boundary process, as is the case for Barcroft and Long Branch



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