

ES Planning Questionnaire Responses 101_200

Sr No.	Response No.	Participation Date	Q 1 What is your relationship to APS? You may select more than one.	Q 2 What are the opportunities with the above Representative Boundaries Scenario?	Q 3 What are the challenges faced with the above Representative Boundaries Scenario?	Q 4 What are the opportunities with the above School Moves Proposal 1?	Q 5 What are the challenges faced with the above School Moves Proposal 1?	Q 6 What are the opportunities with the above School Moves Proposal 2?	Q 7 What are the challenges faced with the above School Moves Proposal 2?	Q 8 As we look at moving some of our schools given our challenges in creating neighborhood elementary boundaries in fall 2020, which goals should take priority? Please rank each of the following items in order of importance with #1 being the most important and #6 being the least important.	Q 9 As we look at moving some of our option schools, and the framework of the PreK-12 Instructional Program Pathways, which factors should take priority? Please rank each of the following items in order of importance with #1 being the most important and #6 being the least important.	Q 10 What else should be considered when moving a school to another site?	Q 11 To what degree do you support moving some schools, so APS can: Please select below. 11 a Provide neighborhood seats in parts of 11 b Limit the growth of APS transportation	Q 12 Do you have other suggestions?	
101	102	11/8/2019	I am an APS Staff Member , I am the Parent or Guardian of an Elementary Student in APS enrolled in a neighborhood school , I am the Parent or Guardian of a Middle or High School Student in APS							Use all existing elementary schools to full capacity: 1, Meet needs for seats in high-growth areas: 2, Keep as many students together in each school community as possible: 3, Enable walking to neighborhood schools as much as possible: 4, Develop a plan that best utilizes existing school facilities located on available land in the County, which do not always match where neighborhood seats are needed for current and projected growth: 5, Consider strategies 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: 5	Long waitlist that could fill building to capacity: 1, Option school is clearly defined in the PreK-12 Instructional Pathways (IPP) framework: 4, Moving option schools to increase access for more students: 3, Moving to a site that can accommodate current population (may include relocatable classrooms): 2	Strongly Support	Support		
102	103	11/8/2019	I am an APS Staff Member				This is my preferred move because in the long run it has the lowest percentage of students needing bus transportation. Now only does that mean reduced transportation costs, but also a significantly smaller carbon footprint.			Use all existing elementary schools to full capacity: 4, Meet needs for seats in high-growth areas: 2, Keep as many students together in each school community as possible: 5, Enable walking to neighborhood schools as much as possible: 1, Develop a plan that best utilizes existing school facilities located on available land in the County, which do not always match where neighborhood seats are needed for current and projected growth: 6, Consider strategies 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: 3	Long waitlist that could fill building to capacity: 2, Option school is clearly defined in the PreK-12 Instructional Pathways (IPP) framework: 4, Moving option schools to increase access for more students: 1, Moving to a site that can accommodate current population (may include relocatable classrooms): 3	What is the cost of executing each move? How will these moves and increase effect staffing?	Support	Strongly Support	
103	104	11/8/2019	I am an Arlington resident without school-age children	I saw nothing good here - but it was hard to tell without street names. I was concerned that a long-ago agreement to make the Ballston Mall a "no man's land" for purposes of deciding what is contiguous has gone out the window. I think that neighborhood kids are paying the price of lucky lottery winners. It isolates a narrow portion of Buckingham and sends them to an inconvenient school. Is this related to the decision to keep the Ballston Mall as zoned for a school? If your goal was to upset people, I think this was a great map!!!	You are not distinguishing between main roads and roads a child can cross when deciding what is walkable. Elementary school children in Ashton Heights are generally not allowed to cross Rt 50, except at the bridge. Asking a few of them to cross Rt 50 to attend Fleet is wrong. When the site for Fleet was chosen, it was chosen to make best use of the existing plot of land and to avoid destroying a well-loved park. The purpose was not to take a fringe set of North Arlington kids (North of Rt 50) and claim they can walk to Fleet. It is improper to ask children to cross a highway entrance ramp to get to school. Henry is a beloved school with a great parent population. You should be very proud of all the success this school has had. They routinely exceed the expectations that their demographics would suggest. WHY WOULD YOU BREAK THAT GEM APART????	Does this one keep Ashton Heights (all of it, not just the central section) in Long Branch? If so, this is an opportunity. This keeps Campbell in their beloved location. It looks like this option would do most of the moving in the crowded parts of the county with less collateral damage for the rest of the county. This will enable the PTAs that have worked hard to create things at their neighborhood schools elsewhere in the county to keep doing what they do. Reed sits on a great plot of land.	I am concerned that you are masking some changes in the boundaries that would break apart Ashton Heights. All of Ashton Heights, including the Western fringes, belong at Long Branch. The neighborhood is well-defined.	Reed is sitting on a great plot of land. I would think some Mck families would be happy with this switch.	I am concerned that you are masking some changes in the boundaries that would break apart Ashton Heights. All of Ashton Heights, including the Western fringes, belong at Long Branch. The neighborhood is well-defined. I think you might destroy Campbell.	Use all existing elementary schools to full capacity: 5, Meet needs for seats in high-growth areas: 2, Keep as many students together in each school community as possible: 1, Enable walking to neighborhood schools as much as possible: 4, Develop a plan that best utilizes existing school facilities located on available land in the County, which do not always match where neighborhood seats are needed for current and projected growth: 6, Consider strategies 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: 3	Long waitlist that could fill building to capacity: 2, Option school is clearly defined in the PreK-12 Instructional Pathways (IPP) framework: 4, Moving option schools to increase access for more students: 1, Moving to a site that can accommodate current population (may include relocatable classrooms): 3	You should consider redefining these statements to include less Jargon.	Strongly Support	Strongly Do Not Support	1. Ballston Mall as no-man's land to increase flexibility in your planning software. 2. Start considering what a nine year old would have to do to walk to school alone when considering which streets are firm barriers and which are not. For example, crossing Rt 50 at a highway exit/entrance ramp is not feasible. Crossing Glebe at a crosswalk with a crossing guard is feasible. (In other words, be careful who you send to Fleet from North of Rt 50). 3. In defining walk zones, don't over emphasize this. Some schools, like Fleet, were placed on that plot of land to make best use of limited park land. In terms of defining a walking population, it was a terrible place to put it (although we all are glad that the Park is still in place). Don't over-rank walking when a school is built in an odd spot.
104	105	11/8/2019	I am an Arlington resident without school-age children	I do not see many opportunities here. I do see increased bus traffic during time when traffic in general is the heaviest, and I see students going to a school that is far away from their home neighborhoods.	See above.	Creation of more neighborhood schools. Students who have started school together could stay together.	I don't think the ATS building is big enough for the Immersion program and fear it would limit the enrollment if the program is housed in this building.	Most of the Carlin Springs students could walk to school.	Putting a choice school off of Carlin Springs road is going to cause traffic backups that don't even want to think about. Carlin Springs is already backed up for most of the morning commute, and adding buses would make it worse. It also seems like moving all of these programs would be an enormous expense. Where are you getting the money to make these moves? I also wonder why we keep building all of these new apartment buildings when we don't have space for the children we already have - but that is a question for the County Board.	Use all existing elementary schools to full capacity: 2, Meet needs for seats in high-growth areas: 3, Keep as many students together in each school community as possible: 1, Enable walking to neighborhood schools as much as possible: 4, Develop a plan that best utilizes existing school facilities located on available land in the County, which do not always match where neighborhood seats are needed for current and projected growth: 6, Consider strategies 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: 5	Long waitlist that could fill building to capacity: 2, Option school is clearly defined in the PreK-12 Instructional Pathways (IPP) framework: 1, Moving option schools to increase access for more students: 4, Moving to a site that can accommodate current population (may include relocatable classrooms): 3		Support	Strongly Support	Why not move the Arlington Montessori School and reopen the building as a neighborhood school? A long time ago, there was an elementary school on Ft. Myer. Why couldn't that school be reopened? It could serve the children on base and at least part of the children in Rosslyn
105	106	11/8/2019	I am the Parent or Guardian of an Elementary Student in APS enrolled in a neighborhood school							Use all existing elementary schools to full capacity: 4, Meet needs for seats in high-growth areas: 2, Keep as many students together in each school community as possible: 6, Enable walking to neighborhood schools as much as possible: 3, Develop a plan that best utilizes existing school facilities located on available land in the County, which do not always match where neighborhood seats are needed for current and projected growth: 5, Consider strategies 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: 1	Long waitlist that could fill building to capacity: 3, Option school is clearly defined in the PreK-12 Instructional Pathways (IPP) framework: 1, Moving option schools to increase access for more students: 4, Moving to a site that can accommodate current population (may include relocatable classrooms): 2	Neighborhood schools should be prioritized. Some option schools are popular only because the neighborhood school is unsatisfactory or the option school is so close in location that people use it as a neighborhood school. In addition, for a school like Campbell Elementary, if the location (next to Long Branch Nature Center and Glencharly Park) is critical to its mission, it should not be moved.	Strongly Support	Do Not Support	There are many factors that depend on each other - locations of neighborhood/option schools, school boundaries, potential future sites for schools. I don't think one factor can be evaluated at a time - they all need to be considered together to truly have a sense of the impact on the student population.
106	107	11/8/2019	I am the Parent or Guardian of an Elementary Student in APS enrolled in an option school	walkable School is a joke. walkable schools should be the very last concern when drawing boundaries. ASP should focus on how to even out and diversify the income brackets for all schools. APS need a to focus on achieve a higher rate of success for all school. Walk ability also keeps school with very well to-to social class (N. Arlington) is a bubble world with the rest of Arlington. Spend a few million dollars on good buses and diversify North Arlington schools with South Arlington neighborhood and vice a versa	It does not do enough to diversify this social economical diversity for Arlington County schools. If all school were great APS Would not have a waiting list for the optional schools. The only reason why parents and kids to optional schools is because their neighborhood school does not perform well. I recommend that if your neighborhood school is performing well you do not get the option of going to an optional school that goes for North Arlington and South Arlington	walkable School is a joke. walkable schools should be the very last concern when drawing boundaries. ASP should focus on how to even out and diversify the income brackets for all schools. APS need a to focus on achieve a higher rate of success for all school. Walk ability also keeps school with very well to-to social class (N. Arlington) is a bubble world with the rest of Arlington. Spend a few million dollars on good buses and diversify North Arlington schools with South Arlington neighborhood and vice a versa	It does not do enough to diversify this social economical diversity for Arlington County schools. If all school were great APS Would not have a waiting list for the optional schools. The only reason why parents and kids to optional schools is because their neighborhood school does not perform well. I recommend that if your neighborhood school is performing well you do not get the option of going to an optional school that goes for North Arlington and South Arlington	walkable School is a joke. walkable schools should be the very last concern when drawing boundaries. ASP should focus on how to even out and diversify the income brackets for all schools. APS need a to focus on achieve a higher rate of success for all school. Walk ability also keeps school with very well to-to social class (N. Arlington) is a bubble world with the rest of Arlington. Spend a few million dollars on good buses and diversify North Arlington schools with South Arlington neighborhood and vice a versa	It does not do enough to diversify this social economical diversity for Arlington County schools. If all school were great APS Would not have a waiting list for the optional schools. The only reason why parents and kids to optional schools is because their neighborhood school does not perform well. I recommend that if your neighborhood school is performing well you do not get the option of going to an optional school that goes for North Arlington and South Arlington	Use all existing elementary schools to full capacity: 2, Meet needs for seats in high-growth areas: 3, Keep as many students together in each school community as possible: 5, Enable walking to neighborhood schools as much as possible: 6, Develop a plan that best utilizes existing school facilities located on available land in the County, which do not always match where neighborhood seats are needed for current and projected growth: 1, Consider strategies 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: 4	Long waitlist that could fill building to capacity: 1, Option school is clearly defined in the PreK-12 Instructional Pathways (IPP) framework: 2, Moving option schools to increase access for more students: 3, Moving to a site that can accommodate current population (may include relocatable classrooms): 4	The first priority should be to improve the schools that a low performing. The only way to do this is to diversify this school with high income brackets with low income brackets (AKA send N Arlington kid to south Arlington schools and side South Arlington kids to North Arlington school)	Strongly Do Not Support	Strongly Do Not Support	Get some buses and makes up the social economical classes of Arlington public schools. illuminate walkable schools

113	114	11/8/2019	I am the Parent or Guardian of an Elementary Student in APS enrolled in a neighborhood school, I am the Parent or Guardian of a Middle or High School Student in APS	This representative scenario is deceptive and misleading. It creates the impression that this is the only option. You should shut down this survey immediately because it's inherently biased. If the county would just consider year-round multi-tracked schooling you could create 2000 elementary school seats with a fraction of the cost of what you're talking about.	This data is biased and misleading.	I am opposed to school moves as a strategy for dealing with capacity issues. Schools and children are not little pieces on a chess board. Communities and parents invest time, money, and energy in not just school programs but the school buildings as well. You should engage in much longer, more open processes before even considering a school move. Further, the McKinley school was just renovated, including with \$70,000 of additional resources contributed by the Mck PTA. It was a design process that inherently considered its status as a neighborhood school. I sat in countless planning meetings for parents to contribute to ideas that would take into account all of Mck's unique qualities such as its art program. We adjusted plans for the parking lot to protect trees with the assumption of fewer buses because it's such a walkable school. Putting McKinley on the table as an option school is disrespectful to the years of planning and hard work and shows poor planning on the part of APS.	Arlington applied for and received a grant for Safe Routes to Schools, which is designed for efforts to make schools more walkable. The construction on McKinley Road, including much needed crosswalks and bump-outs, was just completely literally a month or two ago. The paint is still fresh on the street. This shows poor planning on the part of the county. Why would you renovate a street to accommodate more walkers when you are planning to make it a choice school and just bring in more buses? Also, I would like to add that you have "keep McKinley students together" as a big goal. I'm not sure where this came from. We all knew all along that McKinley was crowded. We were crowded when we renovated, we still had trailers when we opened. We supported the Reed school project BECAUSE we knew it would relieve some of our overcrowding. There was never an expectation to keep that group of EIGHT HUNDRED STUDENTS together.	This question is based on faulty assumptions and incorrect data. School moves should not even be on the table.	Have you calculated the costs of moving a school program? How about the impact on teaching staff? We have a hard enough time recruiting and retaining staff at Key, moving the program will not help. Doesn't Campbell have special facilities specific to its learning model? Further, we think we know that there are more students coming from Rosslyn but APS staff have said that we just don't know yet how many and that the data have not yet borne that out. We know more high-density construction is coming but we don't know for sure that it will be families that will stay. We also don't know if there is a big economic downturn coming, for example, that could put all this construction to a halt or change residential patterns. Committing to something as serious as moving a school program is an inflexible option that could leave us without the flexibility to adjust to our needs. Please put this proposal to a halt immediately and consider other non-capital solutions.	Use all existing elementary schools to full capacity: 2, Meet needs for seats in high-growth areas: 3, Keep as many students together in each school community as possible: 6, Enable walking to neighborhood schools as much as possible: 1, Develop a plan that best utilizes existing school facilities located on available land in the County, which do not always match where neighborhood seats are needed for current and projected growth: 4, Consider strategies 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: 5	Long waitlist that could fill building to capacity: 3, Option school is clearly defined in the PreK-12 Instructional Pathways (IPP) framework: 1, Moving option schools to increase access for more students: 2, Moving to a site that can accommodate current population (may include relocatable classrooms): 4	I don't think moving option schools should be an option at all. This is a biased and misleading question. These answers don't even make sense.	Strongly Do Not Support	Strongly Do Not Support	Stop the building madness. Explore year-round multi-tracked schooling which could bring 2000 additional seats with NO moving and NO new construction. Stop adding millions to our debt service budget every year. Look at the Master Planning process you did 5 years ago where you looked at the role virtual schooling could play in accommodating students. Think outside the box. If you need to, go to a district wide lottery with preference for neighborhood walkability and let individuals sort out what they want. It would probably be easier than the process of redefining boundaries every year. You can solve this problem with the resources you have and without moving programs that don't want to move.
114	115	11/8/2019	I am an APS Staff Member					This is the better proposal. It seems to have more moving parts, but it moves fewer students overall and it allows more students to be in a safe walking zone to school.		Use all existing elementary schools to full capacity: 1, Meet needs for seats in high-growth areas: 3, Keep as many students together in each school community as possible: 6, Enable walking to neighborhood schools as much as possible: 2, Develop a plan that best utilizes existing school facilities located on available land in the County, which do not always match where neighborhood seats are needed for current and projected growth: 5, Consider strategies 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: 4	Long waitlist that could fill building to capacity: 1, Option school is clearly defined in the PreK-12 Instructional Pathways (IPP) framework: 3, Moving option schools to increase access for more students: 4, Moving to a site that can accommodate current population (may include relocatable classrooms): 2	Support	Support		
115	116	11/8/2019	I am the Parent or Guardian of an Elementary Student in APS enrolled in a neighborhood school		Too many boundaries are very wide. Transportation will be extremely difficult, and potentially expensive	Does not move as many students. Keeps many of the kids that you do move together in large groups, rather than a few planning units. Moves immersion to better location.	What are the bus percentages under the option where you don't move any schools? It'd be helpful to compare that to the 18% here.	Not sure if there are many differences from the above plan? Does it help immersion thrive to be at Carlin Springs?	Worried about whether Campbell can effectively pursue its EL program at that location.	Use all existing elementary schools to full capacity: 1, Meet needs for seats in high-growth areas: 5, Keep as many students together in each school community as possible: 2, Enable walking to neighborhood schools as much as possible: 3, Develop a plan that best utilizes existing school facilities located on available land in the County, which do not always match where neighborhood seats are needed for current and projected growth: 4, Consider strategies 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: 6	Long waitlist that could fill building to capacity: 1, Option school is clearly defined in the PreK-12 Instructional Pathways (IPP) framework: 4, Moving option schools to increase access for more students: 2, Moving to a site that can accommodate current population (may include relocatable classrooms): 3	Strongly Support	Strongly Support	Overall both options seem like good plans. The planning from APS on this is greatly improved, as has the transparency. I hope that one of these plans is approved, given the amount of thought and effort that has gone into them. Please make sure that meetings you have with school groups are open to the public to allow for continued transparency in the process. Thank you!	
116	117	11/8/2019	I am an APS Staff Member, I am the Parent or Guardian of a Middle or High School Student in APS							Use all existing elementary schools to full capacity: 1, Meet needs for seats in high-growth areas: 2, Keep as many students together in each school community as possible: 4, Enable walking to neighborhood schools as much as possible: 3, Develop a plan that best utilizes existing school facilities located on available land in the County, which do not always match where neighborhood seats are needed for current and projected growth: 6, Consider strategies 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: 5	Long waitlist that could fill building to capacity: 4, Option school is clearly defined in the PreK-12 Instructional Pathways (IPP) framework: 3, Moving option schools to increase access for more students: 1, Moving to a site that can accommodate current population (may include relocatable classrooms): 2	Strongly Support	Strongly Support		
117	119	11/8/2019	I am the Parent or Guardian of a Child(ren) in PreK in APS	NONE	TOO MANY BUSES TO ADD. TOO MUCH POLLUTION. TOO MUCH MORE CONGESTION FOR COMMUTERS. TOO MUCH TIME WASTED KIDS WAITING AND RIDING SCHOOL BUS	THIS ONE IS THE BEST IT MAKES MOST SENSE.		IT'S OK, NOT THE BEST BUT ACCEPTABLE	PARENTS CURRENTLY AT OPTION SCHOOLS MAY NOT LIKE IT IF THEIR SCHOOLS ARE MOVED BUT IT'LL BE OK ONCE THEY GET OVER IT	Use all existing elementary schools to full capacity: 4, Meet needs for seats in high-growth areas: 6, Keep as many students together in each school community as possible: 2, Enable walking to neighborhood schools as much as possible: 1, Develop a plan that best utilizes existing school facilities located on available land in the County, which do not always match where neighborhood seats are needed for current and projected growth: 3, Consider strategies 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: 5	Long waitlist that could fill building to capacity: 2, Option school is clearly defined in the PreK-12 Instructional Pathways (IPP) framework: 3, Moving option schools to increase access for more students: 1, Moving to a site that can accommodate current population (may include relocatable classrooms): 4	MOVING OPTION SCHOOLS IS A SHORT TERM PAIN BUT IT IS GOOD IN THE LONG TERM	Support	Strongly Support	
118	120	11/8/2019	I am the Parent or Guardian of a Middle or High School Student in APS							Use all existing elementary schools to full capacity: 1, Meet needs for seats in high-growth areas: 3, Keep as many students together in each school community as possible: 4, Enable walking to neighborhood schools as much as possible: 2, Develop a plan that best utilizes existing school facilities located on available land in the County, which do not always match where neighborhood seats are needed for current and projected growth: 5, Consider strategies 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: 6	Long waitlist that could fill building to capacity: 3, Option school is clearly defined in the PreK-12 Instructional Pathways (IPP) framework: 4, Moving option schools to increase access for more students: 1, Moving to a site that can accommodate current population (may include relocatable classrooms): 2	Moving schools is going to make everyone unhappy, but it is clear that the Key building needs to be a neighborhood school. Could you build another school on Key grounds? I think I saw that as an opportunity in one presentation. That could put the Key bilingual school and a neighborhood school on the same site. Also why on earth isn't Reed opening as an option school? I know the BD of Ed made that promise when they decided to build a school there, but maybe that decision can be reopened for a vote? It seems to be a lot of people would now rather Reed be an option school rather than moving McKinley to Reed and McKinley being the option school. It seems that it would be cheaper and easier on everyone involved.	Strongly Support	Strongly Support	

119	121	11/8/2019	Other (Please specify) : I am a parent of a child who will enroll in APS Kindergarten next year	Giving children in the growth areas more options for school attendance, making less diverse schools more inclusive/diverse.	In general the two proposals seems to move many options further away from the Rosslyn/Courthouse/Clarendon area to the edges of the county, favoring two growth areas over the other. For example, anyone who wants the option to lottery into Key or ATS will now have their children on buses for even longer, and if they work, will need to drive through more traffic to pick them up at the end of the day. Other lottery schools are even further away. The school boundaries for ASFS are also supposed to be part of this plan, but they look like they will not change. Taylor is in trailers and encompasses a huge geographic area - some of those neighborhoods are actually much closer to ASFS. This should also be taken into account along with the building swap, particularly if they are relocated to Key. For example, the neighborhoods between Lee Highway and the GW Parkway north of Spout Run are arbitrary split between Taylor and AFS. They should all be in ASF - it is the much closer school.	Given the popularity of ATS, having more space is good. Another neighborhood school in the Rosslyn/Courthouse area would also be helpful as Taylor covers a large geographic area. The boundaries should be redrawn for this new school with diversity in income/race/ethnicity in mind.	ATS will be even far away from some of the high growth zones. What will be the boundaries of the new neighborhood school at Key? Will it take some pressure off of the Taylor and other nearby schools? Will it have a specific emphasis like ASF or by broader? Can you be more specific about which students will be moved? Do these numbers encompass incoming students or only current students?	I support the addition of a new neighborhood school in Rosslyn/Courthouse but would like an approach that retains some proximity to lottery school options, which seem to be mainly moved further away.	This involves a lot more disruption and change without clear justification for some of these moves. Why move Campbell? Both options move ATS to McKinley. Are there other options besides this one that keeps it more centrally located but gives it more space? Why is moving ASF to the Key building off the table? Campbell is a lottery school - does this assume it becomes a neighborhood school? Three lottery schools will be moved - that seems like a lot and two of these will be moved further away from the Rosslyn/Courthouse/Clarendon high growth area, which seems unfair. What will the new neighborhood school boundaries look like in the current Key location? Please consider students in the area across Lee Highway that are physically much closer to the Key location than they are to Taylor.	Use all existing elementary schools to full capacity: 3. Meet needs for seats in high-growth areas: 2. Keep as many students together in each school community as possible: 5. Enable walking to neighborhood schools as much as possible: 4. Develop a plan that best utilizes existing school facilities located on available land in the County, which do not always match where neighborhood seats are needed for current and projected growth: 6. Consider strategies 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: 1	Long waitlist that could fill building to capacity: 2. Option school is clearly defined in the PreK-12 Instructional Pathways (IPP) framework: 3. Moving option schools to increase access for more students: 1. Moving to a site that can accommodate current population (may include relocatable classrooms): 4	equity and inclusion - diversity with regard to income and race/ethnicity; giving students in main growth areas multiple options (neighborhood + lottery schools) within a reasonable geographic distance; favoring areas not flagged for future capital investments in the relocation decisions; revisiting the boundaries of neighborhood school such as Taylor and ASF when creating a new neighborhood school to favor proximity (e.g. in neighborhoods between Lee Highway and GW Parkway north of Spout Run) and diversity.	Support	Neutral	
120	122	11/8/2019	I am the Parent or Guardian of an Elementary Student in APS enrolled in a neighborhood school				Why doesn't the Key school move into to Tuckahoe, and Tuckahoe students can go to McKinley, Reed, Jamestown, or Nottingham. That would solve the under-enrollment in Tuckahoe and Nottingham, and moving of Key. Most kids in McKinley and ATS then don't have to move.			Use all existing elementary schools to full capacity: 4. Meet needs for seats in high-growth areas: 5. Keep as many students together in each school community as possible: 1. Enable walking to neighborhood schools as much as possible: 3. Develop a plan that best utilizes existing school facilities located on available land in the County, which do not always match where neighborhood seats are needed for current and projected growth: 6. Consider strategies 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: 2	Long waitlist that could fill building to capacity: 3. Option school is clearly defined in the PreK-12 Instructional Pathways (IPP) framework: 1. Moving option schools to increase access for more students: 4. Moving to a site that can accommodate current population (may include relocatable classrooms): 2	Emphasize neighborhood school. Choice Schools should not trump neighborhood schools.	Strongly Support	Strongly Support	
121	123	11/8/2019	I am the Parent or Guardian of an Elementary Student in APS enrolled in a neighborhood school		Under this scenario, students in the Courthouse/Rosslyn area live quite far from their "neighborhood" school (Taylor). Can the ASFS boundary extend further east and some of the neighborhoods on the northern ASFS boundary be assigned to Taylor instead?		How can good quality be assured for the new neighborhood school in the Key building? Would some staff and teachers from existing schools move there or would it all be new staff?			Use all existing elementary schools to full capacity: 6. Meet needs for seats in high-growth areas: 1. Keep as many students together in each school community as possible: 4. Enable walking to neighborhood schools as much as possible: 3. Develop a plan that best utilizes existing school facilities located on available land in the County, which do not always match where neighborhood seats are needed for current and projected growth: 5. Consider strategies 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: 2	Long waitlist that could fill building to capacity: 4. Option school is clearly defined in the PreK-12 Instructional Pathways (IPP) framework: 3. Moving option schools to increase access for more students: 2. Moving to a site that can accommodate current population (may include relocatable classrooms): 1		Strongly Support	Support	
122	124	11/8/2019	I am the Parent or Guardian of an Elementary Student in APS enrolled in a neighborhood school, I am the Parent or Guardian of a Child(ren) not yet in PreK	Keeping all neighborhood schools as neighborhood schools, accessible to those who live closest to them.	oddly shaped boundaries for several elementary schools which provides less of a neighborhood feel and is hard for the children/families who live on the smaller parts of those boundaries since their closest neighbors may not attend the same school. Also long bus rides and potential travel delays. Many students move from their existing school which is hard and unpopular changes to make.	Keeping most of McKinley community together and allowing focus to be spent where it is needed. Less children will be reassigned than if no schools move. School boundaries would be less long and varied. ATS would get a newly remodeled building that would be nice for them. Would Reed become McKinley? You could keep the name since it is on McKinley Road?	Loss of McKinley as a neighborhood school would be hard for children/families who live closest to McKinley who would now be eligible to bus to Reed since they would need to cross 66 and Washington BLVD. Those are the same neighbors who lived through the construction/expansion of McKinley and oversaw the growth plan would now have to drive past the closest school to get to Reed site. What about the current staff at those schools affected, would they all be invited to make the move? Many, especially the Principal at McKinley are beloved and the community would be sad to lose them.	Less neighborhood school students to be reassigned and less neighborhood kids would need to take the bus. All the above points about McKinley community are valid, keeping more kids together is a good thing. Perhaps this would be a radical change all at once but would limit the amount of future movement that needed to happen and allow focus to be on growth in the regions that will need extra seats.	Lots of movement of school buildings. Loss of McKinley as a neighborhood school would be hard for children/families who live closest to McKinley who would now be eligible to bus to Reed since they would need to cross 66 and Washington BLVD. Those are the same neighbors who lived through the construction/expansion of McKinley and oversaw the growth plan would now have to drive past the closest school to get to Reed site. What about the current staff at those schools affected, would they all be invited to make the move? Many, especially the Principal at McKinley are beloved and the community would be sad to lose them.	Use all existing elementary schools to full capacity: 4. Meet needs for seats in high-growth areas: 5. Keep as many students together in each school community as possible: 1. Enable walking to neighborhood schools as much as possible: 2. Develop a plan that best utilizes existing school facilities located on available land in the County, which do not always match where neighborhood seats are needed for current and projected growth: 6. Consider strategies 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: 3	Long waitlist that could fill building to capacity: 3. Option school is clearly defined in the PreK-12 Instructional Pathways (IPP) framework: 4. Moving option schools to increase access for more students: 2. Moving to a site that can accommodate current population (may include relocatable classrooms): 1	Cost of busing, traffic in neighborhood, how many students will be displaced from their neighborhood school and have to bus.	Support	Strongly Support	
123	125	11/8/2019	I am the Parent or Guardian of an Elementary Student in APS enrolled in a neighborhood school, I am the Parent or Guardian of a Child(ren) not yet in PreK	Move option schools	More transportation	Better use of space and better walk zone. Key school is still near major public transportation lines and ATS is accessible off major roads.	Change is hard		Change is hard	Use all existing elementary schools to full capacity: 4. Meet needs for seats in high-growth areas: 5. Keep as many students together in each school community as possible: 6. Enable walking to neighborhood schools as much as possible: 1. Develop a plan that best utilizes existing school facilities located on available land in the County, which do not always match where neighborhood seats are needed for current and projected growth: 2. Consider strategies 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: 3	Long waitlist that could fill building to capacity: 1. Option school is clearly defined in the PreK-12 Instructional Pathways (IPP) framework: 3. Moving option schools to increase access for more students: 2. Moving to a site that can accommodate current population (may include relocatable classrooms): 4		Strongly Support	Strongly Support	
124	126	11/8/2019	I am the Parent or Guardian of a Child(ren) in PreK in APS							Use all existing elementary schools to full capacity: 5. Meet needs for seats in high-growth areas: 3. Keep as many students together in each school community as possible: 4. Enable walking to neighborhood schools as much as possible: 1. Develop a plan that best utilizes existing school facilities located on available land in the County, which do not always match where neighborhood seats are needed for current and projected growth: 6. Consider strategies 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: 2	Long waitlist that could fill building to capacity: 2. Option school is clearly defined in the PreK-12 Instructional Pathways (IPP) framework: 3. Moving option schools to increase access for more students: 1. Moving to a site that can accommodate current population (may include relocatable classrooms): 4	Schools should be integrated racially and socio-economically. School integration is the best way to improve outcomes for all students. Walking to school is also nice, but disrupting segregation should be the top priority, in order to maintain (what I feel, so far) the diverse and integrates nature of APS (I live in Hoffman Boston zone and my child attends Fleet).	Support	Neutral	Although I love the idea of walking to school, if transportation is necessary to support better outcomes for all students, I welcome it.

125	127	11/8/2019	I am the Parent or Guardian of an Elementary Student in APS enrolled in a neighborhood school, I am the Parent or Guardian of a Middle or High School Student in APS								Use all existing elementary schools to full capacity; 6, Meet needs for seats in high-growth areas; 3, Keep as many students together in each school community as possible; 4, Enable walking to neighborhood schools as much as possible; 5, Develop a plan that best utilizes existing school facilities located on available land in the County, which do not always match where neighborhood seats are needed for current and projected growth; 2, Consider strategies 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: 1	Long waitlist that could fill building to capacity; 2, Option school is clearly defined in the PreK-12 Instructional Pathways (IPP) framework; 4, Moving option schools to increase access for more students: 1, Moving to a site that can accommodate current population (may include relocatable classrooms): 3	What do the students currently at that site do? Do they get preference to stay at the site in the new school? Or do they have to move?	Support	Neutral	If you're building a new school, build in extra capacity! Plan for 10-20 years for now. Add capacity to existing schools -- add another floor to an already existing school. If you build with enough forward vision, you shouldn't need to re-do this every few years. Our neighborhood just moved schools 3 years ago, and may likely need to move again...
126	128	11/8/2019	I am the Parent or Guardian of an Elementary Student in APS enrolled in a neighborhood school, I am the Parent or Guardian of a Child(ren) not yet in PreK		A new neighborhood school at key. Less boundary adjustments needed countywide later on.	Much disruption for McKinley families, especially those who can currently walk to McKinley and would now have to bus to Reed. Could APS consider modifying this proposal so that ATS moves to the new Reed location instead? It seems there would still be all the same benefits, and not the disruption to McKinley. McKinley could stay a neighborhood school, which fits it well since it is surrounded by houses and walkers. And Reed seems like a good option school location with its proximity to Washington blvd which makes it easy to get to countywide.	New neighborhood schools at key and campbell. Much less boundary adjustments needed later.	A good bit of disruption to current schools. Especially a lot of disruption to McKinley and the loss of a neighborhood school that fits the criteria for being a neighborhood school so well, as it is surrounded by houses and walkers. One suggestion - could ATS be moved to Reed instead, and McKinley stay a neighborhood school? This would yield all the same benefits to this proposal, and less disruption. Plus Reed seems like a good option school location, as it is near a main road Washington blvd and is an easy to get to location.	Use all existing elementary schools to full capacity; 3, Meet needs for seats in high-growth areas; 4, Keep as many students together in each school community as possible; 1, Enable walking to neighborhood schools as much as possible; 2, Develop a plan that best utilizes existing school facilities located on available land in the County, which do not always match where neighborhood seats are needed for current and projected growth; 6, Consider strategies 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: 5	Long waitlist that could fill building to capacity; 3, Option school is clearly defined in the PreK-12 Instructional Pathways (IPP) framework; 1, Moving option schools to increase access for more students: 2, Moving to a site that can accommodate current population (may include relocatable classrooms): 4		Support	Support	Please consider moving ATS to Reed, and keeping McKinley as a neighborhood school.		
127	129	11/8/2019	I am an APS Staff Member, I am the Parent or Guardian of an Elementary Student in APS enrolled in an option school	Without street names on the map, it is difficult to assess the boundaries for Ashlawn and Reed. Therefore it is impossible to say what positive opportunities exist with this scenario.	Would Ashlawn gain or lose in diversity. A loss of diversity would be unfortunate.		Fewer buses is an opportunity.	Campbell becomes less diverse. How is that a good thing?	Use all existing elementary schools to full capacity; 6, Meet needs for seats in high-growth areas; 2, Keep as many students together in each school community as possible; 5, Enable walking to neighborhood schools as much as possible; 4, Develop a plan that best utilizes existing school facilities located on available land in the County, which do not always match where neighborhood seats are needed for current and projected growth; 3, Consider strategies 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: 1	Long waitlist that could fill building to capacity; 3, Option school is clearly defined in the PreK-12 Instructional Pathways (IPP) framework; 1, Moving option schools to increase access for more students: 2, Moving to a site that can accommodate current population (may include relocatable classrooms): 4	Staff. This impacts them as much as it does the families.	Support	Neutral			
128	130	11/8/2019	I am the Parent or Guardian of an Elementary Student in APS enrolled in a neighborhood school, I am the Parent or Guardian of a Child(ren) not yet in PreK			There is no discussion of where the McKinley children who are not walkable to Reed will attend school. Will McKinley be split piece-meal between Ashlawn, Reed and Tuckahoe? Not sure if waitlist at ATS is indicative of a desirable program. Most of ATS students are from the surrounding neighborhood (suggesting families are choosing ATS to act as their close neighborhood school) or from Barcroft, which is year-round, suggesting that those families do not want year-round.	Opens up neighborhood in Rosslyn corridor.	McKinley was just remodeled and still over capacity - opening Reed as a neighborhood school will alleviate overcrowding. There is no reason to move ATS-a long waitlist does not necessarily mean a desirable program. It does not behoove the county to put the "needs" of an option school above that of a neighborhood school. Keeping option schools at capacity is simple: there are X amount of seats, so X amount of students are accepted.	Use all existing elementary schools to full capacity; 6, Meet needs for seats in high-growth areas; 4, Keep as many students together in each school community as possible; 2, Enable walking to neighborhood schools as much as possible; 3, Develop a plan that best utilizes existing school facilities located on available land in the County, which do not always match where neighborhood seats are needed for current and projected growth; 5, Consider strategies 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: 1	Long waitlist that could fill building to capacity; 2, Option school is clearly defined in the PreK-12 Instructional Pathways (IPP) framework; 1, Moving option schools to increase access for more students: 4, Moving to a site that can accommodate current population (may include relocatable classrooms): 3	The option schools should not take precedent over the neighborhood schools.	Support	Neutral	Look at the schools in Zone one that are currently under capacity that could be a better fit for moving Key or ATS.		
129	131	11/8/2019	I am the Parent or Guardian of an Elementary Student in APS enrolled in a neighborhood school		In the two school moves proposals the point is made that a large number of McKinley kids will stay together. But here, you would take a very small amount of students from Tuckahoe and move them to Reed. Our family lives within this area, and we're unhappy with a proposal that assigns our kids away from virtually everyone they know in the middle of elementary. I understand that the loudest voices in the Reed planning process have been neighbors who are concerned with traffic and parking. Please don't lose sight, though, of the actual kids who will be required to attend. We live in a contiguous neighborhood between Washington Blvd. and Lee Highway, where our kids can walk to other homes without having to cross a major road. I'm disappointed that we'll be separated from the rest of the neighborhood in the middle of elementary simply because certain voices insisted that Reed be a neighborhood school. Tuckahoe doesn't need capacity relief and Reed will be full- who does this scenario help?				Use all existing elementary schools to full capacity; 4, Meet needs for seats in high-growth areas; 6, Keep as many students together in each school community as possible; 1, Enable walking to neighborhood schools as much as possible; 5, Develop a plan that best utilizes existing school facilities located on available land in the County, which do not always match where neighborhood seats are needed for current and projected growth; 2, Consider strategies 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: 3	Long waitlist that could fill building to capacity; 4, Option school is clearly defined in the PreK-12 Instructional Pathways (IPP) framework; 1, Moving option schools to increase access for more students: 3, Moving to a site that can accommodate current population (may include relocatable classrooms): 2		Support	Strongly Support	I suggest that in the future you permit members of the public to submit comments without engaging in these ranking exercises. They are not useful to commenters. I expressed my thoughts about a specific issue on a previous page and am not thrilled that data will be collected from these vaguely stated general priorities to support whatever choice APS wishes to make.		
130	132	11/8/2019	I am the Parent or Guardian of an Elementary Student in APS enrolled in a neighborhood school		With the traffic issues in the area already, losing half of the walkable planning units does not seem to be beneficial to the students or residents.	Keeping McKinley students together and allowing more students to enroll off waitlists seems like a good idea.	Students being reassigned (but this is going to be the result of any proposal)	Having the Spanish Immersion school in a larger Spanish speaking area would be beneficial to the students learning Spanish (the whole point of immersion :))	Reassigning students	Use all existing elementary schools to full capacity; 3, Meet needs for seats in high-growth areas; 5, Keep as many students together in each school community as possible; 4, Enable walking to neighborhood schools as much as possible; 1, Develop a plan that best utilizes existing school facilities located on available land in the County, which do not always match where neighborhood seats are needed for current and projected growth; 6, Consider strategies 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: 2	Long waitlist that could fill building to capacity; 2, Option school is clearly defined in the PreK-12 Instructional Pathways (IPP) framework; 4, Moving option schools to increase access for more students: 1, Moving to a site that can accommodate current population (may include relocatable classrooms): 3		Support	Strongly Support		

131	133	11/8/2019	I am the Parent or Guardian of a Middle or High School Student in APS			More students accepted to ATS. More centralized North Arlington immersion school. Creates neighborhood schools where needed. Keeps North Arlington immersion in North Arlington. Keeps Campbell in South Arlington as a South Arlington preference school.				Moves North Arlington immersion school to South Arlington (which already has Claremont). Moves Campbell (South Arlington priority) to North Arlington, making it more difficult to reach for target student group. Moves Campbell away from campus that has been designed to accommodate Expeditionary Learning objectives. Would reduce ethnic and income integration at Campbell; minorities from surrounding neighborhoods would be less likely to attend Campbell if it were in North Arlington.	Use all existing elementary schools to full capacity: 1, Meet needs for seats in high-growth areas: 2, Keep as many students together in each school community as possible: 6, Enable walking to neighborhood schools as much as possible: 3, Develop a plan that best utilizes existing school facilities located on available land in the County, which do not always match where neighborhood seats are needed for current and projected growth: 5, Consider strategies 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: 4	Long waitlist that could fill building to capacity: 3, Option school is clearly defined in the PreK-12 Instructional Pathways (IPP) framework: 1, Moving option schools to increase access for more students: 2, Moving to a site that can accommodate current population (may include relocatable classrooms): 4	Extent to which current campus has been improved to complement option school's mission; e.g., outdoor learning facilities at Campbell. Proximity to target population; e.g., Campbell as South Arlington preference school and Key as North Arlington immersion school. Campbell should remain in South Arlington, and Key should remain in North Arlington. Maintaining socio-economic and ethnic balance at option schools.	Strongly Support	Support	
132	134	11/8/2019	I am the Parent or Guardian of an Elementary Student in APS enrolled in a neighborhood school, I am the Parent or Guardian of a Child(ren) not yet in PreK								Use all existing elementary schools to full capacity: 2, Meet needs for seats in high-growth areas: 3, Keep as many students together in each school community as possible: 1, Enable walking to neighborhood schools as much as possible: 5, Develop a plan that best utilizes existing school facilities located on available land in the County, which do not always match where neighborhood seats are needed for current and projected growth: 6, Consider strategies 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: 4	Long waitlist that could fill building to capacity: 1, Option school is clearly defined in the PreK-12 Instructional Pathways (IPP) framework: 3, Moving option schools to increase access for more students: 4, Moving to a site that can accommodate current population (may include relocatable classrooms): 2	Recognize that some number of current attendees at that school will not wish to attend at the new site in light of dramatic change to commute.	Strongly Support	Neutral	
133	135	11/8/2019	I am the Parent or Guardian of an Elementary Student in APS enrolled in a neighborhood school, I am the Parent or Guardian of a Child(ren) not yet in PreK	None	- More busing, which would lead to higher operating costs, more pollution and more congestion - Many kids that could walk to a neighborhood school would have to take a bus - Disruptive to families who have to change schools	- Maximizes walking - Cuts down on busing	- I imagine folks near McKinley will be upset that they can't walk to school any more	- Maximizes walking - Cuts down on busing	- Seems like an unnecessary amount of moving	Use all existing elementary schools to full capacity: 3, Meet needs for seats in high-growth areas: 4, Keep as many students together in each school community as possible: 2, Enable walking to neighborhood schools as much as possible: 1, Develop a plan that best utilizes existing school facilities located on available land in the County, which do not always match where neighborhood seats are needed for current and projected growth: 5, Consider strategies 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: 6	Long waitlist that could fill building to capacity: 2, Option school is clearly defined in the PreK-12 Instructional Pathways (IPP) framework: 3, Moving option schools to increase access for more students: 1, Moving to a site that can accommodate current population (may include relocatable classrooms): 4		Strongly Support	Strongly Support	Get rid of option schools and turn them all into neighborhood schools. Retain and/or expand science focus and Spanish immersion to other schools.	
134	136	11/8/2019	I am the Parent or Guardian of an Elementary Student in APS enrolled in a neighborhood school. Other (Please specify) - We attend Long Branch because we are a military family utilizing the Ft Myer School Age Program.	I like this scenario for two reasons: it puts the Ft Myer School Age students back at Long Branch- the school that has had a relationship with the base for over 30 years. It also our neighborhood children (I live 2 blocks from ASF but am zoned for Taylor) to attend ASF, letting our kids be able to walk to school.	Personally, I see none	I'm not affected by this	N/A	I'm not affected by this	N/A	Use all existing elementary schools to full capacity: 3, Meet needs for seats in high-growth areas: 4, Keep as many students together in each school community as possible: 2, Enable walking to neighborhood schools as much as possible: 1, Develop a plan that best utilizes existing school facilities located on available land in the County, which do not always match where neighborhood seats are needed for current and projected growth: 5, Consider strategies 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: 6	Long waitlist that could fill building to capacity: 4, Option school is clearly defined in the PreK-12 Instructional Pathways (IPP) framework: 3, Moving option schools to increase access for more students: 1, Moving to a site that can accommodate current population (may include relocatable classrooms): 2	Because we had such a frustrating experience last re-zoning effort, what is most important is to DISREGARD moving children around to even out the demographics. It seemed that a vast number of kids were moved to accommodate equality in free and reduced lunch and diversity numbers. Letting children attend school in neighborhoods and become more unified as a community should be more important than equal demographics.	Neutral	Do Not Support	Ensure the 75 students who attend Ft Myer School Age Program are treated with the same consideration as the neighborhood children.	
135	137	11/8/2019	I am an APS Staff Member					Nothing	You were taking a school with a high SES free and reduced population and placing it in a school that has been slated for demolition. Do you see the problem with that?	Use all existing elementary schools to full capacity: 5, Meet needs for seats in high-growth areas: 2, Keep as many students together in each school community as possible: 1, Enable walking to neighborhood schools as much as possible: 3, Develop a plan that best utilizes existing school facilities located on available land in the County, which do not always match where neighborhood seats are needed for current and projected growth: 4, Consider strategies 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: 6	Long waitlist that could fill building to capacity: 1, Option school is clearly defined in the PreK-12 Instructional Pathways (IPP) framework: 2, Moving option schools to increase access for more students: 3, Moving to a site that can accommodate current population (may include relocatable classrooms): 4		Strongly Support	Neutral		
136	138	11/8/2019	I am the Parent or Guardian of an Elementary Student in APS enrolled in a neighborhood school	No matter what decision is made, my child will still walk to the same school. I have no personal stake in the decision. Proposal #2 is the best for the County as a whole.	No matter what decision is made, my child will still walk to the same school. I have no personal stake in the decision. Proposal #2 is the best for the County as a whole.	No matter what decision is made, my child will still walk to the same school. I have no personal stake in the decision. Proposal #2 is the best for the County as a whole.	No matter what decision is made, my child will still walk to the same school. I have no personal stake in the decision. Proposal #2 is the best for the County as a whole.	No matter what decision is made, my child will still walk to the same school. I have no personal stake in the decision. Proposal #2 is the best for the County as a whole.	No matter what decision is made, my child will still walk to the same school. I have no personal stake in the decision. Proposal #2 is the best for the County as a whole.	Use all existing elementary schools to full capacity: 3, Meet needs for seats in high-growth areas: 4, Keep as many students together in each school community as possible: 6, Enable walking to neighborhood schools as much as possible: 1, Develop a plan that best utilizes existing school facilities located on available land in the County, which do not always match where neighborhood seats are needed for current and projected growth: 5, Consider strategies 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: 2	Long waitlist that could fill building to capacity: 3, Option school is clearly defined in the PreK-12 Instructional Pathways (IPP) framework: 4, Moving option schools to increase access for more students: 1, Moving to a site that can accommodate current population (may include relocatable classrooms): 2	Sounds like you covered it all.	Strongly Support	Strongly Support	No.	
137	139	11/8/2019	I am the Parent or Guardian of an Elementary Student in APS enrolled in a neighborhood school	There would be more bus options, which are nice when you have a child who lives a bit far from the school, but not far enough to ride the bus.	Placing a school outside of the neighborhood it serves seems really silly as that would mean a higher bus load than needed.	It seems like there is less shuffling overall and gives some families options for how their children come and go to school.	There could be backlash at moving students around, even if it is to benefit the whole.	The opportunities could be that there are more seats in an option school.	Even more children shuffled around and having to move that many schools around would be a ridiculous number of moving parts to execute in the summer. More backlash overall will be seen with this proposal.	Use all existing elementary schools to full capacity: 1, Meet needs for seats in high-growth areas: 2, Keep as many students together in each school community as possible: 6, Enable walking to neighborhood schools as much as possible: 4, Develop a plan that best utilizes existing school facilities located on available land in the County, which do not always match where neighborhood seats are needed for current and projected growth: 3, Consider strategies 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: 5	Long waitlist that could fill building to capacity: 1, Option school is clearly defined in the PreK-12 Instructional Pathways (IPP) framework: 2, Moving option schools to increase access for more students: 3, Moving to a site that can accommodate current population (may include relocatable classrooms): 4	How equitable is the move? Is one side reaping all of the benefits while the other side gets the leftovers? Are we doing this to appease parents or are we doing this for the better of the children? Remember, parents complaining loudly enough tend to get their way. Ex: the previous rezoning efforts that were thwarted by Fairlington parents who refused to consider Drew as a viable option for their children. Stop banding over for the whiny parents, make choices that will work best.	Support	Neutral		

138	140	11/8/2019	I am the Parent or Guardian of a Middle or High School Student in APS								Use all existing elementary schools to full capacity: 3, Meet needs for seats in high-growth areas: 2, Keep as many students together in each school community as possible: 6, Enable walking to neighborhood schools as much as possible: 5, Develop a plan that best utilizes existing school facilities located on available land in the County, which do not always match where neighborhood seats are needed for current and projected growth: 1, Consider strategies 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: 4	Long waitlist that could fill building to capacity: 3, Option school is clearly defined in the PreK-12 Instructional Pathways (IPP) framework: 4, Moving option schools to increase access for more students: 1, Moving to a site that can accommodate current population (may include relocatable classrooms): 2	Strongly Support	Strongly Support	
139	141	11/8/2019	I am the Parent or Guardian of an Elementary Student in APS enrolled in a neighborhood school		It would be absolutely ridiculous to implement this. We are in Rosslyn corridor currently enrolled in ASFS. We already cannot walk yet with this plan our neighborhood school would move even further. Having a school closer yet making elementary age kids take a bus to a school 2 miles away makes no sense. HB Woodlawn should have been a neighborhood elementary school.	We are only concerned about Key Elementary and this plan makes sense. Making Key a neighborhood school is a sensible option.	It is unclear how Key school will be formed - does it mean all new staff will be hired, staff currently in Key will be able to stay or some other third option.	We are only concerned about Key Elementary and this plan makes sense. Making Key a neighborhood school is a sensible option.	It is unclear how Key school will be formed, staff currently in Key will be able to stay or some other third option.	Use all existing elementary schools to full capacity: 3, Meet needs for seats in high-growth areas: 2, Keep as many students together in each school community as possible: 1, Enable walking to neighborhood schools as much as possible: 4, Develop a plan that best utilizes existing school facilities located on available land in the County, which do not always match where neighborhood seats are needed for current and projected growth: 6, Consider strategies 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: 5	Long waitlist that could fill building to capacity: 1, Option school is clearly defined in the PreK-12 Instructional Pathways (IPP) framework: 4, Moving option schools to increase access for more students: 2, Moving to a site that can accommodate current population (may include relocatable classrooms): 3	Neutral	Neutral		
140	142	11/8/2019	I am the Parent or Guardian of an Elementary Student in APS enrolled in a neighborhood school		Too many moves for too many students. And too many buses which are not only a waste of student and parent time, and county money, but are terrible for the environment.	Less schools moved	Minimizing disruption to schools means increasing disruptions to students and families. Still so many transportation issues	Least students moved, maximizes student location and minimizes need for bus and other forms of transportation. Though the one time move would be costly and painful for administrators and teachers for each school, the benefits to the entire student body and the community for APS are worth it. The current transportation situation is beyond frustrating.	Hard for principals and teachers as one more school must move.	Use all existing elementary schools to full capacity: 3, Meet needs for seats in high-growth areas: 2, Keep as many students together in each school community as possible: 4, Enable walking to neighborhood schools as much as possible: 1, Develop a plan that best utilizes existing school facilities located on available land in the County, which do not always match where neighborhood seats are needed for current and projected growth: 5, Consider strategies 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: 6	Long waitlist that could fill building to capacity: 4, Option school is clearly defined in the PreK-12 Instructional Pathways (IPP) framework: 3, Moving option schools to increase access for more students: 1, Moving to a site that can accommodate current population (may include relocatable classrooms): 2	Strongly Support	Strongly Support	Minimizing transportation costs and length should be top priority. In addition, consider removing busing altogether for option schools.	
141	143	11/8/2019	I am the Parent or Guardian of an Elementary Student in APS enrolled in a neighborhood school	None - this scenario is awful.	The split boundaries are bizarre. Walkability should be prioritized with the schools along the N/S border being drawn to also maximize economic diversity.	This is the best scenario. Keep kids walking. Send resources South and along the pike where they are needed. Support option schools for those who want them. My kids are in the walk zone for Ashlawn and McKinley. I would be fine if they were bussed to Reed or the current ATS building. We need to what is best for ALL students and future county growth.	Ashlawn overcrowding will need to be corrected to absorb the McKinley kids.	Same as Option 1, but it seems more complicated and expensive.	As much as Ashlawn's Global Citizen project is predicated on having diversity it will lose when it absorbs McKinley and loses it's Eastern tail... As much as McKinley's arts program benefits from it's thoughtfully designed building... We can get over that. It makes NO SENSE to move Campbell away from the Nature Center. Has anyone talked to the Spanish Speakers to see what THEY want? How can we support the native Spanish speakers to use Option schools - can they have extended day busses back to neighborhood schools so working parents don't have to drive across Arlington to drop off and pick-up kids?	Use all existing elementary schools to full capacity: 5, Meet needs for seats in high-growth areas: 3, Keep as many students together in each school community as possible: 6, Enable walking to neighborhood schools as much as possible: 1, Develop a plan that best utilizes existing school facilities located on available land in the County, which do not always match where neighborhood seats are needed for current and projected growth: 4, Consider strategies 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: 2	Long waitlist that could fill building to capacity: 3, Option school is clearly defined in the PreK-12 Instructional Pathways (IPP) framework: 4, Moving option schools to increase access for more students: 1, Moving to a site that can accommodate current population (may include relocatable classrooms): 2	Strongly Support	Strongly Support	APS needs to find a way to balance walkability and racial/economic diversity. APS needs to work with the Spanish speaking population to clearly understand their needs and views - maybe this happens but the more affluent schools seem to dominate the discussion. APS should consider putting all boundaries in play while also working with the county on affordable housing placement so that "neighborhood school" isn't just a polite way to say "segregated school".	
142	144	11/8/2019	I am the Parent or Guardian of a Middle or High School Student in APS	I think it's a terrible idea and that McKinley should stay a neighborhood school	Current McKinley kids redirected to ash lawn then go to Swanson with a limited number of their peers and we are far from Swanson but super close to McKinley so there goes walkable idea		We will be inundated with buses in the neighborhood		Not all kids do well in immersion schools so it's not really an option	Use all existing elementary schools to full capacity: 4, Meet needs for seats in high-growth areas: 5, Keep as many students together in each school community as possible: 1, Enable walking to neighborhood schools as much as possible: 2, Develop a plan that best utilizes existing school facilities located on available land in the County, which do not always match where neighborhood seats are needed for current and projected growth: 6, Consider strategies 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: 3	Long waitlist that could fill building to capacity: 1, Option school is clearly defined in the PreK-12 Instructional Pathways (IPP) framework: 2, Moving option schools to increase access for more students: 3, Moving to a site that can accommodate current population (may include relocatable classrooms): 4	Don't move McKinley	Support	Strongly Support	
143	145	11/8/2019	I am the Parent or Guardian of a Middle or High School Student in APS			Key School would be moved to a smaller building.			There would not be an immersion school in north Arlington.	Use all existing elementary schools to full capacity: 2, Meet needs for seats in high-growth areas: 4, Keep as many students together in each school community as possible: 5, Enable walking to neighborhood schools as much as possible: 6, Develop a plan that best utilizes existing school facilities located on available land in the County, which do not always match where neighborhood seats are needed for current and projected growth: 1, Consider strategies 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: 3	Long waitlist that could fill building to capacity: 2, Option school is clearly defined in the PreK-12 Instructional Pathways (IPP) framework: 1, Moving option schools to increase access for more students: 3, Moving to a site that can accommodate current population (may include relocatable classrooms): 4	Neutral	Support	I support redrawing neighborhood school boundaries in order to keep as many students who live close to the neighborhood schools in those schools. I support moving or keeping option schools in central county locations do more parents will consider sending children to them.	
144	146	11/8/2019	I am the Parent or Guardian of an Elementary Student in APS enrolled in a neighborhood school, I am the Parent or Guardian of a Child(ren) not yet in PreK		More buses, more cost. More people move	Appreciate McKinley moving together just up the road to Reed, minimize buses and cost			Lots of moving	Use all existing elementary schools to full capacity: 3, Meet needs for seats in high-growth areas: 2, Keep as many students together in each school community as possible: 1, Enable walking to neighborhood schools as much as possible: 4, Develop a plan that best utilizes existing school facilities located on available land in the County, which do not always match where neighborhood seats are needed for current and projected growth: 6, Consider strategies 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: 5	Long waitlist that could fill building to capacity: 4, Option school is clearly defined in the PreK-12 Instructional Pathways (IPP) framework: 1, Moving option schools to increase access for more students: 3, Moving to a site that can accommodate current population (may include relocatable classrooms): 2	Strongly Support	Strongly Support		

145	147	11/8/2019	I am the Parent or Guardian of an Elementary Student in APS enrolled in an option school	Best option. Arlington is not that big of a county and many people in walkable neighborhoods don't walk anyway. I think this concept of walkable neighborhoods needs to be reassessed because it's driving the county to make some horrible decisions.	Not as many considering their other options.	This is a slightly better option. That School Moves Proposal but not by much.	Moving the option schools would be problematic	No real opportunities. This is the most ridiculous option involving moving so many schools and students and is the most disruptive. I am shocked that this option was even considered even how many students and schools are affected.	Everything, including disrupting students that are already settled in schools and moving so many teachers and buildings. Key going to Carlin Springs would indicate that you have two option Spanish immersion schools in South Arlington. This shows that the county has no empathy for lower income or the bilingual program. There is a need and demand to keep Key in North Arlington. Please come visit Key so you understand more about the community needs in the Key neighborhood before you make such drastic decisions.	Use all existing elementary schools to full capacity: 2, Meet needs for seats in high-growth areas: 3, Keep as many students together in each school community as possible: 1, Enable walking to neighborhood schools as much as possible: 6, Develop a plan that best utilizes existing school facilities located on available land in the County, which do not always match where neighborhood seats are needed for current and projected growth: 4, Consider strategies 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: 5	Long waitlist that could fill building to capacity: 2, Option school is clearly defined in the PreK-12 Instructional Pathways (IPP) framework: 1, Moving option schools to increase access for more students: 4, Moving to a site that can accommodate current population (may include relocatable classrooms): 3	Support	Neutral	Do not move Key off it's current location because you need to consider socioeconomic groups and their impacts	
146	148	11/8/2019	I am the Parent or Guardian of an Elementary Student in APS enrolled in an option school	In this scenario a number of schools are at the far end of their boundaries or zones. This does not seem very efficient when other nearby elementary schools are closer.	This proposal seems to keep Key more geographically centered in the County.			This location has a major impact to the location of Key - which pushed is to the border with Fairfax County.	Use all existing elementary schools to full capacity: 5, Meet needs for seats in high-growth areas: 4, Keep as many students together in each school community as possible: 1, Enable walking to neighborhood schools as much as possible: 6, Develop a plan that best utilizes existing school facilities located on available land in the County, which do not always match where neighborhood seats are needed for current and projected growth: 3, Consider strategies 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: 2	Long waitlist that could fill building to capacity: 4, Option school is clearly defined in the PreK-12 Instructional Pathways (IPP) framework: 1, Moving option schools to increase access for more students: 2, Moving to a site that can accommodate current population (may include relocatable classrooms): 3	Access to public transportation and major streets. Key is centrally located and easy to reach. The other two proposed locations for Key are not as accessible for both parents and staff. The County should consider how the negatives of the other two sites proposed for Key could be offset. Option schools should not be buried inside neighborhoods, but located in more prominent and accessible areas with capacity to handle additional traffic these schools generate during drop off and pick up times.	Neutral	Neutral	The County and school board need to get more aggressive about obtaining land in key areas for future schools. Rezoning process every few years is too disruptive. Every school should not be at capacity where additional student growth causes an immediate need for redistributing students. For those of us in the more urban Rosslyn-Balston corridor consider more urban school format that would include highrise buildings and repurposed parks. New Middle School in Rosslyn/Courthouse area looks great in that regard.	
147	149	11/8/2019	I am the Parent or Guardian of a Middle or High School Student in APS	Fewer moves of option programs now before we have determined in the IPP if we want to keep all our current option programs or create new ones.	Is this the only alternative if we don't move option schools? Are there other alternatives that resulted in more or less people moving? Impossible to comment without more information. For example, what is the impact on diversity of this proposal? What is the impact on the long ranging planning of the IPP?	Provides more seats in the Rosslyn corridor	How many kids who attend Key and live in the Key zone will decide to go to Immersion at ATS? If they don't move with the school this will make the overcrowding in Rosslyn even worse. What is impact on diversity at all these schools? Why should we increase enrollment at ATS when the IPP questioned whether it is a good long range choice as an option school? What is the 5 year waitlist for ATS - we should not be basing need for larger school on one year Has Teaching and Learning decided we need a 50/50 ration of Spanish/English learners at immersion? If so, what impact will moving to ATS have on that. Has T&L determined that shrinking the immersion program (by moving to smaller school) is in line with their long term plans? Why did you provide proposed boundaries for the first scenario and not either proposal 1 or 2? What will impact be on diversity? Will ASFS boundary go into Rosslyn to maintain similar level of diversity as current school? What are cost savings?	Same as above. Possibly greater opportunity for Spanish speaking students for immersion than ATS site	What does T&L say impact on moving Campbell out of neighborhood will be? For example, is the Campbell model better suited for the Campbell neighborhood than it would be for the ATS neighborhood? How many current Campbell students will move with the school rather than chose their neighborhood school? Same question for ATS? What are 5 year (rather than 1 year) numbers for applications to these schools and waitlist? How many over 5 years apply and how many who get accepted chose to attend, from within each school's walkzone (and outside the walkzone but within 1mi)? Otherwise, same challenges as for Proposal 2 above. How many busses will be needed for proposal 1 v. 2? What is the cost analysis?	Use all existing elementary schools to full capacity: 4, Meet needs for seats in high-growth areas: 1, Keep as many students together in each school community as possible: 5, Enable walking to neighborhood schools as much as possible: 2, Develop a plan that best utilizes existing school facilities located on available land in the County, which do not always match where neighborhood seats are needed for current and projected growth: 6, Consider strategies 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: 3	Long waitlist that could fill building to capacity: 4, Option school is clearly defined in the PreK-12 Instructional Pathways (IPP) framework: 1, Moving option schools to increase access for more students: 3, Moving to a site that can accommodate current population (may include relocatable classrooms): 2	Cost savings and long term planning. Long term planning on all ES throughout the county and teaching and learning input	Neutral	Strongly Support	
148	150	11/8/2019	I am the Parent or Guardian of an Elementary Student in APS enrolled in an option school					Our children (K and 3rd at Campbell) would be negatively impacted by this proposal in many ways. They have grown to love and cherish the Campbell school building. It's internal courtyard with gardens and a beautiful turtle/frog pond have been crucial for Campbell's expeditionary learning and outdoor learning aspects of the curriculum. Also, our kids have benefited from the close proximity to the Long Branch Nature center, to which they have been able to have many walking field trips, which has deeply impacted their educational experience. One of the main reasons we chose to apply to Campbell as an option school was due to the opportunities for outdoor learning and expeditions, and we are concerned that this would no longer be possible if the school was moved.	Use all existing elementary schools to full capacity: 6, Meet needs for seats in high-growth areas: 3, Keep as many students together in each school community as possible: 5, Enable walking to neighborhood schools as much as possible: 4, Develop a plan that best utilizes existing school facilities located on available land in the County, which do not always match where neighborhood seats are needed for current and projected growth: 1, Consider strategies 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: 2	Long waitlist that could fill building to capacity: 1, Option school is clearly defined in the PreK-12 Instructional Pathways (IPP) framework: 2, Moving option schools to increase access for more students: 4, Moving to a site that can accommodate current population (may include relocatable classrooms): 3	Strongly Do Not Support	Strongly Do Not Support			
149	118	11/8/2019	I am the Parent or Guardian of an Elementary Student in APS enrolled in an option school	increased bus use carlin springs being outside of its boundary could be an issue for families living close, not being able to walk to their school. more children have to change schools	expansion of the key immersion program-but it would move it further from the Spanish population of south Arlington. this does give a neighborhood school in the current key area but the facilities of Key are small and I would imagine that growth in this area would be a challenge.	where do the other McKinley students go? Does this allow ATS to sustain its current capabilities as a traditional program. THIS is a BLUE RIBBON SCHOOL, only K-5 in the county, and it has 3 blue ribbons. This shows that this program as it is should be sustained. If adding kids to the ATS, which is an option school, will this then prevent what makes it work and special from functioning? Currently each class has a school play every year. Band for all 4th graders, swimming for third graders. There is an amazing staff of teachers and faculty at this school. the commitment to the program by the teachers and the families is what makes it special and why there are three blue ribbons at this school. A guarantee from the county to sustain this traditional program is needed.	aligns the schools better to the neighborhoods.	multiple locations being moved creates more upset in the community again- would want more clarification on what the moves mean-- what does this do to the traditional program at ATS what does this do to the expeditionary learning of Campbell? What are the plans for the programs themselves. expansion of programs that may work better in smaller settings, needs to be addressed. Building swaps are one thing. plans for changing a program are another. There has been no transparency from APS on this part of the plan. What about building a new school in the area with expected increased growth? better longer term solution as the numbers will become a problem again.	Use all existing elementary schools to full capacity: 5, Meet needs for seats in high-growth areas: 3, Keep as many students together in each school community as possible: 2, Enable walking to neighborhood schools as much as possible: 4, Develop a plan that best utilizes existing school facilities located on available land in the County, which do not always match where neighborhood seats are needed for current and projected growth: 6, Consider strategies 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: 1	Long waitlist that could fill building to capacity: 4, Option school is clearly defined in the PreK-12 Instructional Pathways (IPP) framework: 1, Moving option schools to increase access for more students: 2, Moving to a site that can accommodate current population (may include relocatable classrooms): 3	Location of the school with the future in mind, not simply a bandaid for the current situation. If a program, such as ATS, is working well, why does it work? What would be the implications if this program were expanded. Would a new site, accommodate or force the program to change. Would it allow it to flourish? ATS is currently in a location with accessible and walkable field trips to Fire station, to MedStar complex, allowing our children which are diverse, to see the area where they live. It is not in a neighborhood setting, but much more urban. I believe an option school should be in a setting such as this. If a program grows in a new site, will it outgrow that site? ATS is already in trailers for 2 full classes. Would moving the location, cause the diversity that is there to change?	Support	Neutral	I would look at where there is land available for new schools and then build the plans based on these proposed schools. It would be a great idea to be transparent about where this can occur. Can current buildings be added on to without closing? I would also suggest that as far as pathways go-ATS is a great start for the IB pathway as well as AP pathway.	

150	151	11/8/2019	I am the Parent or Guardian of a Middle or High School Student in APS	a question really: what happens to demographics at the schools? Does this scenario achieve something in terms of more balanced FARM rates for example?	This is very disruptive to neighborhood cohorts and not really supportive of the neighborhood concept going forward. Hate the reduction of walkability	Could the immersion program grow into McKinley with good outreach to the Latino population at the Western end of the County? Why decide to grow ATS over immersion? You could leave ATS where it is. Love the neighborhood seats near Rosslyn. I guess it's a positive to keep one immersion program North of 50? Most children moved are Option, but did you count the numbers going into Key? Not clear. (I don't really understand the projected utilization charts - I assume will all be smoothed out with new boundaries, but then how many students will also be moved? Doesn't seem like you've looked at that in order to compare 23% to 38%.)	ATS isn't particularly more convenient to the Latino families either near Rosslyn or near Carlin Springs/Columbia Pike. Could you really fill those 50% seats with strong outreach to the community at Carlin Springs? Could you NOT because ATS is smaller than Key? Both scenarios 1&2 require changing immersion "districts." Creates an easy N-S immersion divide. That's tricky and exactly opposite of the goal for the E-W boundaries. Could it be a free-for all immersion lottery? How would you keep the strong demographic balance in immersion? ATS is smaller than Key. What can you do - trailers?	Can probably grow ATS right away to fill McKinley - is that your assumption? Love the neighborhood seats in Rosslyn and more walkers all around. Campbell into ATS is about even size-wise.	If you swap Campbell and Carlin Springs, you have a walkable Campbell neighborhood school - over time with admission change, that option program will draw a lower proportion from neighborhood presumably. But then you have to recreate some of the outdoor part. Regular trips across Carlin Springs road is easier than from ATS? I believe the Spanish-speakers at Carlin Springs would fill immersion, problem is that I think CS is smaller than Key. Not a lot of upside for growth in the building. And CS is bigger than Campbell so moving TWO bigger cohorts into smaller buildings. What is expense of moving a school? That's four moves.	Use all existing elementary schools to full capacity: 1, Meet needs for seats in high-growth areas: 2, Keep as many students together in each school community as possible: 6, Enable walking to neighborhood schools as much as possible: 5, Develop a plan that best utilizes existing school facilities located on available land in the County, which do not always match where neighborhood seats are needed for current and projected growth: 4, Consider strategies 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: 3	Long waitlist that could fill building to capacity: 2, Option school is clearly defined in the PreK-12 Instructional Pathways (IPP) framework: 4, Moving option schools to increase access for more students: 1, Moving to a site that can accommodate current population (may include relocatable classrooms): 3	At HS please consider transit lines in boundaries and placement of programs. LONG TERM view: If you move Key to ATS, can look to build a NEW elementary at West end of Co Pike for new immersion - maybe even at Va Hosp. urgent care site? or Aurora Highlands? I think you've got it covered...	Strongly Support	Strongly Support	Looking ahead, draw HS boundaries to put more kids on transit. Work with County to beef up more robust transit.
151	152	11/8/2019	I am an APS Staff Member, I am the Parent or Guardian of a Middle or High School Student in APS			McKinley staff and students receive the benefit of having a new building. Key may draw from a new population for its immersion program. The neighborhood where Key school currently is desperately needs a neighborhood school	The cost of the moves. The immersion program at Key could lose/drop in enrollment due to relocation. Possible/probable downsizing or shuffling of APS teachers and staff if moving into smaller buildings with lower student enrollment.		Moving Key immersion to Carlin Springs seems pointless because Clarendon immersion already exists to serve the south Arlington population. It seems more reasonable to keep Key further north in Arlington to continue to serve interested families from the Clarendon, Roslyn, Courthouse area as well as the other surrounding neighborhoods.	Use all existing elementary schools to full capacity: 1, Meet needs for seats in high-growth areas: 4, Keep as many students together in each school community as possible: 3, Enable walking to neighborhood schools as much as possible: 2, Develop a plan that best utilizes existing school facilities located on available land in the County, which do not always match where neighborhood seats are needed for current and projected growth: 5, Consider strategies 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: 6	Long waitlist that could fill building to capacity: 4, Option school is clearly defined in the PreK-12 Instructional Pathways (IPP) framework: 1, Moving option schools to increase access for more students: 3, Moving to a site that can accommodate current population (may include relocatable classrooms): 2		Support	Neutral	
152	153	11/8/2019	I am the Parent or Guardian of an Elementary Student in APS enrolled in a neighborhood school	None - why are we adjusting boundaries to accommodate families who chose to go to a choice school?	Too many students are having to switch schools and we are having to spend money on transportation vs. education.	Less elementary school students will be reassigned and keep as many kids walking to school as possible.	none	Less elementary school students will be reassigned and keep as many kids walking to school as possible.	none	Use all existing elementary schools to full capacity: 4, Meet needs for seats in high-growth areas: 3, Keep as many students together in each school community as possible: 1, Enable walking to neighborhood schools as much as possible: 2, Develop a plan that best utilizes existing school facilities located on available land in the County, which do not always match where neighborhood seats are needed for current and projected growth: 5, Consider strategies 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: 6	Long waitlist that could fill building to capacity: 4, Option school is clearly defined in the PreK-12 Instructional Pathways (IPP) framework: 3, Moving option schools to increase access for more students: 1, Moving to a site that can accommodate current population (may include relocatable classrooms): 2		Strongly Support	Strongly Support	
153	154	11/8/2019	I am an APS Staff Member						Would the CS students at Campbell have to walk across Columbia Pike? Even though the children are in the neighborhood, many would have to walk across Carlin Springs Road or Columbia Pike. That is extremely dangerous! Isn't Campbell ES on a possible demolition list? Would the school be renovated or are we placing high poverty families in an inadequate building because parents might not be aware of this fact?	Use all existing elementary schools to full capacity: 1, Meet needs for seats in high-growth areas: 2, Keep as many students together in each school community as possible: 3, Enable walking to neighborhood schools as much as possible: 4, Develop a plan that best utilizes existing school facilities located on available land in the County, which do not always match where neighborhood seats are needed for current and projected growth: 5, Consider strategies 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: 6	Long waitlist that could fill building to capacity: 4, Option school is clearly defined in the PreK-12 Instructional Pathways (IPP) framework: 2, Moving option schools to increase access for more students: 3, Moving to a site that can accommodate current population (may include relocatable classrooms): 1	Is the building on a demolition list? Is it truly safe to walk on and cross the busy city streets in all seasons?	Support	Neutral	We need to follow best teaching practices so that there is a low student to teacher ratio in each classroom --and this has to do with classroom teachers and not the fact that "coaches" are in the building. Are we supporting our high poverty schools and the needs of children and families in south Arlington? Are they getting saddled with the worst scenarios because parents are not always available to go to meetings or have language barriers and will not make the most noise -- as in north Arlington?
154	155	11/8/2019	I am the Parent or Guardian of a Middle or High School Student in APS			None that I see. Unless you want a lot of angry families.	Key has more students than ATS. You have not spelled out what happens to the Key students who won't fit there. Without that information, this proposal makes no sense. Please do not pursue it. ATS has said it wants to remain small and believes it must. Establish a second traditional-program school instead of doing this.	It's possible that a lot of kids who would benefit from immersion but weren't able to enroll in the program could get it now. APS can be creative and do some extra programming for dual-language students not in the program but living nearby.	Seems unfair to Campbell, which has the right location now and to a community that has invested its own sweat equity on that campus. Likely to be a long, ugly fight that slows things down and harms relations between families and APS. Reconsider for that reason.	Use all existing elementary schools to full capacity: 1, Meet needs for seats in high-growth areas: 2, Keep as many students together in each school community as possible: 3, Enable walking to neighborhood schools as much as possible: 4, Develop a plan that best utilizes existing school facilities located on available land in the County, which do not always match where neighborhood seats are needed for current and projected growth: 5, Consider strategies 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: 6	Long waitlist that could fill building to capacity: 2, Option school is clearly defined in the PreK-12 Instructional Pathways (IPP) framework: 1, Moving option schools to increase access for more students: 3, Moving to a site that can accommodate current population (may include relocatable classrooms): 4	What did parents actually say in the survey you conducted last year? Do any of these suggestions match that feedback? If not, go back and read what people said back then. Try convening a focus group drawn from PTAs. Get creative.	Support	Neutral	You are going to have to spend money on more bus drivers, janitors and cafeteria staff as the school system grows. It's OK! Stop fighting it. Please. Do not distort everything else to get around this reality. Replicate option programs that people love instead of relocating them. Shuffling people around is wasteful and disruptive.
155	156	11/8/2019	I am an APS Staff Member			nice to have key as neighborhood school	no space for 13 buses for the ATS buses at McKinley - longer bus times since it is on the fringe of the county rather than centrally located		where would 13 buses park at McKinley? Bus time would increase for students since it is not centrally located. Where do most Campbell school students live? would it mean a longer bus ride?	Use all existing elementary schools to full capacity: 1, Meet needs for seats in high-growth areas: 2, Keep as many students together in each school community as possible: 6, Enable walking to neighborhood schools as much as possible: 3, Develop a plan that best utilizes existing school facilities located on available land in the County, which do not always match where neighborhood seats are needed for current and projected growth: 5, Consider strategies 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: 4	Long waitlist that could fill building to capacity: 4, Option school is clearly defined in the PreK-12 Instructional Pathways (IPP) framework: 1, Moving option schools to increase access for more students: 3, Moving to a site that can accommodate current population (may include relocatable classrooms): 2	number of buses and where the students live	Strongly Support	Support	
156	157	11/8/2019	I am the Parent or Guardian of an Elementary Student in APS enrolled in a neighborhood school, I am the Parent or Guardian of a Middle or High School Student in APS	I do not see many opportunities with the representative boundary scenario. One issue is that the map is not clear. It is difficult to see exactly what streets would be in which school. But the catchments for each school do not look very attractive.	It seems like there would be huge upheaval for not much gain.	It does seem to increase opportunities for people. I like having one of the immersion schools more centrally located at ATS.	Increased walkers. Seems to have most of the improvement in the northern part of the county, without addressing the South too much. Will this make the county more divided?	Does not create as many busses as 1st plan. Addresses some county wide needs.	the fewest challenges with this plan than other plans, although I might be speaking from a place of limited information. I do like this plan the best.	Use all existing elementary schools to full capacity: 2, Meet needs for seats in high-growth areas: 5, Keep as many students together in each school community as possible: 6, Enable walking to neighborhood schools as much as possible: 3, Develop a plan that best utilizes existing school facilities located on available land in the County, which do not always match where neighborhood seats are needed for current and projected growth: 4, Consider strategies 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: 1	Long waitlist that could fill building to capacity: 3, Option school is clearly defined in the PreK-12 Instructional Pathways (IPP) framework: 2, Moving option schools to increase access for more students: 1, Moving to a site that can accommodate current population (may include relocatable classrooms): 4		Support	Support	

157	158	11/8/2019	Other (Please specify) : Recent APS graduate with many family friends in APS	Families who moved to an area very close to a particular school expecting to send their kids there will not see those programs displaced. This also allows the many Hispanic families in the Key area to easily access the Immersion program.	Walkability is compromised for some students, and large areas in eastern Arlington (particularly in the Key area) are left without the capacity for neighborhood school education. I strongly believe in the ability for families to choose neighborhood schools to feel a strong sense of community so this option does not seem optimal.	The ATS building is much more centrally located and better suited for many people who live further away to access the immersion program without driving into the highly trafficked Courthouse area. This also makes Immersion more accessible to families in Buckingham and may help address the high concentration of poverty at Barrett. Reed's location also has the potential to solve some of the current boundary issues splitting up neighborhoods in the Westover and Leeway neighborhoods.	Many families in the Arlington Mill neighborhood will still be relatively far from Carlin Springs.	Campbell is much closer to many of the neighborhoods it will serve.	Most importantly, Carlin Springs is not a good second location for Immersion. Arlington Mill/ Columbia Forest are already close to Clarendon (my former elementary school) and would lead both Immersion schools to be in South Arlington. This would create inequitable access for this important type of education, especially for eastern Arlington. The ATS building is also not ideal for the programming of the Campbell learning program.	Use all existing elementary schools to full capacity: 6, Meet needs for seats in high-growth areas: 3, Keep as many students together in each school community as possible: 4, Enable walking to neighborhood schools as much as possible: 1, Develop a plan that best utilizes existing school facilities located on available land in the County, which do not always match where neighborhood seats are needed for current and projected growth: 5, Consider strategies 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: 2	Long waitlist that could fill building to capacity: 4, Option school is clearly defined in the PreK-12 Instructional Pathways (IPP) framework: 3, Moving option schools to increase access for more students: 2, Moving to a site that can accommodate current population (may include relocatable classrooms): 1	Providing seats so that students can stay in their own neighborhoods is the most important. After this, the next most important is to ensure that access to option schools (especially Immersion) is as fair as possible.	Strongly Support	Strongly Support	For long-term planning, the Carlin Springs site appears to be best suited site APS has for a future comprehensive high school that has enough land to accommodate the same great amenities that other high schools have when it eventually becomes necessary. It also has the opportunity to bring together both North and South Arlington neighborhoods. If this happens, Carlin Springs students can be moved to a school closer to Columbia Pike, giving APS the option to use land on both the Campbell site as well as the newly acquired VHC site on Carlin Springs for expanded school capacity at whichever grade level necessary. This allows the Campbell program to keep access to Long Branch.
158	159	11/8/2019	I am the Parent or Guardian of a Child(ren) not yet in Prek				No Spanish Immersion in N Arlington. There are Spanish speakers here!		No Spanish Immersion in N Arlington. There are Spanish speakers here!	Use all existing elementary schools to full capacity: 5, Meet needs for seats in high-growth areas: 3, Keep as many students together in each school community as possible: 4, Enable walking to neighborhood schools as much as possible: 2, Develop a plan that best utilizes existing school facilities located on available land in the County, which do not always match where neighborhood seats are needed for current and projected growth: 6, Consider strategies 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: 1	Long waitlist that could fill building to capacity: 3, Option school is clearly defined in the PreK-12 Instructional Pathways (IPP) framework: 2, Moving option schools to increase access for more students: 4, Moving to a site that can accommodate current population (may include relocatable classrooms): 1	Don't move key out of North Arlington	Support	Neutral	
159	160	11/8/2019	I am the Parent or Guardian of an Elementary Student in APS enrolled in an option school	It still allows children to walk to schools that are appropriate for the neighborhood.		I do not like this proposal	The McKinley neighborhood is not suited for a county school. There is no parking, the neighborhood does not want ATS to move there, and it frankly doesn't make a lot of sense. McKinley students do not want to move to Reed.	I do not like this proposal	The McKinley neighborhood is not suited for a county school. There is no parking, the neighborhood does not want ATS to move there, and it frankly doesn't make a lot of sense. McKinley students do not want to move to Reed.	Use all existing elementary schools to full capacity: 6, Meet needs for seats in high-growth areas: 3, Keep as many students together in each school community as possible: 2, Develop a plan that best utilizes existing school facilities located on available land in the County, which do not always match where neighborhood seats are needed for current and projected growth: 4, Consider strategies 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: 5	Long waitlist that could fill building to capacity: 1, Option school is clearly defined in the PreK-12 Instructional Pathways (IPP) framework: 2, Moving option schools to increase access for more students: 3, Moving to a site that can accommodate current population (may include relocatable classrooms): 4	Option schools should be centrally located to prevent kids who live far away from having to spend 1+ hours on a bus. Limit the enrollment if necessary. Mixing option schools to random neighborhoods seems unnecessary and the goals not well articulated.	Neutral	Neutral	
160	161	11/8/2019	I am the Parent or Guardian of an Elementary Student in APS enrolled in an option school	The scenario above best represents the reality of school logistics. Walkability is a misconception and does not represent actual or realistic walking practice. Most and many parents participate in extended day and have to check their parents in and out of that program in person. Children do not walk unaccompanied. They also do not take the bus. Extending the boundaries would result in parents continuing their normal routine, but to a different school. Furthermore, the apparent extended area will not necessarily mean the forecasted seats deficiency in the Eastern county is a fait accompli. Peoples housing choices will self correct over the long term resulting in more people balancing out for the precise reason of not wanting to commute.	The scenario presents no apparent challenges.	Little tangible opportunities	The school move above would be disruptive to families that have made key school their neighborhood school by default if not by status. Families of Latino background have chosen the neighborhood of key for decades. Key is their neighborhood school. And the immersions program has because of it. These neighborhood residents actually do walk to school.	Too disruptive	The challenge is it puts the immersion program entirely out of reach for people who do not use the bus system. Extended day users that are 25 percent of the student population will be less likely to make that commute. There will be far fewer Latino residents to attend, rendering the viability of the program.	Use all existing elementary schools to full capacity: 1, Meet needs for seats in high-growth areas: 2, Keep as many students together in each school community as possible: 4, Enable walking to neighborhood schools as much as possible: 3, Develop a plan that best utilizes existing school facilities located on available land in the County, which do not always match where neighborhood seats are needed for current and projected growth: 5, Consider strategies 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: 6	Long waitlist that could fill building to capacity: 1, Option school is clearly defined in the PreK-12 Instructional Pathways (IPP) framework: 2, Moving option schools to increase access for more students: 4, Moving to a site that can accommodate current population (may include relocatable classrooms): 3	Option schools should not be moved out of Geographies that improve the viability of schools already.	Do Not Support	Neutral	Build new schools. Purchase land
161	162	11/8/2019	I am the Parent or Guardian of an Elementary Student in APS enrolled in a neighborhood school	Nothing, except haters who are jealous of mckinley will be happy	This is extremely bad for mckinley. Mckinley is currently a top notch school but will become a mediocre school under this scenario. Bad bad bad!	The new reed school will likely be as good as the current mckinley		The new reed school will likely be as good as the current mckinley		Use all existing elementary schools to full capacity: 5, Meet needs for seats in high-growth areas: 6, Keep as many students together in each school community as possible: 1, Enable walking to neighborhood schools as much as possible: 2, Develop a plan that best utilizes existing school facilities located on available land in the County, which do not always match where neighborhood seats are needed for current and projected growth: 3, Consider strategies 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: 4	Long waitlist that could fill building to capacity: 1, Option school is clearly defined in the PreK-12 Instructional Pathways (IPP) framework: 4, Moving option schools to increase access for more students: 2, Moving to a site that can accommodate current population (may include relocatable classrooms): 3		Neutral	Strongly Support	
162	163	11/8/2019	I am the Parent or Guardian of an Elementary Student in APS enrolled in an option school. I am the Parent or Guardian of a Child(ren) not yet in Prek			As an ATS family, I am supportive of a move that allows this popular and successful program to grow. I would like to see APS commit to keeping ATS since it is mysteriously absent from the IPP	Losing the walkability that surrounds McKinley by making it an option school. Moving ATS from its central location	Again, as long as APS is committed to keeping the TRADITIONAL model at ATS, the move has the opportunity to grow the program and McKinley is still fairly centrally located.	The number of shuffling schools	Use all existing elementary schools to full capacity: 6, Meet needs for seats in high-growth areas: 1, Keep as many students together in each school community as possible: 2, Enable walking to neighborhood schools as much as possible: 5, Develop a plan that best utilizes existing school facilities located on available land in the County, which do not always match where neighborhood seats are needed for current and projected growth: 3, Consider strategies 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: 4	Long waitlist that could fill building to capacity: 1, Option school is clearly defined in the PreK-12 Instructional Pathways (IPP) framework: 4, Moving option schools to increase access for more students: 2, Moving to a site that can accommodate current population (may include relocatable classrooms): 3		Strongly Support	Neutral	Keep ATS. I cannot understand why this highly popular, successful, integrated, unique program does not appear in the IPP- the absence of it is odd, considering the IPP addresses every other option school. There are few opportunities for APS students to go to a DIVERSE, high-performing school, why on earth would we spend time money and effort to shut down this successful program for no other reason than it doesn't fit neatly into a box? Commit to ATS.

163	164	11/8/2019	I am the Parent or Guardian of a Middle or High School Student in APS	I think you need to show th numbers. Crest walk zones around all schools, including option schools. Looks like you started at Jamestown, did everything neat and today and then ran out of ideas as you moved on. Reed will have a lot of walkers. It looks like you drew the bus zone too large. Could go to McKinley as much of it does now.	Need to see the numbers. You make it impact more people than it needs to. How about coordinating school start times for schools near each other to share buses?	This multiple chairs proposal is not attractive. reed was built because of overcrowding at Ashlawn, McKinley and Gieve and now you are saying there will be too many seats at McKinley. Doesn't add up. Why not move Key to Barrett which has almost a 50% Spanish population, coordinate starts times of Barrett and ATS which are a 3 minute drive from each other and have the 2 school share buses to pickup and drop off students for both schools,	This multiple chairs proposal is not attractive. reed was built because of overcrowding at Ashlawn, McKinley and Gieve and now you are saying there will be too many seats at McKinley. Doesn't add up. Why not move Key to Barrett which has almost a 50% Spanish population, coordinate starts times of Barrett and ATS which are a 3 minute drive from each other and have the 2 school share buses to pickup and drop off students for both schools, what is the impact on learning and success of the students in this swap?	You have the opportunity to upset even more parents and families than you do in option one.	Campbell has a special program that used the outdoors. They have gardens and use the nature center next door. You cannot just love that program somewhere that doesn't have land. Campbell is located in a low income neighborhood. Have the option program there at least brings in more affluent students, by choice and helps leading and your test scores at that school. Your multiple chairs moving of schools doesn't work.	Use all existing elementary schools to full capacity: 5, Meet needs for seats in high-growth areas: 2, Keep as many students together in each school community as possible: 4, Enable walking to neighborhood schools as much as possible: 1, Develop a plan that best utilizes existing school facilities located on available land in the County, which do not always match where neighborhood seats are needed for current and projected growth: 6, Consider strategies 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: 3	Long waitlist that could fill building to capacity: 4, Option school is clearly defined in the PreK-12 Instructional Pathways (IPP) framework: 1, Moving option schools to increase access for more students: 2, Moving to a site that can accommodate current population (may include relocatable classrooms): 3	Give some sort of weight or priority to walking zone students around option schools to save money on busing. Consider consolidating the language immersion to one school maybe a 1-8 school. Consider whether the year round school at Barcroft should be changed to regular year. Maybe enrollment would be higher and those people wouldn't send so many students to option schools.	Strongly Do Not Support	Neutral	Other counties have used office space to address growth. Change the laws in Arlington so this can be done. Show the numbers and be more transparent with these proposals, provide all boundary info with the potential move info. This piecemeal approach isn't helpful.
164	165	11/8/2019	I am the Parent or Guardian of a Child(ren) not yet in PreK	I understand the need of changing boundaries, but this scenario just doesn't make sense. Too many students are sent to schools much farther away from their home instead of a school that's minutes away from home. At the cost of county tax payers paying for more buses. What's the point? For the so-called equality?	Both Proposal 1 and 2 are good. Proposal 1 is slightly better. Having Key Immersion at a central location is better than having it at the border of Arlington County.			See my comment about Proposal 1.		Use all existing elementary schools to full capacity: 6, Meet needs for seats in high-growth areas: 3, Keep as many students together in each school community as possible: 2, Enable walking to neighborhood schools as much as possible: 1, Develop a plan that best utilizes existing school facilities located on available land in the County, which do not always match where neighborhood seats are needed for current and projected growth: 5, Consider strategies 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: 4	Long waitlist that could fill building to capacity: 2, Option school is clearly defined in the PreK-12 Instructional Pathways (IPP) framework: 3, Moving option schools to increase access for more students: 1, Moving to a site that can accommodate current population (may include relocatable classrooms): 4	Transportation cost at tax payers' money.	Do Not Support	Strongly Support	
165	166	11/8/2019	I am an Arlington resident without school-age children	I understand the need of boundary changes, but this scenario doesn't make sense. Some students are sent to schools miles away instead of schools minutes away from their homes. At the cost of taxpayers money to pay for more buses. All for the so-called equality?	Both Proposal 1 and 2 are good. Proposal 1 is slightly better. Having Key Immersion in a central location is better for more people than having it at the border of Arlington County.			See my comment above.		Use all existing elementary schools to full capacity: 3, Meet needs for seats in high-growth areas: 6, Keep as many students together in each school community as possible: 2, Enable walking to neighborhood schools as much as possible: 1, Develop a plan that best utilizes existing school facilities located on available land in the County, which do not always match where neighborhood seats are needed for current and projected growth: 4, Consider strategies 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: 5	Long waitlist that could fill building to capacity: 2, Option school is clearly defined in the PreK-12 Instructional Pathways (IPP) framework: 3, Moving option schools to increase access for more students: 1, Moving to a site that can accommodate current population (may include relocatable classrooms): 4	Transportation cost	Do Not Support	Strongly Support	
166	167	11/8/2019	I am the Parent or Guardian of an Elementary Student in APS enrolled in a neighborhood school				Will immersion at ATS draw Spanish speakers? Costs of relocation		I read that the Carlin Springs PTA opposes this. If true, why would you do this if the community isn't on board? This is also a really terrible option for poor children. White schools would get whiter, and poor schools predominantly with black and brown children become poorer. This is institutional racism at its finest. I oppose this option on a moral basis. Diverse schools are good for all. Making schools more segregated to save a few buses is immoral. Please find another things to cut or ask the County for more money. It shouldn't be at the expense of poor children.	Use all existing elementary schools to full capacity: 3, Meet needs for seats in high-growth areas: 4, Keep as many students together in each school community as possible: 2, Enable walking to neighborhood schools as much as possible: 6, Develop a plan that best utilizes existing school facilities located on available land in the County, which do not always match where neighborhood seats are needed for current and projected growth: 1, Consider strategies 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: 5	Long waitlist that could fill building to capacity: 3, Option school is clearly defined in the PreK-12 Instructional Pathways (IPP) framework: 1, Moving option schools to increase access for more students: 4, Moving to a site that can accommodate current population (may include relocatable classrooms): 2	This survey was intentionally skewed to exclude demographics and use the nice term of "walkability." It sounds environmentally friendly, but it's really the APS tool to promote segregation. Please include socio economic demographics in these surveys. You may actually learn that white people here appreciate diversity—but it needs to be real diversity, not what either Tuckahoe or Carlin Springs currently look like.	Strongly Do Not Support	Strongly Do Not Support	Use Drew and Jamestown better- I can't vote for more bonds when you have created under capacity schools. Place choice schools where VPI students can access them. Survey minority groups in different ways. Have high school kids take ART buses so that you don't institute greater racial segregation (ala Drew) in the name of saving bus costs.
167	168	11/8/2019	I am the Parent or Guardian of an Elementary Student in APS enrolled in a neighborhood school, I am the Parent or Guardian of an Elementary Student in APS enrolled in an option school, I am the Parent or Guardian of a Child(ren) not yet in PreK							Use all existing elementary schools to full capacity: 1, Meet needs for seats in high-growth areas: 2, Keep as many students together in each school community as possible: 3, Enable walking to neighborhood schools as much as possible: 4, Develop a plan that best utilizes existing school facilities located on available land in the County, which do not always match where neighborhood seats are needed for current and projected growth: 6, Consider strategies 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: 5	Long waitlist that could fill building to capacity: 1, Option school is clearly defined in the PreK-12 Instructional Pathways (IPP) framework: 2, Moving option schools to increase access for more students: 3, Moving to a site that can accommodate current population (may include relocatable classrooms): 4		Support	Support	
168	169	11/9/2019	I am the Parent or Guardian of an Elementary Student in APS enrolled in a neighborhood school	Hopefully, if this is done correctly, it balances the school age population and reduces the oecrcrowding	Some of the school districts, such as Jamestown, take such large swaths that you have kids far from their neighborhood school. Also, boundaries for Ashlawn, McKinley, and Barcroft are far from ideal, as you could have 3 kids in one neighborhood all going to different school.	I think this is the better option, assuming the immersion program has the students to fill the seats. If this is also the solution that allows McKinley to take its teachers/principal to reed, I think that is the most beneficial to McKinley as a whole, as no matter what that school will be split with the addition of reeds seats.	Overcoming the chorus of opposition from McKinley and existing Key parents. The biggest challenge with any of these changes is resisting the Arlington Way of succumbing to the loudest voices. No one wants to see change at their community, but it is necessary.	I'm not sure. Theoretically putting immersion in an area with Spanish speakers, but would they get neighborhood preference? Additionally do you have any data to back up the assumption that native speakers want their kids to go to immersion? In many cases I have found native Spanish speakers want their kids to become fluent in English.	You are moving many schools, which seems unnecessary. Campbell loses its outdoor campus (I understand it is wetlands?), which is valuable to the EL program but less valuable to a neighborhood school. Campbell also loses its proximity to the nature center. Puts the immersion program closer to the other program at Claremont. Overall it's a lot of moving parts for what purpose I'm Not really clear - to avoid displacing more high income children?	Use all existing elementary schools to full capacity: 1, Meet needs for seats in high-growth areas: 3, Keep as many students together in each school community as possible: 5, Enable walking to neighborhood schools as much as possible: 6, Develop a plan that best utilizes existing school facilities located on available land in the County, which do not always match where neighborhood seats are needed for current and projected growth: 2, Consider strategies 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: 4	Long waitlist that could fill building to capacity: 3, Option school is clearly defined in the PreK-12 Instructional Pathways (IPP) framework: 4, Moving option schools to increase access for more students: 1, Moving to a site that can accommodate current population (may include relocatable classrooms): 2		Strongly Support	Support	
169	170	11/9/2019	I am the Parent or Guardian of an Elementary Student in APS enrolled in an option school							Use all existing elementary schools to full capacity: 3, Meet needs for seats in high-growth areas: 1, Keep as many students together in each school community as possible: 5, Enable walking to neighborhood schools as much as possible: 4, Develop a plan that best utilizes existing school facilities located on available land in the County, which do not always match where neighborhood seats are needed for current and projected growth: 5, Consider strategies 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: 2	Long waitlist that could fill building to capacity: 1, Option school is clearly defined in the PreK-12 Instructional Pathways (IPP) framework: 4, Moving option schools to increase access for more students: 3, Moving to a site that can accommodate current population (may include relocatable classrooms): 2		Strongly Support	Support	I do not support bussing students during the school day for more than 15 minutes round trip. That's too large a chunk of time standing in line waiting for the bus and on the bus--that could be used for instruction

170	171	11/9/2019	I am the Parent or Guardian of an Elementary Student in APS enrolled in a neighborhood school			Increased enrollment at ATS sounds great. There is a high demand so increasing availability sounds like the right thing to do. Also, keeping most of McKinley together sounds good, as well as moving the Spanish immersion to a more central location - those are all big pluses!	I don't see any challenges. Some kids will have to move to a new building but they'll move with a large number of friends so I don't see this as a problem.	Increasing ATS capacity is a big plus.	Too many moves. Option 1 provided more positives and involves fewer moves. Also, with option 1, Spanish immersion is in a more center location (current ATS bldg)	Use all existing elementary schools to full capacity: 1, Meet needs for seats in high-growth areas: 4, Keep as many students together in each school community as possible: 2, Enable walking to neighborhood schools as much as possible: 3, Develop a plan that best utilizes existing school facilities located on available land in the County, which do not always match where neighborhood seats are needed for current and projected growth: 5, Consider strategies 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: 6	Long waitlist that could fill building to capacity: 1, Option school is clearly defined in the PreK-12 Instructional Pathways (IPP) framework: 4, Moving option schools to increase access for more students: 2, Moving to a site that can accommodate current population (may include relocatable classrooms): 3		Strongly Support	Strongly Support	
171	172	11/9/2019	I am the Parent or Guardian of a Middle or High School Student in APS				I don't see why ATS has to move. Seems like the problems are Key - you want a neighborhood school - and McKinley - you want to use the Reed space. You should move the McKinley kids to Reed, and the Key program to McKinley. Done. Why perturb another school, especially one that's as desired as ATS? Keep it central.	Mass confusion and missed school days as you try to coordinate moving to six facilities	This is even more unnecessarily convoluted. I don't see why ATS has to move, or why you would prioritize centralizing Campbell over ATS. Seems like the problems are Key - you want a neighborhood school - and McKinley - you want to use the Reed space. You should move the McKinley kids to Reed, and the Key program to McKinley. Done. Why perturb any other schools?	Use all existing elementary schools to full capacity: 5, Meet needs for seats in high-growth areas: 3, Keep as many students together in each school community as possible: 6, Enable walking to neighborhood schools as much as possible: 2, Develop a plan that best utilizes existing school facilities located on available land in the County, which do not always match where neighborhood seats are needed for current and projected growth: 4, Consider strategies 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: 1	Long waitlist that could fill building to capacity: 1, Option school is clearly defined in the PreK-12 Instructional Pathways (IPP) framework: 2, Moving option schools to increase access for more students: 4, Moving to a site that can accommodate current population (may include relocatable classrooms): 3	These last two questions are pretty useless - many of the choices seem like the same thing, differently worded, and they don't make clear what the impact of choosing one over the other is. They may make sense to people who deal with this every day, but it's ridiculous to ask a broad population to understand the choices to the degree that you do.	Neutral	Neutral	Again, these seem like roughly the same choice - provide neighborhood seats means limiting the growth of transportation. Why don't you ask a question about something that isn't aligned with this direction - like: "Provide more option schools with bus transportation"?
172	173	11/9/2019	I am an APS Staff Member	Make the changes to boundaries as you see fit. Dr. Smith tried to do this before he left and 10 years later we have been a mess! All the schools in APS are good, kids will adjust. Please don't let the community run this school system!	Only challenge is change which no one likes. Please don't let communities come out and advocate for only their program/school- send the message that ALL schools in Arlington are great and no matter what school your child goes to, they will succeed. Make the hard choices and changes, they are NECESSARY and past due. We value community input but sometimes tough decisions have to be made and we need to stop letting parents run the system.	So many programs and people tied to their school/program. Key needs to become a neighborhood school.	Only challenge is change, which will be hard for community who wants to stay where they are. Communicate that ALL APS schools are good and have wonderful programs, staff, support and we spend the same amount per child wherever their child goes to school.	Change needs to happen at Carlin Springs/Campbell to address the needs of the learners. Many are EL Spanish learners and should be learning in an Immersion model to strengthen their L1.	Going to have to listen to and communities who don't want to move buildings. Stay strong- make the changes that need to happen!	Use all existing elementary schools to full capacity: 5, Meet needs for seats in high-growth areas: 4, Keep as many students together in each school community as possible: 6, Enable walking to neighborhood schools as much as possible: 2, Develop a plan that best utilizes existing school facilities located on available land in the County, which do not always match where neighborhood seats are needed for current and projected growth: 1, Consider strategies 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: 3	Long waitlist that could fill building to capacity: 2, Option school is clearly defined in the PreK-12 Instructional Pathways (IPP) framework: 3, Moving option schools to increase access for more students: 1, Moving to a site that can accommodate current population (may include relocatable classrooms): 4	These changes are necessary and only the first steps in a big shift for the APS community. As long as students will not continually be moved, they will be fine and so will their parents.	Strongly Support	Strongly Support	
173	174	11/9/2019	I am an Arlington resident without school-age children	None	I am concerned about the increased pollution and neighborhood cost of not having children able to walk to school. I also have real concerns about maintaining the quality of education at McKinley and Ashlawn with the these proposed boundaries. Why is it that these two districts are drawn to look like they are essentially gerrymandered? I strongly oppose this first plan.	This option looks much more rational to me.		This is another acceptable option.		Use all existing elementary schools to full capacity: 3, Meet needs for seats in high-growth areas: 5, Keep as many students together in each school community as possible: 2, Enable walking to neighborhood schools as much as possible: 1, Develop a plan that best utilizes existing school facilities located on available land in the County, which do not always match where neighborhood seats are needed for current and projected growth: 4, Consider strategies 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: 6	Long waitlist that could fill building to capacity: 3, Option school is clearly defined in the PreK-12 Instructional Pathways (IPP) framework: 4, Moving option schools to increase access for more students: 1, Moving to a site that can accommodate current population (may include relocatable classrooms): 2	Please do not slice and dice up the school districts so that you break up communities and kids cant walk to school!	Neutral	Strongly Support	
174	175	11/9/2019	I am the Parent or Guardian of a Child(ren) not yet in PreK	Drew needs to be filled and the boundary expanded. APS cannot leave schools under capacity. By not filling Drew APS is dooming it to high poverty and failure.	Parental opposition			This scenario will doom Campbell. You can't have expeditionary learning without access to the Nature Center.	Impossible to break up poverty on the west end of the Pike.	Use all existing elementary schools to full capacity: 1, Meet needs for seats in high-growth areas: 6, Keep as many students together in each school community as possible: 5, Enable walking to neighborhood schools as much as possible: 4, Develop a plan that best utilizes existing school facilities located on available land in the County, which do not always match where neighborhood seats are needed for current and projected growth: 3, Consider strategies 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: 2	Long waitlist that could fill building to capacity: 4, Option school is clearly defined in the PreK-12 Instructional Pathways (IPP) framework: 1, Moving option schools to increase access for more students: 3, Moving to a site that can accommodate current population (may include relocatable classrooms): 2	Access and facilities	Do Not Support	Do Not Support	Redo all elementary boundaries at the same time. Limiting the boundaries as proposed will further segregate 5 Arlington and doom Drew.
175	176	11/9/2019	I am an APS Staff Member	All good	None	None	Moves ATS to school at Arlington boundary which is NOT equitable to all students. Option school needs parking and space for buses. Just move Key to Reed. Moves the least amount of students.	None	Move Key or ATS to Reed. Moves the least amount of students.	Use all existing elementary schools to full capacity: 2, Meet needs for seats in high-growth areas: 1, Keep as many students together in each school community as possible: 5, Enable walking to neighborhood schools as much as possible: 6, Develop a plan that best utilizes existing school facilities located on available land in the County, which do not always match where neighborhood seats are needed for current and projected growth: 3, Consider strategies 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: 4	Long waitlist that could fill building to capacity: 3, Option school is clearly defined in the PreK-12 Instructional Pathways (IPP) framework: 2, Moving option schools to increase access for more students: 4, Moving to a site that can accommodate current population (may include relocatable classrooms): 1	ATS needs to be added to the IPP list, unique philosophy-traditional	Strongly Support	Strongly Do Not Support	Use Reed as an option school as it's centrally located and there is no neighborhood school that has to move.

176	177	11/9/2019	I am the Parent or Guardian of an Elementary Student in APS enrolled in an option school	I cannot answer this question without more information. The map of boundaries would need to have readable street names and I would need a sense of how many students are in various places. Additionally, I would want to know the demographic breakdown of schools to answer this question. Finally and most importantly, it is clear Arlington needs more elementary seats, and I would need to know where those will be located.	would need the additional information mentioned above	I cannot answer this question without more information. The map of boundaries would need to have readable street names and I would need a sense of how many students are in various places. Additionally, I would want to know the demographic breakdown of schools to answer this question. Finally and most importantly, it is clear Arlington needs more elementary seats, and I would need to know where those will be located.	Key has been an option school for two years. Where is the trend data? Can there be focus groups conducted to assess the trends and interests?	Most importantly, I would need to how APS expects to transition the families who walk to extended day at Key. Would they be guaranteed transportation to extended day and all school events? Would their parents have transportation to school events? If not, will they move with the school? If not, will the move make other schools more overcrowded? How will APS fill the seats, particularly the 3-5 seats, where students are expected to be literate in Spanish? Will this move kill immersion? How much will the moves cost? Will those costs make it harder for APS to build the additional seats it needs? I would also need the additional information mentioned above.	I cannot answer this question without more information. The map of boundaries would need to have readable street names and I would need a sense of how many students are in various places. Additionally, I would want to know the demographic breakdown of schools to answer this question. Finally and most importantly, it is clear Arlington needs more elementary seats, and I would need	Use all existing elementary schools to full capacity: 1. Meet needs for seats in high-growth areas: 2. Keep as many students together in each school community as possible: 3. Enable walking to neighborhood schools as much as possible: 5. Develop a plan that best utilizes existing school facilities located on available land in the County, which do not always match where neighborhood seats are needed for current and projected growth: 4. Consider strategies 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: 6	Long waitlist that could fill building to full capacity: 3. Option school is clearly defined in the PreK-12 Instructional Pathways (IPP) framework: 1. Moving option schools to increase access for more students: 4. Moving to a site that can accommodate current population (may include relocatable classrooms): 2	There are many factors that I would rank above the factors listed by APS in the two questions above. Most importantly, APS should consider equity and fiscal responsibility in any school moves. Would the moves serve our most vulnerable populations? Has APS conducted targeted outreach to them in their language? Would the costs of these moves crowd out investments in building more seats, providing needed services and instruction? Are moves of this magnitude, which have the possibility of destroying immersion at Key and the investments by the Campbell community in their space, the best way to achieve APS's goals? Would building a school in Rosslyn achieve the goals without such major disruption?	Neutral	Do Not Support	Any discussion of moving schools should be done in conjunction with proposed boundary changes, so the process is transparent. More importantly, APS should be focusing on finding ways to build more seats. Threatening to move Key, and hurt the vulnerable immigrant families that benefit from dual language instruction, with no transition plan, is a waste of APS resources.
177	178	11/9/2019	I am the Parent or Guardian of an Elementary Student in APS enrolled in a neighborhood school	Minimal movement of infrastructure	Over 4,000 students must move to a new school 29% of students in a walk zone would require buses	Minimal movement of infrastructure (saves money that can then be directed elsewhere within APS) Moves only 60% of students as traditional boundary change (less student disruption) Over 3/4 of students remain in current schools	18% require busing	Smallest number of students move (least disruption) Smallest percentage of students (only 13%) requiring busing 80% of students stay at current schools	Significant infrastructure move (large expense robs resources needed elsewhere) Increased infrastructure move cost only partially offset by decreased cost of busing (only 5%, 300 students); probably not cost effective.	Use all existing elementary schools to full capacity: 3. Meet needs for seats in high-growth areas: 4. Keep as many students together in each school community as possible: 1. Enable walking to neighborhood schools as much as possible: 2. Develop a plan that best utilizes existing school facilities located on available land in the County, which do not always match where neighborhood seats are needed for current and projected growth: 5. Consider strategies 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: 6	Long waitlist that could fill building to full capacity: 4. Option school is clearly defined in the PreK-12 Instructional Pathways (IPP) framework: 2. Moving option schools to increase access for more students: 1. Moving to a site that can accommodate current population (may include relocatable classrooms): 3	Cost of moving infrastructure compared to value added (e.g., \$5,000 benefits 500 students = Yes; \$5,000 benefits 50 students = NO) Reduction of busing (wasted resource cost; environmental hazard; increased safety hazard; local school increases sense community)	Support	Strongly Support	Consider coordination with Arlington County Government so home density zoning can reflect available school neighborhood seats (i.e., if additional school space is limited, county limits increased density until/unless developers contribute land for additional school space. Consider development of school tax credits similar to carbon tax credits. Developers are "taxed" based on their impact on density and schools. Developers can either trade credits (like trading carbon tax credits) or collectively use credits to fund APS acquisition of additional school land and construction of new schools. Coordinate with County so developers fully develop supporting infrastructure (roads, utilities, etc. required to support schools needed to support increased population) as a condition of development.
178	179	11/9/2019	I am the Parent or Guardian of an Elementary Student in APS enrolled in an option school			None.	Moving the schools would be detrimental to the students. They need to be able to remain at their schools and be comfortable.	None.	Moving the schools would be detrimental to the students. They need to be able to remain at their schools and be comfortable	Use all existing elementary schools to full capacity: 1. Meet needs for seats in high-growth areas: 3. Keep as many students together in each school community as possible: 4. Enable walking to neighborhood schools as much as possible: 2. Develop a plan that best utilizes existing school facilities located on available land in the County, which do not always match where neighborhood seats are needed for current and projected growth: 5. Consider strategies 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: 5	Long waitlist that could fill building to full capacity: 1. Option school is clearly defined in the PreK-12 Instructional Pathways (IPP) framework: 2. Moving option schools to increase access for more students: 4. Moving to a site that can accommodate current population (may include relocatable classrooms): 3		Strongly Do Not Support	Neutral	Do not move the option schools.
179	180	11/9/2019	I am the Parent or Guardian of an Elementary Student in APS enrolled in a neighborhood school, I am the Parent or Guardian of a Child(ren) not yet in PreK	This option seems to favor those enrolled in options schools over those enrolled in neighborhood schools.	The demonstrated preference for options School enrollees means that neighborhood School enrollees may have to travel further, and be less walkable. This seems to be the antithesis of what Arlington public schools has strived to achieve, and vocally advertised as a key cultural aspect of the school system.	This allows for dedicated Capital Improvements in areas most in need, creates neighborhood seats and growth areas, and preserves neighborhood School options for most students.	These changes still demand 1/4 of neighborhood students move to a new school in that year. It also creates some non-contiguous, or very lengthy, School boundaries.	This seems the most efficient from a transportation Fleet perspective. It is more moving, which is inefficient on the initial face. I am in favor of preserving neighborhood schools for as many children as possible.	This store requires major moves, more moves than any other option. That said it has the lowest impact to the fleet. Wow new schools in neighborhoods are good, the still creates inconsistencies in North Arlington, where there are more neighborhoods go seats and needed. The rest of the county has grown, which has been predictable, and yet the county has not prepared well for it.	Use all existing elementary schools to full capacity: 5. Meet needs for seats in high-growth areas: 4. Keep as many students together in each school community as possible: 2. Enable walking to neighborhood schools as much as possible: 3. Develop a plan that best utilizes existing school facilities located on available land in the County, which do not always match where neighborhood seats are needed for current and projected growth: 6. Consider strategies 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: 1	Long waitlist that could fill building to full capacity: 2. Option school is clearly defined in the PreK-12 Instructional Pathways (IPP) framework: 1. Moving option schools to increase access for more students: 3. Moving to a site that can accommodate current population (may include relocatable classrooms): 4		Strongly Support	Neutral	I think the county needs to look at repurposing some County buildings that are in Central and South Arlington for schools, and moving some of those facilities to current School sites in North Arlington. There are enough seats in North Arlington Elementary schools, and not enough in Central and South Arlington. The continued growth will be in those areas.
180	181	11/9/2019	I am the Parent or Guardian of a Middle or High School Student in APS	Optimize the number of kids that can walk to schools and eliminate the use of buses as much as possible. Get rid of the special schools and move the ones allowed to remain to where demand is low in portions of the county. Make Key Elementary a neighborhood school. We are tired of listening to the people who go to the school that dont want change. Just move the concept to another location and they want to attend that school, great. The schools are over crowded and a change is needed, the spanish emersion at Key needs to move.	Tell the PTA and parents of kids at Key and other specialty schools we hear you, we understand your comments, but we have to weigh the impacts on the entire county and the specialty schools need to be converted to neighborhood schools!	Turns Key Elementary into a neighborhood school! Get rid of the special schools and move the ones allowed to remain to where demand is low in portions of the county where there are schools. Let kids who live in walk distance of a specialty school, to go to the school. If they choose to go to a different school, do not provide busing. Let their parents pay for transportation or they drive their kids. Require kids living in walking distance of specialty school to have to go to the school and cut down on busing.	Require kids living in walking distance of specialty school to have to go to the school and cut down on busing.	Turns Key Elementary into a neighborhood school! Require kids living in walking distance of specialty school to have to go to the school and not make eligible to move to a school that requires them to be bused. This would cut down on kids having to be bused, which could drop the required kids having to bus to be way below 13% This looks like the best option. Our two kids went to ATS. Moving the school to another facility is perfectly fine. Only suggestion is make kids who could walk attend ATS and fill in spots via lottery. This will make it even more efficient proposal - which is what we need as a county to cut down on busing and associated costs that go with busing kids for these specialty programs.	Tell the PTA and parents of kids at Key and other specialty schools we hear you, we understand your comments, but we have to weigh the impacts on the entire county and the specialty schools need to be converted to neighborhood schools! Require kids living in walking distance of specialty school to have to go to the school and not make eligible to move to a school that requires them to be bused.	Use all existing elementary schools to full capacity: 2. Meet needs for seats in high-growth areas: 5. Keep as many students together in each school community as possible: 6. Enable walking to neighborhood schools as much as possible: 1. Develop a plan that best utilizes existing school facilities located on available land in the County, which do not always match where neighborhood seats are needed for current and projected growth: 3. Consider strategies 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: 4	Long waitlist that could fill building to full capacity: 2. Option school is clearly defined in the PreK-12 Instructional Pathways (IPP) framework: 4. Moving option schools to increase access for more students: 3. Moving to a site that can accommodate current population (may include relocatable classrooms): 1	Require kids living in the neighborhood to attend the schools. Or if they choose not to attend, no busing provided to go to another school. We are reaching a point of having to get rid of the option schools. They are a thing of the past where 5 were available to bus students and concept was attempting to attract students to lower demand areas. These times are past and we need to get rid of them. Turn all schools into neighborhood schools.	Strongly Support	Strongly Support	Reduce busing. Get rid of specialty schools.
181	182	11/9/2019	I am an APS Student							Use all existing elementary schools to full capacity: 6. Meet needs for seats in high-growth areas: 5. Keep as many students together in each school community as possible: 1. Enable walking to neighborhood schools as much as possible: 3. Develop a plan that best utilizes existing school facilities located on available land in the County, which do not always match where neighborhood seats are needed for current and projected growth: 4. Consider strategies 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: 2	Long waitlist that could fill building to full capacity: 2. Option school is clearly defined in the PreK-12 Instructional Pathways (IPP) framework: 4. Moving option schools to increase access for more students: 1. Moving to a site that can accommodate current population (may include relocatable classrooms): 3		Neutral	Support	

182	183	11/9/2019	I am the Parent or Guardian of an Elementary Student in APS enrolled in a neighborhood school	None. Gross incompetence is disgusting.	The county did this to themselves and now kids pay the price. If you hadn't played favorite to ATS for decades and made decisions based on logic and what was best for the community this wouldn't be an issue. First, acknowledge that money paid into campaign funding drove all decisions and is still weighing in here.	None	Why are you still protecting ATS? Arlington needs neighborhood schools. Stop with the choice schools. Stop the insanity. Stop wasting our money. And PLEASE, STOP doing this to these kids! I wish for every school board member that they are forced to move out their house twice in the next three years. Yes, start moving around, upheave your life and then turn around and tell these kids it's not a big deal. Oh, and the games you're playing with our real estate value! Stop it!	At least there's some recognition here that Key is a pet favorite and benefits a specific population. Create neighborhood schools. Stop this insanity.	You're moving all these kids for no reason! Create the neighborhood schools everyone expects and stop this.	Use all existing elementary schools to full capacity: 1, Meet needs for seats in high-growth areas: 5, Keep as many students together in each school community as possible: 4, Enable walking to neighborhood schools as much as possible: 3, Develop a plan that best utilizes existing school facilities located on available land in the County, which do not always match where neighborhood seats are needed for current and projected growth: 2, Consider strategies 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: 6	Long waitlist that could fill building to capacity: 3, Option school is clearly defined in the PreK-12 Instructional Pathways (IPP) framework: 1, Moving option schools to increase access for more students: 2, Moving to a site that can accommodate current population (may include relocatable classrooms): 4	Whether or not there is an existing neighborhood school. LEAVE existing neighborhood schools. Choice schools need to go to south Arlington where there is plenty of space and capacity. Merge KEY and Claremont.	Support	Support	Focus on the community and not your reflection. Get rid of these choice schools as much as possible and just put in neighborhood schools. DON'T MOVE neighborhood schools! This is disgusting and insane.
183	184	11/9/2019	I am the Parent or Guardian of an Elementary Student in APS enrolled in an option school	N/A	N/A	ATS gets more seats at an option that is popular with Arlington County families but recently excluded by the faulty IPP process.	ATS needs to remain central in the county. Moving it to McKinley is a misstep because McKinley has walkability. It appears that ATS is being moved to be eliminated.	This is a mess. It's like a napkin sketch at a community round table to justify keeping North Arlington schools happy. No real opportunities other than, again, more seats for the popular ATS traditional option.	Move Campbell away from the Long Branch Nature center for what? Expeditions on Wilson Blvd or George Mason? Again this punishes ATS by moving it from its central location. Walk zone students change to buses. Bus rides for some students get longer (and yes we hear the rumors of depots coming instead of bus stops). I'm sure Campbell and Key and ATS all don't want to move. And wasn't Carlin Springs already part of the first boundary process? I thought the county was gonna leave elementary schools south of 50 alone after the past process. It's a shame the Reed building can't be used as a second version of a very popular Traditional model. People in the county want that model despite the IPP. Yes we get it was earmarked as a neighborhood school but consider how much Arlington has changed in three years. Take a successful model and duplicate it. Sure it may cost buses but you might just close the opportunity gap for some students. And its about success for the students.	Use all existing elementary schools to full capacity: 1, Meet needs for seats in high-growth areas: 5, Keep as many students together in each school community as possible: 2, Enable walking to neighborhood schools as much as possible: 6, Develop a plan that best utilizes existing school facilities located on available land in the County, which do not always match where neighborhood seats are needed for current and projected growth: 3, Consider strategies 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: 4	Long waitlist that could fill building to capacity: 1, Option school is clearly defined in the PreK-12 Instructional Pathways (IPP) framework: 2, Moving option schools to increase access for more students: 3, Moving to a site that can accommodate current population (may include relocatable classrooms): 2	This survey is extremely frustrating as it doesn't list the obvious option: duplicate the most successful and sought after option. Why is that not a consideration? The Traditional model is pulling students from all over the county. Want to lower density in each school? Duplicate ATS and all of those applying will get the option they want. It seems crystal clear yet the fact that duplicating an option school is not on your list of fixes is telling. It's clear this is about busing costs and trying to look like a poor county when Amazon arrives.	Strongly Do Not Support	Strongly Do Not Support	Listen to your community. People want a traditional model. Duplicate it. Duplicate it because it works. Consider the depots if it helps shorten bus rides. Don't look at option schools as pawns. They are the jewels in the crown of ATS. One or two more option schools at the elementary level could solve your problems. Yes Nauck loves Drew but sadly the opportunity gap is a sad story there. Could have been a choice school that solved some issues with seats. But that's just it. This is more important than seats. It's about true pathways to education. Yes someone made some nice graphics for the IPP process and there is a definition. But to eliminate meaningful success from the county by eliminating the traditional model from the definition is lunacy. Duplicate the traditional model and use it as a tool to help balance growth county wide. Also, slow down with this. The process is too fast and all leading questions. Your constituents would have more trust in your process.
184	185	11/9/2019	I am the Parent or Guardian of an Elementary Student in APS enrolled in a neighborhood school							Use all existing elementary schools to full capacity: 3, Meet needs for seats in high-growth areas: 6, Keep as many students together in each school community as possible: 2, Enable walking to neighborhood schools as much as possible: 1, Develop a plan that best utilizes existing school facilities located on available land in the County, which do not always match where neighborhood seats are needed for current and projected growth: 4, Consider strategies 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: 5	Long waitlist that could fill building to capacity: 1, Option school is clearly defined in the PreK-12 Instructional Pathways (IPP) framework: 2, Moving option schools to increase access for more students: 4, Moving to a site that can accommodate current population (may include relocatable classrooms): 3		Do Not Support	Support	
185	186	11/9/2019	I am the Parent or Guardian of an Elementary Student in APS enrolled in a neighborhood school	I'm not seeing many opportunities with keeping the status quo, as reflected in the Representative Boundaries Scenario	Way too much disruption; inefficient with walkable students riding buses, break-up of neighborhood schools into really funky boundaries	School Moves Proposal 1 seems balanced and quite smart, actually. Opportunity to re-allocate seats where they are most needed; not overly disruptive. Immersion program is in a central location, but still close to large number of Spanish speakers (e.g. Buckingham area). Many McKinley students would have changed schools anyway because of Reed's opening, and now get to largely stay together. This seems like a good proposal.	Normal challenges of moving/re-establishing schools in new buildings	Similar to Proposal 1, School Moves Proposal 2 re-allocates seats where needed	School Moves Proposal 2 is way more disruptive than Proposal 1. While this is also a valid plan, it is far from clear if the benefits are worth the additional disruptions. Three option schools have to move, and one of them (Campbell) loses important support components of it's current learning model (wetlands and walkability to Long Branch Nature Center). Also, not sure if having concentration of both language immersion schools so close together on the western end of the county is more beneficial than harmful. Proposal 2 does not seem as beneficial for the overall APS elementary system as a whole as Proposal 1 does.	Use all existing elementary schools to full capacity: 3, Meet needs for seats in high-growth areas: 1, Keep as many students together in each school community as possible: 4, Enable walking to neighborhood schools as much as possible: 2, Develop a plan that best utilizes existing school facilities located on available land in the County, which do not always match where neighborhood seats are needed for current and projected growth: 6, Consider strategies 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: 5	Long waitlist that could fill building to capacity: 1, Option school is clearly defined in the PreK-12 Instructional Pathways (IPP) framework: 4, Moving option schools to increase access for more students: 3, Moving to a site that can accommodate current population (may include relocatable classrooms): 2	Fairness/access to option schools (location matters), buses and efficiency, demographics	Strongly Support	Strongly Support	
186	187	11/9/2019	I am the Parent or Guardian of an Elementary Student in APS enrolled in a neighborhood school	I like the notion of not moving option schools unless and until there is deep engagement and comprehensive surveying of option school families to determine if and for what locations they would move.	It is very unclear is what is presented if this is a real scenario or just some assumptions. And if these are of a "potential" scenario then it seems to me very unfair to present it as an alternative to the 2 proposals under considerations. Given the seriousness of these proposals and the impending new census data coming soon I would prefer these decisions be made between real scenarios, not assumptions that haven't been fully formulated.	Setting up a scenario to provide capital investments along Columbia Pike would be smart and welcome.	Once again the assumptions made here are unclear when reading the data presented. Would all the options school families move? I can't believe that to be so. So then what families would fill those spots? Is there a realistic evaluation for the capacity of all of these new moves? Not just assumptions, but actual survey data?	See above note on Columbia Pike Investments.	All of my notes above form Proposal 1 apply here as well, but are even more concerning given the increase in options schools being shuffled around. Additionally, I find it confounding that we are considering moving both immersion programs within 2 miles of each other and both south of Route 50 strikes me as a disservice to those communities considering immersion and also to the local communities near there that they are deprived of potentially two neighborhood school locations.	Use all existing elementary schools to full capacity: 3, Meet needs for seats in high-growth areas: 5, Keep as many students together in each school community as possible: 4, Enable walking to neighborhood schools as much as possible: 6, Develop a plan that best utilizes existing school facilities located on available land in the County, which do not always match where neighborhood seats are needed for current and projected growth: 2, Consider strategies 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: 1	Long waitlist that could fill building to capacity: 3, Option school is clearly defined in the PreK-12 Instructional Pathways (IPP) framework: 1, Moving option schools to increase access for more students: 2, Moving to a site that can accommodate current population (may include relocatable classrooms): 4	I would strongly recommend slowing this process down to do a serious survey of the populations currently in option schools/on the wait list for one. As well as surveying families in neighborhood schools that might be the new location of the option school. Until we know what families say they would prefer/be willing to tolerate in terms of locations and travel there isn't a smart way to do this that will avoid unforeseen consequences that could disrupt the entire process and capacity issues.	Neutral	Neutral	As a parent of a Kindergarten student and a future APS student in 3 more years I am here for the long-run. Given that and the timing of the upcoming census data I would urge APS in the strongest possible terms to pause this process. I am happy to wait a few more years as is capacity wise if the end result is a full and complete process that uses the 2020 census data and reworks the entire school boundary system across the county in one move. These small fixes from year-to-year inevitably mean we are fixing problems piecemeal and thus adding on new issues each time. Instead, please consider taking the time to address the entire county at one time and get it right all at once. I would be very happy to deal with a few more years of the status-quo if we know you all are working on a comprehensive plan. Otherwise, I like many other parents, will continue to doubt that any changes will last because they are too small in scope.
187	188	11/9/2019	I am the Parent or Guardian of an Elementary Student in APS enrolled in a neighborhood school, I am the Parent or Guardian of a Child(ren) in PreK in APS, I am the Parent or Guardian of a Child(ren) not yet in Prek	Horrible idea. Keep neighborhood schools and No bussing.	No neighborhood schools			Bad idea no bussing keep neighborhood schools		Use all existing elementary schools to full capacity: 4, Meet needs for seats in high-growth areas: 5, Keep as many students together in each school community as possible: 1, Enable walking to neighborhood schools as much as possible: 2, Develop a plan that best utilizes existing school facilities located on available land in the County, which do not always match where neighborhood seats are needed for current and projected growth: 6, Consider strategies 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: 3	Long waitlist that could fill building to capacity: 4, Option school is clearly defined in the PreK-12 Instructional Pathways (IPP) framework: 3, Moving option schools to increase access for more students: 2, Moving to a site that can accommodate current population (may include relocatable classrooms): 1		Support	Strongly Support	

188	189	11/9/2019	I am the Parent or Guardian of an Elementary Student in APS enrolled in an option school, I am the Parent or Guardian of a Middle or High School Student in APS Other (Please specify) : Parent of future option school students	All schools stay more or less where they are. Options schools get to remain where they are.	Displaces the most students.	Little displacement. Keeps a Spanish immersion school, Key, in north Arlington, providing access to half the county.	Displaces most options schools.	don't see any over option 1.	This would be very unfair for immersion. Immersion is meant for both Spanish speaking and non-Spanish speaking students. There is already a Spanish immersion school in south Arlington in an area with a high Spanish speaking population. Let's keep the second one in north Arlington, so that everybody in the county has access. It's unrealistic to think that as many north Arlington families would choose Spanish immersion if it was shifted so far to the south of the county. The only way this would work is if a third Spanish immersion school was opened up in north Arlington simultaneous to Key's move to south Arlington. Or, better yet, keep Key where it is, as there is a significant Spanish speaking population in the Rosslyn area around Key, and open a new Spanish immersion school down at Carlin Springs.	Use all existing elementary schools to full capacity: 5, Meet needs for seats in high-growth areas: 2, Keep as many students together in each school community as possible: 6, Enable walking to neighborhood schools as much as possible: 4, Develop a plan that best utilizes existing school facilities located on available land in the County, which do not always match where neighborhood seats are needed for current and projected growth: 3, Consider strategies 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: 1	Long waitlist that could fill building to capacity: 3, Option school is clearly defined in the PreK-12 Instructional Pathways (IPP) framework: 4, Moving option schools to increase access for more students: 1, Moving to a site that can accommodate current population (may include relocatable classrooms): 2	Support	Neutral	The county should look at repurposing certain existing buildings, especially community centers, as new elementary schools, and potentially as dual-use facilities. Many of the community centers don't get used to capacity and are needed more as schools. Start planning now to build more schools, and don't move schools around now until we know where those new schools are going to go! It makes no sense, for example, that Reed is becoming a neighborhood school, because there are plenty of seats in that part of the county vice over by Rosslyn and other areas. We should consider expanding existing schools, as well that have large fields, or which abut a park that could potentially be used as school outdoor space during the day if the buildings were expanded, e.g., at Ashlawn and Bluemont.	
189	190	11/9/2019	I am the Parent or Guardian of an Elementary Student in APS enrolled in an option school, I am the Parent or Guardian of a Child(ren) in PreK in APS, I am the Parent or Guardian of a Child(ren) not yet in PreK	hopefully schools would not be overcrowded with new boundaries and less trailers, more classes for grade levels who's classes are crowded. Trailers would be taken away giving more field space back to schools. more bus driving and teaching jobs available.	Making sure children could attend school with their neighborhood peers. Cost of busing will go up.	Keeping students together who are already attending schools together even tho their school location would change. Bus service would increase and so would county jobs	Parents may not be happy who have bought houses based on schools their children will attend.	Proposal 2 would piss off less people. I hope the county is thinking ahead to the 2500 NEW kindergartners coming into the school system every year and their siblings. Seems like schools are not able to school all the kids without Trailers everywhere cutting down on field and outdoor spaces. What is being done with the buildings across from WL HS and the building being the planetarium? Why are these not being used for schools for Ballston neighborhoods? We need NEW schools more than moving everyone around.	County Will be adding More Trailers to schools and we need more field and outdoor spaces for the kids. Better start building and stop surveying!	Use all existing elementary schools to full capacity: 6, Meet needs for seats in high-growth areas: 4, Keep as many students together in each school community as possible: 5, Enable walking to neighborhood schools as much as possible: 3, Develop a plan that best utilizes existing school facilities located on available land in the County, which do not always match where neighborhood seats are needed for current and projected growth: 2, Consider strategies 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: 1	Long waitlist that could fill building to capacity: 4, Option school is clearly defined in the PreK-12 Instructional Pathways (IPP) framework: 3, Moving option schools to increase access for more students: 2, Moving to a site that can accommodate current population (may include relocatable classrooms): 1	don't fill all schools to capacity so there is room to add new neighborhood students and siblings and county doesn't have to keep changing the bounties	Do Not Support	Support	Use the building and land near WL high school for growth and new school and field space for the Ballston and Rosslyn students. Immersion classrooms should be offered in more schools, not just where the hispanics live. Do not discriminate instead Immersion needs to be immersed. All Arlington students should be able to speak English and Spanish
190	191	11/10/2019	I am the Parent or Guardian of an Elementary Student in APS enrolled in a neighborhood school	Gain some diversity at McKinley and maintain existing neighborhood schools.	I agree that this scenario is more disruptive to more students than either of the two proposals. Redrawing so many boundaries would be a long drawn out and political difficult process that is likely to result in suboptimal outcomes as the board is forced to address the concerns of multiple neighborhoods. Walkability is lost, which the community has told you it values.	I am a McKinley parent and I support both of the alternatives that eliminate McKinley. McKinley is a wonderful school, but as has been previously stated, without putting an option school at Reed, the majority of the school is relocating anyway. It makes sense to move ATS to a larger facility given its waitlist. I also support preserving walkability.	Key moves to an area without a large population of Spanish speakers. I don't think this helps with its difficulties balancing Spanish and English language learners. Key is also moved outside of its current attendance zone.	Helps address Key's language leading balance between Spanish and English. Disrupts the fewest number of students and preserved the most walkability.	The Campbell community sounds like it doesn't want to move.	Use all existing elementary schools to full capacity: 2, Meet needs for seats in high-growth areas: 3, Keep as many students together in each school community as possible: 1, Enable walking to neighborhood schools as much as possible: 4, Develop a plan that best utilizes existing school facilities located on available land in the County, which do not always match where neighborhood seats are needed for current and projected growth: 5, Consider strategies 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: 6	Long waitlist that could fill building to capacity: 2, Option school is clearly defined in the PreK-12 Instructional Pathways (IPP) framework: 4, Moving option schools to increase access for more students: 1, Moving to a site that can accommodate current population (may include relocatable classrooms): 3	Strongly Support	Strongly Support	As a McKinley parent, I believe these proposals make sense and I support them.	
191	192	11/10/2019	I am the Parent or Guardian of an Elementary Student in APS enrolled in a neighborhood school	This is a very subjective process. The elementary schools to the north (the richest area) have the cleanest boundaries. So clearly APS started 'drawing' from the north. If APS had started from the other direction, then the schools to the north - their boundaries - would look irregular. So the other 'opportunities' would be to show how the boundaries would look if APS 'started drawing' from the south or the west or the east.	Why did APS 'start drawing' from the North? Because they are the richest. The elementary schools to the north are generally the least walkable. If APS goal is to increase walkability, then find a school that is the least walkable and turn that into an option school.	The problem was viewed only from the viewpoint of elementary schools. This fails to address demographic changes for junior and high school. If 'all schools' were considered, APS could have considered how Swanson is overcrowded. Since there will be an excess of seats in many elementary schools that feed to Swanson, did APS consider a solution to the overcrowded problem at Swanson would be 'send sixth grade' back to elementary schools (where there are available seats)? Looking at this only from the viewpoint of elementary schools doesn't address other real problems in the APS system.	1) Is ATS really necessary? Are Ashlawn or McKinley 'untraditional' in its curriculum? ATS should be a neighborhood school. 2) Many parents use option schools as their neighborhood schools - simply cause it is walkable. Does APS assume all ATS and Key students will transition to their new school locations? Has this been reviewed from a statistical viewpoint? The students may not move with the schools 3) The core issue is demographic growth. This solution does not add seats, it just shifts them. Boundary moves are a necessary tool but not a strategic one. It is being used as a temporary fix but a permanent fix - building schools - is the only solution. Arlington parents, students, teachers suffer from this instability. The numerous boundary changes over the years have not, nor could they, improve this core problem. Build schools where they are needed. Don't use boundary changes to fix strategic problems.		Use all existing elementary schools to full capacity: 4, Meet needs for seats in high-growth areas: 5, Keep as many students together in each school community as possible: 3, Enable walking to neighborhood schools as much as possible: 2, Develop a plan that best utilizes existing school facilities located on available land in the County, which do not always match where neighborhood seats are needed for current and projected growth: 6, Consider strategies 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: 1	Long waitlist that could fill building to capacity: 4, Option school is clearly defined in the PreK-12 Instructional Pathways (IPP) framework: 3, Moving option schools to increase access for more students: 1, Moving to a site that can accommodate current population (may include relocatable classrooms): 2	is ATS necessary? What curriculum does it offer that is not available at other neighborhood schools? Key is necessary but ATS is not.	Neutral	Neutral	APS can get the land.	
192	193	11/10/2019	I am an APS Staff Member		enormous committee process that will create more angst than benefit it will ultimately be able to produce.	Moving entire school communities together is much less stressful for those communities. Smaller committee process			The biggest challenge is moving Campbell away from a building where the community has invested so much time, money and physical effort in building an environment aligned to the special instructional focus of that school. Additionally having two Spanish immersion schools in such close proximity seems unnecessary. More schools involved creates a bigger process that may be difficult to manage.	Use all existing elementary schools to full capacity: 6, Meet needs for seats in high-growth areas: 3, Keep as many students together in each school community as possible: 1, Enable walking to neighborhood schools as much as possible: 2, Develop a plan that best utilizes existing school facilities located on available land in the County, which do not always match where neighborhood seats are needed for current and projected growth: 5, Consider strategies 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: 4	Long waitlist that could fill building to capacity: 4, Option school is clearly defined in the PreK-12 Instructional Pathways (IPP) framework: 3, Moving option schools to increase access for more students: 1, Moving to a site that can accommodate current population (may include relocatable classrooms): 2	Strongly Support	Neutral		
193	194	11/10/2019	I am the Parent or Guardian of a Middle or High School Student in APS	I realize that most option schools prefer not to move, but option schools need flexible locations.	The additional buses on the roads will challenge the entire community. The loss of walkable planning units hurts everyone.	This seems like a decent scenario that keeps McKinley students together and allows them to walk to their neighborhood school at Reed.	Again, I support the idea of moving McKinley students to their walkable neighborhood school at Reed.		Use all existing elementary schools to full capacity: 3, Meet needs for seats in high-growth areas: 2, Keep as many students together in each school community as possible: 4, Enable walking to neighborhood schools as much as possible: 1, Develop a plan that best utilizes existing school facilities located on available land in the County, which do not always match where neighborhood seats are needed for current and projected growth: 5, Consider strategies 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: 6	Long waitlist that could fill building to capacity: 4, Option school is clearly defined in the PreK-12 Instructional Pathways (IPP) framework: 3, Moving option schools to increase access for more students: 1, Moving to a site that can accommodate current population (may include relocatable classrooms): 2	We may need to rethink our approach to option schools during this period of great overcrowding. They are a luxury we may no longer be able to offer, especially when their instructional approach doesn't differ clearly from the neighborhood schools.	Support	Strongly Support	I wish we could turn back the clock and rethink the high cost of the HB Woodlawn building. Let's not make the mistake of overspending on option schools again. Walkable neighborhood schools with fewer buses should be the top priority.	

194	195	11/10/2019	I am the Parent or Guardian of an Elementary Student in APS enrolled in an option school	This feels like the alarmist view to get to one of your preferred solutions. By involving more families with moves than necessary.	Moves immersion more centrally. Allows more children to attend ATs.	Still moving a lot of kids. Also, requiring more bus routes. I thought that part of the goal of this process was to limit expansion of bus routes.	Nothing	Moves all of immersion relatively close to each other	Use all existing elementary schools to full capacity; 2, Meet needs for seats in high-growth areas; 4, Keep as many students together in each school community as possible; 1, Enable walking to neighborhood schools as much as possible; 6, Develop a plan that best utilizes existing school facilities located on available land in the County, which do not always match where neighborhood seats are needed for current and projected growth; 5, Consider strategies 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; 3	Long waitlist that could fill building to capacity; 2, Option school is clearly defined in the PreK-12 Instructional Pathways (IPP) framework; 1, Moving option schools to increase access for more students; 4, Moving to a site that can accommodate current population (may include relocatable classrooms); 3	Socioeconomic diversity is important. Access to public transit may be important to some families and not all schools are well located near public transit. I don't feel like Arlington has a long term plan so there is a lot of reactive behavior and that then has to be addressed with another adjustment. I have also heard no discussion of plans for when these elementary children arrive at middle or high school.	Neutral	Strongly Do Not Support		
195	196	11/10/2019	I am the Parent or Guardian of an Elementary Student in APS enrolled in a neighborhood school. I am the Parent or Guardian of a Child(ren) not yet in PreK, I am the Parent or Guardian of a Middle or High School Student in APS	This is a bad proposal.	Bus rides are too long. Neighborhood school zones are too sprawling.	I like that ats is growing. It should not have a waiting list. I like that immersion is moving to create neighborhood seats and to a location that has more native speakers.	None, it looks well thought out.	I like that it moves campbell to somewhere more accessible for a county wide option. I like that ats can grow and immersion is somewhere near a large population of native speakers.	Lots of moving parts. Though no one said montessori → Henry was overly complicated.	Use all existing elementary schools to full capacity; 3, Meet needs for seats in high-growth areas; 1, Keep as many students together in each school community as possible; 2, Enable walking to neighborhood schools as much as possible; 4, Develop a plan that best utilizes existing school facilities located on available land in the County, which do not always match where neighborhood seats are needed for current and projected growth; 5, Consider strategies 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; 6	Long waitlist that could fill building to capacity; 1, Option school is clearly defined in the PreK-12 Instructional Pathways (IPP) framework; 3, Moving option schools to increase access for more students; 2, Moving to a site that can accommodate current population (may include relocatable classrooms); 4	Strongly Support	Strongly Support		
196	197	11/10/2019	I am the Parent or Guardian of an Elementary Student in APS enrolled in a neighborhood school			More students in neighborhood schools will be disrupted. Fewer students will be able to take advantage of walking to school.	Keep more neighborhood students in place. Keep kids closest to their neighborhood schools walking.		Use all existing elementary schools to full capacity; 1, Meet needs for seats in high-growth areas; 5, Keep as many students together in each school community as possible; 2, Enable walking to neighborhood schools as much as possible; 3, Develop a plan that best utilizes existing school facilities located on available land in the County, which do not always match where neighborhood seats are needed for current and projected growth; 6, Consider strategies 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; 4	Long waitlist that could fill building to capacity; 4, Option school is clearly defined in the PreK-12 Instructional Pathways (IPP) framework; 1, Moving option schools to increase access for more students; 3, Moving to a site that can accommodate current population (may include relocatable classrooms); 2	Neutral	Neutral			
197	198	11/10/2019	I am the Parent or Guardian of an Elementary Student in APS enrolled in an option school	It is impossible to understand clearly what the boundaries are without any street level information. If one of the problems is that there are more seats than students in certain areas, forcing all of the option schools to move to those areas is likely to kill attendance at those option schools. It will force many of those families to choose the neighborhood school, meaning you will be back at square one with not enough seats in the overcrowded areas.	It is impossible to understand clearly what the boundaries are without any street level information. If one of the problems is that there are more seats than students in certain areas, forcing all of the option schools to move to those areas is likely to kill attendance at those option schools. It will force many of those families to choose the neighborhood school, meaning you will be back at square one with not enough seats in the overcrowded areas.	I have never heard anyone complain that the immersion program is not in a "central" location. This plan appears to cater to the desires of the ASFS community at the expense of the Key community. Why is creating a new elementary school in the "high-growth Rosslyn area" not a proposed option? Why are the only proposed solutions those that force concessions from a school that has been a vibrant, thriving community for decades at its current location?	I have never heard anyone complain that the immersion program is not in a "central" location. This plan appears to cater to the desires of the ASFS community at the expense of the Key community. Why is creating a new elementary school in the "high-growth Rosslyn area" not a proposed option? Why are the only proposed solutions those that force concessions from a school that has been a vibrant, thriving community for decades at its current location?	This plan makes no sense. Why would you want to move Key to a building that is two miles away from the county's other immersion program? It is likely that most of the Key community would not move all the way to Carlin Springs, leaving the county with over crowding in the ASFS/Taylor areas, and killing off one of the oldest and most successful immersion programs in the United States.	This plan makes no sense. Why would you want to move Key to a building that is two miles away from the county's other immersion program? It is likely that most of the Key community would not move all the way to Carlin Springs, leaving the county with over crowding in the ASFS/Taylor areas, and killing off one of the oldest and most successful immersion programs in the United States.	Use all existing elementary schools to full capacity; 4, Meet needs for seats in high-growth areas; 2, Keep as many students together in each school community as possible; 6, Enable walking to neighborhood schools as much as possible; 5, Develop a plan that best utilizes existing school facilities located on available land in the County, which do not always match where neighborhood seats are needed for current and projected growth; 3, Consider strategies 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; 1	Long waitlist that could fill building to capacity; 4, Option school is clearly defined in the PreK-12 Instructional Pathways (IPP) framework; 1, Moving option schools to increase access for more students; 3, Moving to a site that can accommodate current population (may include relocatable classrooms); 2	This survey is designed only to illicit answers in support of this shortsighted plan to uproot the options schools. The above rankings are nonsensical and there are many other factors we should also consider. APS needs to build more seats rather than moving options schools around	Strongly Do Not Support	Neutral	This survey appears to be designed only to illicit answers in support of this shortsighted plan to uproot the options schools
198	199	11/10/2019	I am the Parent or Guardian of an Elementary Student in APS enrolled in a neighborhood school						Use all existing elementary schools to full capacity; 1, Meet needs for seats in high-growth areas; 5, Keep as many students together in each school community as possible; 4, Enable walking to neighborhood schools as much as possible; 6, Develop a plan that best utilizes existing school facilities located on available land in the County, which do not always match where neighborhood seats are needed for current and projected growth; 2, Consider strategies 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; 3	Long waitlist that could fill building to capacity; 4, Option school is clearly defined in the PreK-12 Instructional Pathways (IPP) framework; 2, Moving option schools to increase access for more students; 1, Moving to a site that can accommodate current population (may include relocatable classrooms); 3	Get rid of all option schools and maximize general efficiency in all Arlington's available school buildings.	Strongly Support	Neutral		
199	200	11/10/2019	I am the Parent or Guardian of an Elementary Student in APS enrolled in a neighborhood school	I'm not sure why this map came into being other than to simply provoke. Like the "Zone Map" it is not a formal option for consideration and its delineations have not been vetted publicly.	There is no doubt that Rosslyn requires a neighborhood school. That should be considered during a comprehensive County-wide boundary discussion rather than these premature proposals.	With both Reed and Ashlawn absorbing McKinley, they would open to immediate capacity leaving no room for growth. Meanwhile, other schools would continue to operate with significant under capacity. I do not support this proposal as it does not address a comprehensive County-wide boundary discussion for our elementary schools. Why piecemeal this important process?	Under this proposal, both Reed and Ashlawn would open to immediate capacity leaving no room for growth. Meanwhile, other schools would continue to operate with significant under capacity. I do not support this proposal as it does not address a comprehensive County-wide boundary discussion for our elementary schools. Why rush this important discussion?	Use all existing elementary schools to full capacity; 1, Meet needs for seats in high-growth areas; 4, Keep as many students together in each school community as possible; 5, Enable walking to neighborhood schools as much as possible; 2, Develop a plan that best utilizes existing school facilities located on available land in the County, which do not always match where neighborhood seats are needed for current and projected growth; 6, Consider strategies 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; 3	Long waitlist that could fill building to capacity; 4, Option school is clearly defined in the PreK-12 Instructional Pathways (IPP) framework; 1, Moving option schools to increase access for more students; 3, Moving to a site that can accommodate current population (may include relocatable classrooms); 2	instead of replacing neighborhood schools with Option Schools, why not co-locate these programs within neighborhood schools? Why can't we have our cake and eat it too? Also, there are neighborhood schools that are currently under capacity and are not in high growth areas. Why not consider them for Option Schools?	Neutral	Support	Please address the inequity of over/under capacity in our schools.		
200	201	11/10/2019	I am the Parent or Guardian of an Elementary Student in APS enrolled in a neighborhood school	None that I can see. All downsides	Kids cohorts are broken up; this is the largest negative impact on long term student development. Super long bus rides for students on the eastern most part of the county.	More desperately needed seats on the East side!!! And finally a neighborhood school for rosslyn-Clarendon.	Disruption to option schools due to move.	More desperately needed seats on the East side!!! And finally a neighborhood school for rosslyn-Clarendon.	Campbell loses access to nature area. Big negative for expeditionary program.	Use all existing elementary schools to full capacity; 4, Meet needs for seats in high-growth areas; 2, Keep as many students together in each school community as possible; 1, Enable walking to neighborhood schools as much as possible; 5, Develop a plan that best utilizes existing school facilities located on available land in the County, which do not always match where neighborhood seats are needed for current and projected growth; 6, Consider strategies 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; 3	Long waitlist that could fill building to capacity; 4, Option school is clearly defined in the PreK-12 Instructional Pathways (IPP) framework; 1, Moving option schools to increase access for more students; 3, Moving to a site that can accommodate current population (may include relocatable classrooms); 2	Impact on quality of program.	Strongly Support	Support	