

Elementary School Planning

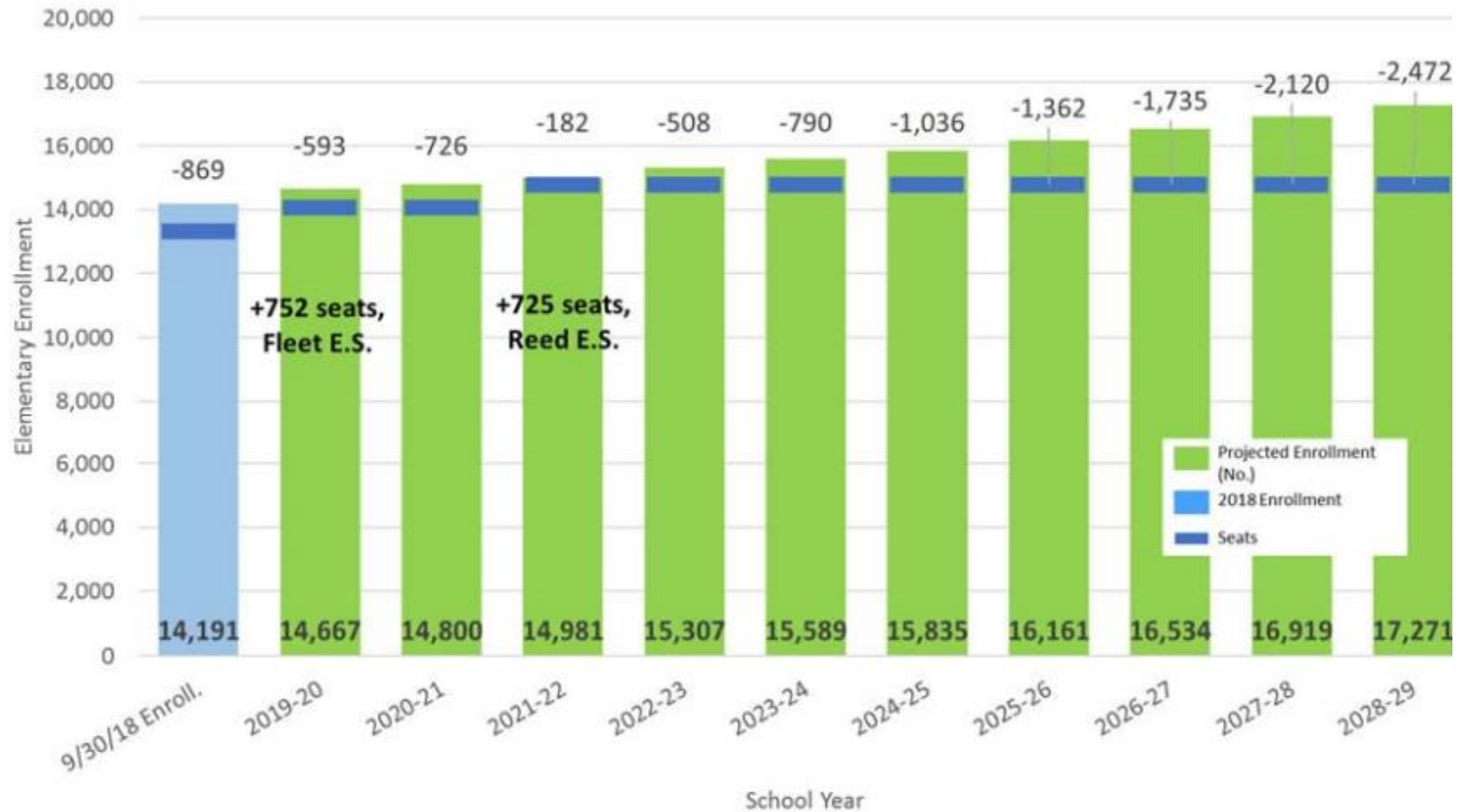


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- Staff across APS schools and departments
- Division-wide perspective
- Balanced capacity utilization across schools
- All school levels involved
- Priority to support instruction, provide multiple pathways for students, and help keep resources in the classroom



Projected Gap Between elementary Students and Seats Over the Next Decade

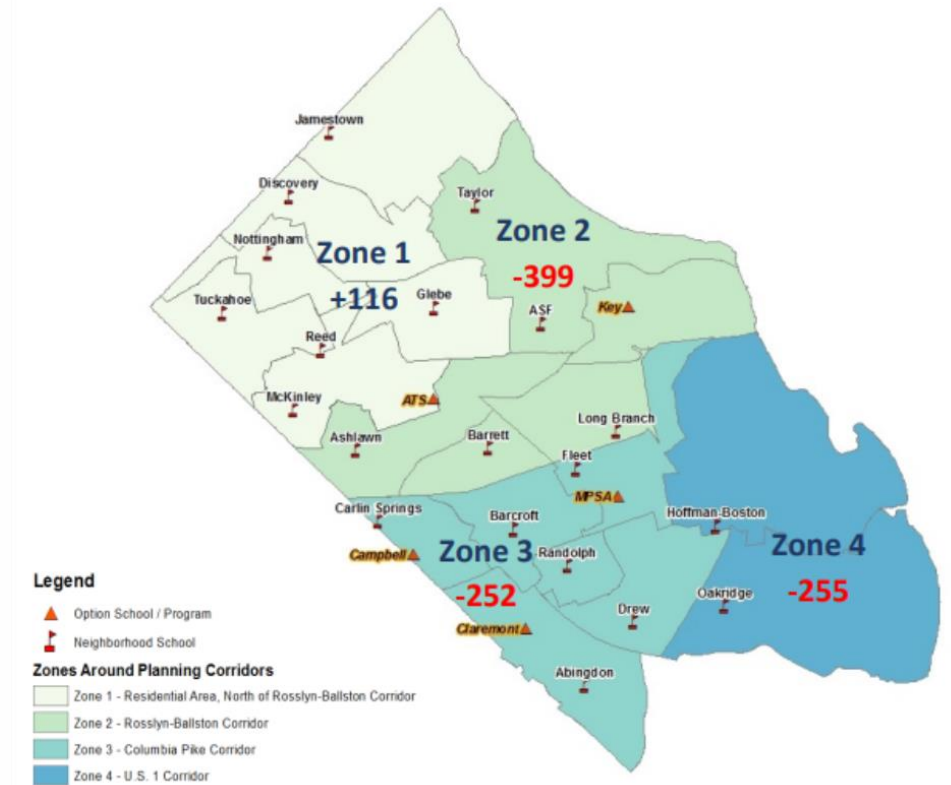


NOTES:
 For capacity planning purposes, 112 dual enrolled PreK students are excluded from enrollment totals to avoid double-counting School building capacity data provided by APS, Facilities & Operations Department.
 Fall ten-year student enrollment projections provided by APS, Planning & Evaluation Department.
 Spring 1-Year Projections Update for the 2019-20 School Year.

Projected Enrollment & Future Seats

- Enrollment projections for 2023-24 show elementary student growth concentrated along the major transportation corridors, including Rosslyn-Ballston, Columbia Pike and Route 1, where APS does not have enough neighborhood school seats.
- The opening of the new elementary school at Reed will create a surplus (+116) of neighborhood seats in that part of the county.
- APS is projected to have a combined need for 906 seats (Fall 2023-24).
- The **greatest need for seats (-399)** are slated for the six schools in the vicinity of the **Rosslyn-Ballston corridor**, followed by nine schools in the vicinity of the Columbia Pike corridor, and the two schools in the U.S. 1 corridor.

Gap Between Projected Elementary Students and Future Seats in SY 2023-24



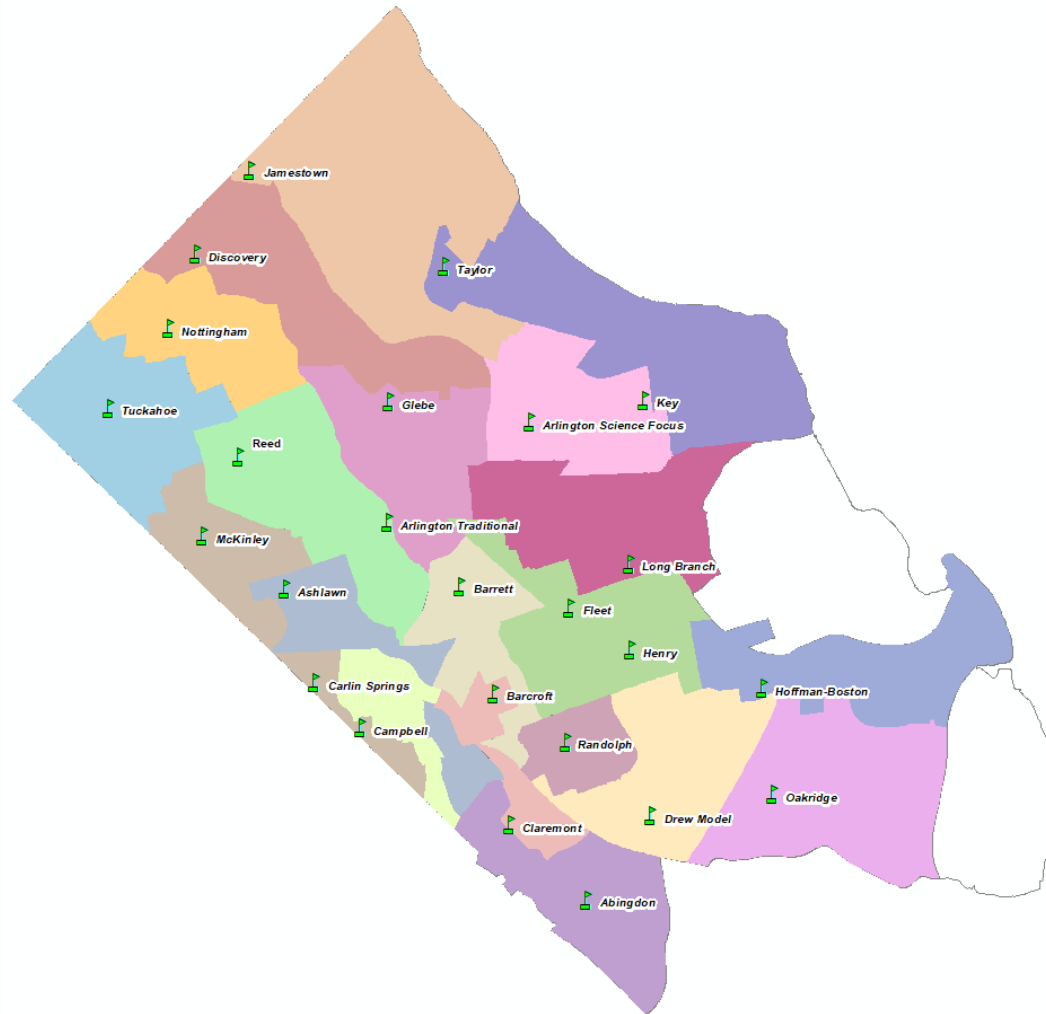
Goals for ES Planning to Prepare for 30,000 Students

- Develop a plan that best utilizes existing school facilities located on available land in the county where neighborhood seats are needed for current and projected growth.
- Consider options that will best address recent student enrollment projections, which indicate that up to three new elementary schools may be needed in the next 10 years.
- Meet needs for seats in high-growth areas
- Enable walking to neighborhood schools as much as possible.
- Use all existing elementary schools to full capacity.
- Keep as many students together in each school community as possible.

This work will be followed by the 2020 Boundary Process

Change is coming

Representative Boundary Scenario: Boundary Changes Only; No Program Moves



(for discussion purposes only)

Observations:

- Boundary for New ES @Reed created
- ASFS is located within its boundary
- Almost every boundary is changed except for Drew, Hoffman-Boston, Oakridge, Randolph
- Ashlawn and McKinley have long & extended boundaries
- Ashlawn's boundary is split into two separate sections
- Carlin Springs is located outside of its boundary
- Number of bus riders increases

What Can We Do Differently? Pre-Boundary Planning

Program Moves

Develop Phased Approach to Boundary Process

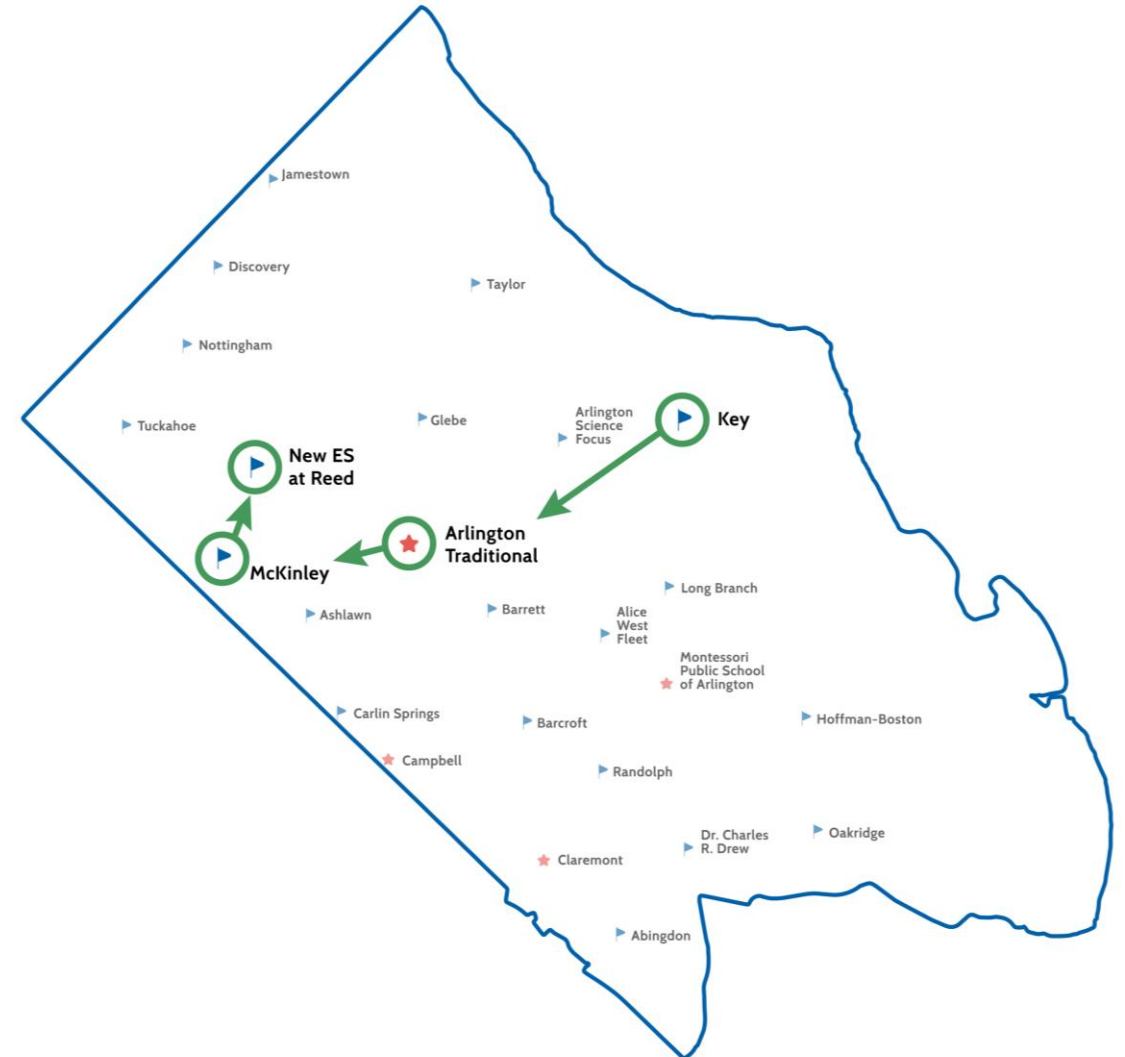
- Take a holistic and strategic look at all facility locations before adjusting boundaries.
- Use seat deficit projections to inform analysis.
- Draft proposals that explore moving some countywide option programs in areas where neighborhood seats are needed.
- Decide on best use of locations prior to Fall 2020 ES Boundary process.
- Use geographic framework as foundation for Fall 2020 process.

How the Proposals Were Developed

- Met several times with instructional leaders and central office staff to review and discuss challenges impacting the Fall 2020 Boundary Process
- Based on feedback from meetings, staff work was guided by the following:
 - Follow boundary policy considerations:
 - Balance demographics among schools when possible (Consider in the 2020 Boundary Process)
 - Adhere to walk zones as much as possible
 - Use existing space as to maximize efficiency
 - Increase operational efficiencies to keep more resources in the classroom
 - Put instructional needs in the forefront to guide planning processes
 - Consider site moves to balance demographics and support the instructional integrity of options
 - Locate PreK classes closer to where eligible students reside (Consider in the 2020 Boundary Process)

Program Move Proposal 1:

- Majority of McKinley students move to Reed
- Arlington Traditional moves to McKinley building
- Key Immersion moves to Arlington Traditional building
- Key building becomes a neighborhood school



Program Move Proposal 1

This proposal would:

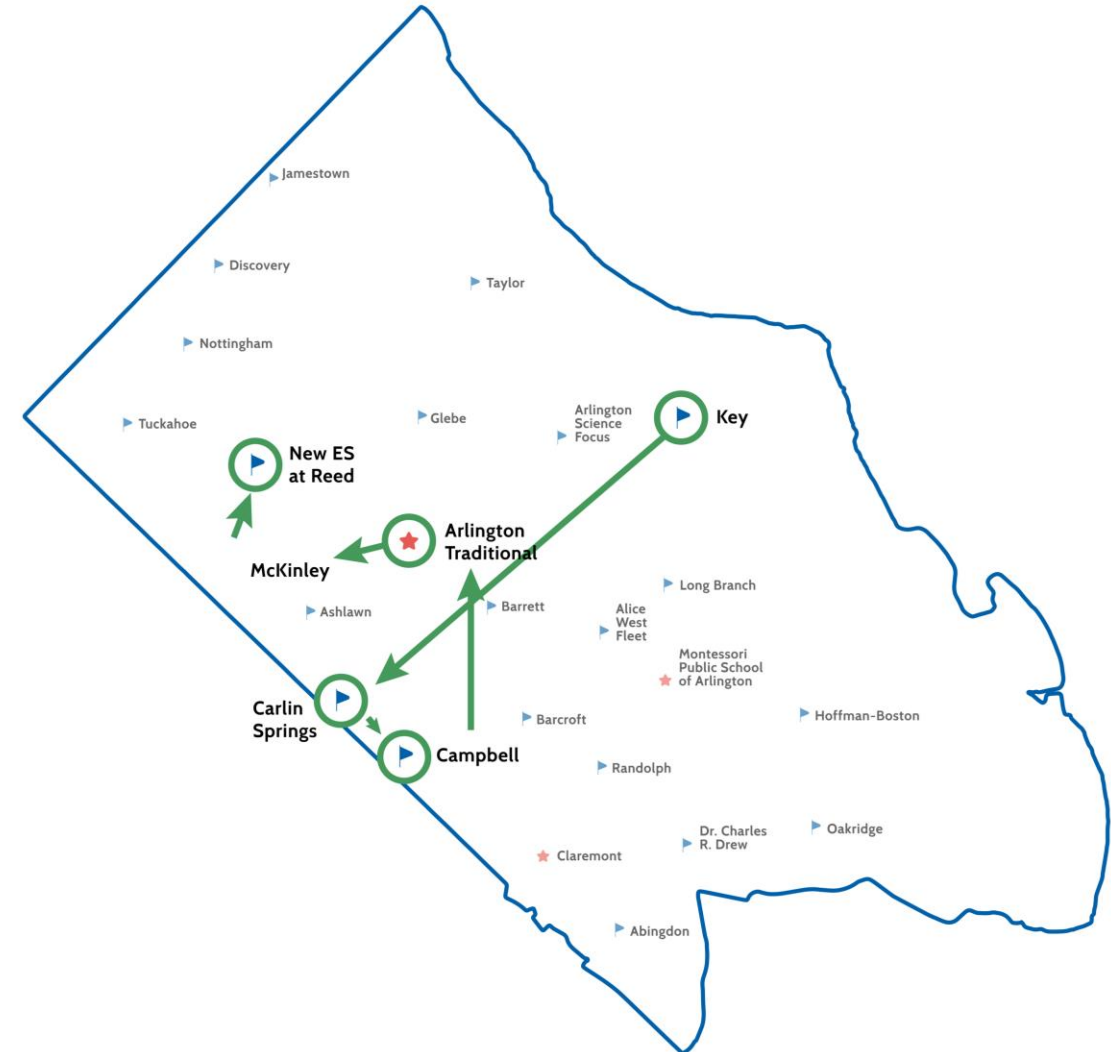
- create neighborhood seats in high-growth Rosslyn area;
- keep more McKinley students together (40% of McKinley students live in Reed walk zone);
- allow about 100 more students, including siblings, to enroll in ATS from its waitlist; and
- place Immersion in a central location.

If this proposal is adopted, then the following is expected in the 2020 boundary process:

- More than 2,400 or about 23% of all neighborhood elementary school students would be reassigned to another school.
- About 18% of elementary neighborhood school students who live in a walk zone would become eligible for a bus.
- Two countywide option schools would be moved.

Program Move Proposal 2:

- Majority of McKinley students move to Reed
- Arlington Traditional moves to McKinley building
- Campbell Expeditionary Learning moves to the Arlington Traditional building
- Key Immersion moves to Carlin Springs building
- Majority of Carlin Springs students move to Campbell
- Campbell building becomes a neighborhood school
- Key building becomes a neighborhood school



Program Move Proposal 2

This proposal would:

- create neighborhood seats in high-growth Rosslyn area;
- move Immersion to an area with a high number of Spanish speakers;
- keep more McKinley students together (40% of McKinley students live in Reed walk zone);
- allow about 100 more students, including siblings, to enroll in ATS from its waitlist;
- move Campbell Expeditionary Learning to a central location;
- move the majority of Carlin Springs students to a walkable neighborhood school at Campbell;
- allow future capital efforts to focus on Columbia Pike area.

If this proposal is adopted, then the following is expected in the 2020 boundary process:

- More than 2,100 or about 20% of all neighborhood elementary school students would be reassigned to another school.
- About 13% of elementary neighborhood school students who live in a walk zone would become eligible for a bus.
- Three countywide option schools would be moved.

- Create attendance zones for the new school at Reed and an adjusted attendance zone for Arlington Science Focus School, to be situated within its boundaries.
- Address projected overcapacity at neighborhood schools.
- Maximize school building capacity to accommodate the growing need for seats at the elementary school level.
- Make efficient use of existing facilities and APS resources in meeting the growing student enrollment at the elementary school level.
- Adhere to walk zones as much as possible.
- Balance demographics among schools when possible.

Timeline and Engagement

- The proposals under consideration may be revised after APS gathers input from stakeholders, and any new proposals will be shared with the community.
- Continuous updates to Engage page, including regular additions to FAQs and community input posts
- Weekly updates to APS School Ambassadors
- Social media posts with graphics, link to Engage page and video, featuring engagement dates
- School Talk messages
- Text messages for important, time-sensitive alerts
- Video on APS Engage and AETV, social media (English with Spanish subtitles)
- Visit www.apsva.us/engage to view the proposals, timeline, infographic, maps, handouts and other background information.

School Board Action Timeline (Phase 1)

- **Jan. 9, 2020:** Staff will present final revised scenarios to the School Board for Information
- **Jan. 30, 2020:** School Board Public Hearing on the final proposal(s)
- **Feb. 6, 2020:** School Board is scheduled to take action on final proposal(s)

- **Oct. 30:** Fall Meeting with APS Ambassadors and PTA Presidents
- **Oct. 31:** Engage page updated with proposed solutions; School Talk message; text messages to ES families in English and Spanish; social media to promote upcoming engagement dates
- **Nov. 5:** Online Information Sessions (English/Spanish) available via APS Engage, AETV, Facebook
- **Nov. 6:** CIP Work Session
- **Nov. 5-24:** Encourage participation in Online Community Questionnaire in English and Spanish
- **Nov. 15, 22, Dec. 6:** “Friday Facebook Live” video with new FAQs
- **Dec. 9:** “What We Heard” Community Meeting (Swanson, 7 p.m.—LIVE BROADCAST)
- **Dec. 9-18:** Encourage participation in Online Community Questionnaire
- **Dec. 10:** “What We Heard” Community Meeting (Central Library, 6:30 p.m.)
- **Dec. 13:** “What We Heard” Online Webinar (12-1 p.m.)
- **Dec. 16:** Spanish “What We Heard” Community Meeting (Kenmore, 7 p.m.)

Information to also be shared with countywide organizations: APS advisory councils including ACI, ACTC, FAC, TCI; APS School Ambassadors; CCPTA; Black Parents of Arlington; Comité Hispano; PTA Presidents; Civic Federation

The Representative Scenario Map

- Boundary changes only; No program moves

Program Moves: Proposal One

- Key building becomes a neighborhood school
- Majority of McKinley students moves to Reed
- Arlington Traditional moves to McKinley building
- Key Immersion moves to Arlington Traditional building

Program Moves: Proposal Two

- Key building becomes a neighborhood school
- Majority of McKinley students move to Reed
- Arlington Traditional moves to McKinley building
- Campbell Expeditionary Learning moves to the Arlington Traditional building
- Key Immersion moves to Carlin Springs building
- Majority of Carlin Springs students move to Campbell
- Campbell building becomes a neighborhood school

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