

ES Planning Responses 201-300

Response No.	Participation Date	Q1 What is your relationship to APS? Do you select more than one?	Q2 What are the opportunities with the above Representative Boundaries Scenario?	Q3 What are the challenges faced with the above Representative Boundaries Scenario?	Q4 What are the opportunities with the above School Moves Proposal 2?	Q5 What are the challenges faced with the above School Moves Proposal 2?	Q6 What are the opportunities with the above School Moves Proposal 2?	Q7 What are the challenges faced with the above School Moves Proposal 2?	Q8 As we look at moving some of our neighborhood elementary boundaries in Fall 2023, which growth should priority? Please rank each of the following items in order of importance with #1 being the most important to #6 being the least important.	Q9 As we look at moving some of our neighborhood elementary boundaries in Fall 2023, which growth should priority? Please rank each of the following items in order of importance with #1 being the most important to #6 being the least important.	Q10 What else should be considered when moving a school to another site?	Q11 To what degree do you support moving some schools, so APS can: Please select below: 11 Provide neighborhood seats in parts of the county where these are needed and APS doesn't have additional land for a new school. 12 Limit the growth of APS transportation annual operating costs can be focused on other needs.	Q12 Do you have other suggestions?
201	203	11/12/2023	I am the Parent or Guardian of an Elementary Student in APS enrolled in a neighborhood school.	This seems an unreasonable proposal as it moves a large number of students out of walking distance of their schools, increasing housing, traffic, and inconvenience for the largest number of families. It also moves many great relationships children have in their current schools, and investments many parents have already made in their current neighborhood schools.	Improves on representative boundaries by allowing more students to walk to neighborhood schools and minimizing disruption to current attendance and commuting patterns.	Continues to include significant disruption and decreases in walkability.	Best option to encourage walkability, and minimize required busing. Seems to limit school moves as much as possible to curbside walk-up schools (where majority of students already use buses or automotive transportation), minimizing disruption on 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. 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. 6. Consider strategies that will best address current student enrollment projections, which indicate that up to three new elementary schools may be needed in the next 10 years. 5.	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. 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. 6. Consider strategies that will best address current 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 Peak 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	Support	
202	203	11/12/2023	I am the Parent or Guardian of a Child(ren) PreK to APS.	Too much changes. Nobody will like it. Not practical at all.	This is the best one.		Campbell shouldn't move, it's the best school in South Arlington.	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 current student enrollment projections, which indicate that up to three new elementary schools may be needed in the next 10 years. 5.	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 current 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 Peak 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.	Neutral	Strongly Support	
203	204	11/12/2023	I am the Parent or Guardian of a Middle or High School Student in APS.	It is unfair to penalize those who decided to buy their home in the area that is currently the elementary school will now have to change schools in addition to possibly having to walk further to get to a bus stop that they did not get to school. It is also greatly prefer this option as it keeps neighborhood school communities more intact. Removing a neighborhood school has a far greater negative impact than having a small segment of the population switch schools, especially when that can be mitigated by thoughtful boundary decisions which do not appear to be reflected in this option).	In addition to the huge gift of access to alternative school options, Parents and children who elected to attend a choice school for specific reasons will benefit disproportionately from taking over much more facilities that the mainstream parents thoughtfully spent years planning and financing.	It is unfair to penalize those who decided to buy their home in the area that is currently the elementary school will now have to change schools in addition to possibly having to walk further to get to a bus stop that they did not get to school. It is also greatly prefer this option as it keeps neighborhood school communities more intact. Removing a neighborhood school has a far greater negative impact than having a small segment of the population switch schools, especially when that can be mitigated by thoughtful boundary decisions which do not appear to be reflected in this option).	See Carlin Springs fit into Campbell (4327) Can Key fit into Carlin Springs	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 current student enrollment projections, which indicate that up to three new elementary schools may be needed in the next 10 years. 5.	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 current 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 Peak 12 Instructional Pathways (IPP) Framework. 4. Moving option schools to increase access for more students. 4. Moving to a site that can accommodate current population (may include relocatable classrooms). 1.	Strongly Support	Neutral	
204	205	11/12/2023	I am an APS Staff Member.	Many students will move, but by doing a complete realignment, most will be required, and it responds to the high volume on the orange line.	Moving Key to Reed would afford them room to grow. Moving them to ATS does not. Key has to become a neighborhood school.	Leave McKinley in its current site and move students to Tuckahoe and Nottingham. Move Key to Reed ATS is not large enough for Key.	See Carlin Springs fit into Campbell (4327) Can Key fit into Carlin Springs	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. 5. Enable walking to neighborhood schools as much as possible. 6. Consider 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 current student enrollment projections, which indicate that up to three new elementary schools may be needed in the next 10 years. 1.	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. 5. Enable walking to neighborhood schools as much as possible. 6. Consider 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 current 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 Peak 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). 2.	Support	Do Not Support	
205	206	11/12/2023	I am the Parent or Guardian of an Elementary Student in APS enrolled in a neighborhood school.	Keep walkers as walkers. Don't separate or split the bonded neighborhood. Keep neighborhood schools' key walkers as walkers.	This proposal makes the most sense.			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. 6. Consider strategies that will best address current student enrollment projections, which indicate that up to three new elementary schools may be needed in the next 10 years. 2.	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. 6. Consider strategies that will best address current 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 Peak 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). 4.	Strongly Support	Strongly Support	
206	207	11/12/2023	I am the Parent or Guardian of an Elementary Student in APS enrolled in a neighborhood school.	So many of the students that live in Rosslyn would no longer have to be bused all the way to Taylor. Rosslyn would get their own neighborhood school.	Key is a good location for a new school. Key is a good location for a new school. Key is a good location for a new school.	Key is a good location for a new school. Key is a good location for a new school. Key is a good location for a new school.	Key is a good location for a new school. Key is a good location for a new school. Key is a good location for a new school.	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. 6. Consider strategies that will best address current student enrollment projections, which indicate that up to three new elementary schools may be needed in the next 10 years. 2.	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. 6. Consider strategies that will best address current 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 Peak 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	Neutral	
207	208	11/12/2023	Other (Please specify): Parent of a 7th grader who attended APS 4 & 8 (currently living in a school outside the county).	Placing Innovation in a central location would be helpful for those residents in the western part of the county who have experienced increasingly extended bus rides to Key (current bus rides to and from school site take as long as they did 22 yrs ago). Allowing sibling preference for ATS would be very helpful for families.	Unfortunately the current ATS location is not near to many Spanish-speaking families who are Arlington County residents. Moving a critical mass of Spanish 11 speakers is an important aspect of successful transition. Placing Innovation in a central location would be helpful for those residents in the western part of the county who have experienced increasingly extended bus rides to Key (current bus rides to and from school site take as long as they did 22 yrs ago). Allowing sibling preference for ATS would be very helpful for families.	Placing Key at the Carlin Springs location allows both immersion program options close to each other geographically, which is not ideal.	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. 6. Consider strategies that will best address current student enrollment projections, which indicate that up to three new elementary schools may be needed in the next 10 years. 6.	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. 6. Consider strategies that will best address current 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 Peak 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		

214	215	11/12/2019	am the Parent or Guardian of an Elementary Student in APS enrolled in a neighborhood school	Leaves Lynn Village with current arrangement of Key and APS schools.	The boundary redistricting fails to account for the facilities planning process to understand which schools can increase capacity (which schools can address more capacity). The redistricting should utilize improved forecasting models and data to provide whether such increases will be necessary right at this time or whether with increased growth. Specific concerns to be in Woodland. This would reduce capacity of Discovery, enable Woodland to utilize the new school building, and open capacity for a Kishino school (which is where there is an overpopulation problem).	Increased capacity for APS.		The process of moving school locations without consideration of the revised boundaries is faulty. The wholesale proposals (location & boundaries) need to be considered to evaluate opportunities. Costs to support entire program - Falls to address upcoming population boom in Ballston corridor (GWS & Wilson developments) supporting the key school program will dilute the culture and strength of immersion program. These models don't account for the amount of option students who don't move with the school (because it's not feasible for their families to go across the county). Likely many students will end up at neighborhood schools. Implementation school at Key will likely inherit Lynn Village neighborhood is redirected away from APS, when it has been significant community and capital to grow the program over the past 20 years. Lynn Village house prices will be negatively affected by the move away from APS. Lynn Village families will likely move to Key in APS district.	Higher capacity for APS	Some issues as above. Continuity of transportation to move Key school does not have with choice school enrollment program. Some schools (like Discovery) have a significant ramp-up and require many years to build into quality program. Search populations is better served with two districts across the county (to be located closer to homes in each part of county) both proposals seems like very short term solutions and do nothing to address the population growth expected in the Ballston-Kishino corridor long term. Why not work with a developer or corporation in Kishino to rent land for an elementary school?	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 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 (IP) Framework. 3. Moving option schools to increase access for more students. 4. Moving to a site that can accommodate current population (may include inter-district classrooms) 3	Need to consider the boundaries in conjunction with school moves to understand capacity and neighborhood impact. Trade-offs in transportation costs across moving costs. Site needs and studies of how existing facilities and schools can be scaled to meet demand should take place before moving kids all over the county - enabling current Lynn Village families to enable current Lynn Village program to move to the neighborhood for. The new school that would be closed up all the need to be examined for the demographic and socioeconomic status of the school. Families will quickly leave Lynn Village if the neighborhood school is not on par with APS. Show 100 Woodland to Discovery (at Key) and use Roslyn space to address elementary capacity issues in Roslyn. The current immersion program at Key is the original program and the transportation access is vital to the success of the program. Having well-duplicate many families currently served.	Strongly Do Not Support	Strongly Do Not Support	Need a better long-term plan for addressing growth in high-growth areas like Roslyn. Perhaps a corporate partnership to support land for a new school would be the best solution instead of shuffling all the boundaries every 2 years. APS better needs to link the process of housing development. What until the Census 2020 data is available to get a better forecast of potential students with households and utilize that, combined with other input, to create a company that specializes in data models to prepare better, more thoughtful proposals instead of developing reactive proposals that will create new issues in a very short time window. Utilize available resources at APS to provide more capacity while APS can thoroughly study a long-term solution for capacity problems.
215	216	11/12/2019	am the Parent or Guardian of an Elementary Student in APS enrolled in an attention school		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.	Why is it not stated that all of Key's students would not fit in it? APS 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.	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.	Most importantly, I would need to know APS expects to transition the families who will be extended stay at Key. Should they be guaranteed transportation to extended stay at all school events? Would their parents have transportation to school events? If not, will they move with the school? If not, will they make other school more convenient? How will APS deal with particularly the 3-5 students, when students are expected to be literate in Spanish? Will this move kill immersion? How much will the move cost? Will those costs make it harder for APS to build additional seats? I would also need the additional information mentioned above.	Use all existing elementary schools to full capacity. 3. 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. 3. Consider strategies that will best address 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 (IP) Framework. 3. Moving option schools to increase access for more students. 4. Moving to a site that can accommodate current population (may include inter-district classrooms) 2	can not prioritize when 1 boundaries have been decided. I believe preserving the immersion program of all students who are currently enrolled in Key and able to continue in the immersion program as the key community.	Strongly Do Not Support	Strongly Do Not Support	These questions of ranking should be disregarded as they are poorly worded and are obviously worded to support moving Key. This is not an unbiased questionnaire. It should be forced to ask them in order to submit survey. Close new boundaries and look into using buildings for a new school in the neighborhood of concern instead of moving or many students.	
216	217	11/12/2019	am an APS Staff Member		Continue APS tradition of balancing the values of "walkability" and integration, while the segregation caused by concentrated socioeconomic housing patterns. There is no way to do that, as the county grows and housing costs increase, without more buses and longer bus rides. Also this scenario maintains the integrity of the immersion program.	don't know	Callie Springs should not be outside its boundary. This plan does not solve the space problem - none of the proposed scenarios do that. The county government makes the final decisions that have contributed to this challenge. The county board should step up and help with space issues, housing/transportation and converting office space, etc.	Putting Key School on the south side of the county would concentrate immersion in one part of the county - that is not a benefit. Key School's percentage of native Spanish speakers has declined because its status was changed two years ago and now those families must apply. Key's current location is ideal for immersion, provides a north county option, and should not be lost.	Putting Key School on the south side of the county would concentrate immersion in one part of the county - that is not a benefit. Key School's percentage of native Spanish speakers has declined because its status was changed two years ago and now those families must apply. Key's current location is ideal for immersion, provides a north county option, and should not be lost.	Use all existing elementary schools to full capacity. 3. 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. 3. Consider strategies that will best address 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 (IP) Framework. 3. Moving option schools to increase access for more students. 4. Moving to a site that can accommodate current population (may include inter-district classrooms) 4	Need these questions very difficult to answer. You seem to assume I have much more information than I do.	Do Not Support	Do Not Support	It's not fair to sacrifice the immersion program to make other changes such as # 8 at all once and get the county board to participate in finding space.	
217	218	11/12/2019	am the Parent or Guardian of an Elementary Student in APS enrolled in a neighborhood school				APS is placed within an attendance boundary	Establishing an attendance boundary around feed	Establishing an attendance boundary around feed	Use all existing elementary schools to full capacity. 3. 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. 3. Consider strategies that will best address 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 (IP) Framework. 3. Moving option schools to increase access for more students. 4. Moving to a site that can accommodate current population (may include inter-district classrooms) 4	Strongly Support	Support			
218	219	11/12/2019	am an Arlington resident without school-age children	Maintain capacity	Transportation		APS is placed within an attendance boundary	Establishing an attendance boundary around feed	Establishing an attendance boundary around feed	Use all existing elementary schools to full capacity. 3. 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. 3. Consider strategies that will best address 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 (IP) Framework. 3. Moving option schools to increase access for more students. 4. Moving to a site that can accommodate current population (may include inter-district classrooms) 3	Strongly Support	Support			
219	220	11/12/2019	am the Parent or Guardian of an Elementary Student in APS enrolled in a neighborhood school			would recommend that you reconsider the move to eliminate McKinley as a neighborhood school. This would radically affect the nature of our neighborhood and comments don't think this is the best way to deal with the school.			Again - please do not eliminate McKinley for the sake of APS.	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. 6. Consider strategies that will best address 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 (IP) Framework. 4. Moving option schools to increase access for more students. 4. Moving to a site that can accommodate current population (may include inter-district classrooms) 2	Neutral	Neutral			
220	221	11/12/2019	am the Parent or Guardian of an Elementary Student in APS enrolled in a neighborhood school	Do not see any when there are reasonable alternatives.		You move people who actually live across the street from Ashburn Elementary school and Callie Springs Elementary school to McKinley. You should not move people who currently can walk to one neighborhood school in less than 5 minutes to a neighborhood school where they would need to be bused 30 minutes. It is the possibility to increase transportation costs for the county. It just has the making of a disaster. This seems like it would have a lot of changes people would have to get accustomed to quickly. With this amount of changing, needs and equity relationships should be had, providing a detriment for students, parents of students, teachers, and administrators for all of the schools with changes. About 40-50 enrolled will face changes. This seems way more than needed to adjust enrollment.	More people can fit into APS.	About 2-10 kids will be moved.	do not see additional opportunities versus School Moves Proposal 1.	do not see additional opportunities versus School Moves Proposal 2.	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. 6. Consider strategies that will best address 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 (IP) Framework. 4. Moving option schools to increase access for more students. 4. Moving to a site that can accommodate current population (may include inter-district classrooms) 2	Do not limit options to land the county government has available. Target sites that would be great, and work towards getting something done.	Support	Strongly Support	Look into neighborhood census data to see if there are transitional neighborhoods and target school enrollment projections based on actual people in the neighborhoods and families to encourage generations, who often have well-behaved children. There should be a reasonable way to estimate enrollment changes over time that is not in any of it. They have historically been

234	235	11/12/2018	I am the Parent or Guardian of an Elementary Student in APS enrolled in a neighborhood school?	Nothing good, more disruption and hauling jobs across the county when we had an opportunity to serve ourselves.	Existed boundaries, suspension and long bus rides, getting support communities/neighborhoods of families with kids where they need to be.	Mostly families are suffering greatly in their current "neighborhood" school. APS has gone on long enough. Please create a neighborhood school at the key jobs for our community. I used to care about my neighbors who attend Key but I never about McKinley/Head/ATS/Columbia Pike but now from my neighbors that moving Key is heart wrenching for them. I'm sorry about this but my children are at a school that DOESN'T WANT TO SHUT THEM and we are not getting some of the services we need because it's too crowded and there are two 2 option schools either we've gotten used to.	I'm sorry, I can't speak in an educated manner about McKinley/Head/ATS/Columbia Pike but know from my neighbors that moving Key is heart wrenching for them. I'm sorry about this but my children are at a school that DOESN'T WANT TO SHUT THEM and we are not getting some of the services we need because it's too crowded and there are two 2 option schools either we've gotten used to.	CREATE NEIGHBORHOOD SEATS IN HIGHWAY 101 area. We need to build a community and having a neighborhood school is where we begin.	Key will move, which is very sad because of the school and the programs that were housed there) have been consistent in our community.	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. 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. 6. Consider strategies that will best address current 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 Peak 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 substandard classrooms) 4.	Where are all of the students? Move the neighborhood schools to where the students are and then move the option programs deeper in county in a central location.	Strongly Support	Strongly Support	
236	237	11/12/2018	I am the Parent or Guardian of an Elementary Student in APS enrolled in a neighborhood school?	No option school would move	lots of disruption moves	never students move	Any moves is disruptive	None	Having Carlin Springs to the Campbell building does not support either set of students. Campbell is a smaller building which works fine for option school, but not for a neighborhood school. Also Campbell has an outdoor classroom, wetlands and several other features unique to this school. Moving either of these schools makes little sense. Many if not most of Campbell students are in South Arlington. Moving the school to North Arlington will inconvenience many parents. This move is highly disruptive to a large number of students. Let me also say that this survey discourages participation in the process by how it is structured and requires many families. I hope you will be launching a more detailed survey in the future.	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. 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 current 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 Peak 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 substandard classrooms) 4.	The population it serves and the unique characteristics of the school.	Neutral	Neutral	Work with professionals who develop surveys that collect feedback. The first part of this survey discourages participation.
238	239	11/12/2018	I am the Parent or Guardian of an Elementary Student in APS enrolled in a neighborhood school?	None		No good ones, other than Key and Head becoming neighborhood schools.		Some objections as noted above, but even worse. This proposal is ridiculous. Option schools should NOT take precedence over neighborhood schools. ATS is stealing the school that the McKinley community supported, grew and improved. If ATS and Key want more space, I strongly recommend that an office building be leased for them. The current ATS building is needed for a neighborhood school, not another school for the privileged children of wealthy parents. The ATS and Key parents are opting to have their children housed. Please remove this incentive for them to take over whatever building they like best. If they want to opt out of their neighborhood school, they should pay for the transportation, not the families that needed a neighborhood with a neighborhood school. Not everyone can afford the other costs of having their child housed, both in risks to health and safety, and in time.	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. 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 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 Peak 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 substandard classrooms) 3.	The option schools should not be given precedence over the neighborhood schools. The option schools are exclusionary, as parents of special need children recognize that there are not options for their child, plus their child is far less likely to be admitted. Do ATS and Key even have students with hearing disorder (HH)? Very much doubt so. The dress code and homework burdens at ATS would not allow such a child to survive there, much less thrive. It is much more important that the neighborhood schools are supported and encouraged, not the option schools for able bodied children. If ATS and Key are in capacity in their current building, they should accept more students. The families in my neighborhood purchased our homes so we can walk our children to school. These plans are completely unacceptable.	Strongly Support	Neutral	Get rid of elementary option schools. Pull those programs into neighborhood schools. To save 200 kids on grade, it would be easier for one class to be taught entirely in Spanish, and for another class to be bused with with of extra homework per night. Perhaps best schools could split those, with one having a Spanish immersion and the other having the homework immersion. Surely the savings from no longer busing kids from all over the county to two schools would allow for some of those "other needs".	
237	238	11/12/2018	I am the Parent or Guardian of an Elementary Student in APS enrolled in a neighborhood school?			Helpful that majority of students move schools together		where would the McKinley students go if they weren't moving to Head? Again, I've purchased a home within this boundary as it is the only school in the county with an arts focus, and I would want to continue if the students moved to Head.	I would be very upset if the arts focus of McKinley didn't move to Head along with the students. This is why we have purchased a home within this boundary as it is the only school in the county with an arts focus, and I would want to continue if the students moved to Head.	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. 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. 5. Consider strategies that will best address current 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 Peak 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 substandard classrooms) 1.	The PROGRAM and STAFF/FACILITY needs to move with the school, so McKinley's arts focus should move with the students to Head.	Support	Neutral	
238	239	11/12/2018	I am the Parent or Guardian of an Elementary Student in APS enrolled in a option school?					I am very concerned that moving Key to the Carlin Springs building would weaken the immersion program. How would this move impact the division of the boundaries between Key and Clarendon? What outreach efforts are planned to ensure a robust number of Spanish/English/and language-speaking applicants from across the county? Impact on middle school program? Campbell's program is clearly tied to its location. How would it be replicated in another location, and how would the new school take advantage of the location? I would like to know more about how this proposal would address educational equity. If the APS program will be moved and expanded, I hope efforts to encourage applicants from all areas of the county will continue. How would this proposal allow future capital efforts (does that mean additional schools?) to focus on the Columbia Pike area? How would these changes fit into long term planning for APS and ongoing efforts to ensure educational equity for all Arlington students?	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. 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 the impact that will best address current 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 Peak 12 Instructional Pathways (IPP) Framework. 2. Moving option schools to increase access for more students. 2. Moving to a site that can accommodate current population (may include substandard classrooms) 3.	Diversity and educational equity.	Neutral	Strongly Do Not Support		
239	240	11/12/2018	I am the Parent or Guardian of an Elementary Student in APS enrolled in a neighborhood school?					This proposal is strategic and well-reasoned. Kudos to the APS staff. It balances the need to have a school at Key without shifting the whole county. Good work.	This proposal is strategic and well-reasoned. Kudos to the APS staff. It balances the need to have a school at Key without shifting the whole county. Good work.	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. 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. 5. Consider strategies that will best address current 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 Peak 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 substandard classrooms) 1.	The vast majority of students attend neighborhood schools. In planning, option schools should be secondary to the needs of the neighborhood schools.	Support	Strongly Support	
240	241	11/12/2018	I am the Parent or Guardian of an Elementary Student in APS enrolled in a high school student in APS?					Immersion can grow, most English speakers can do, can't know too.	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. 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 current 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 Peak 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 substandard classrooms) 3.	Strongly Support	Strongly Support			

247	248	11/12/2018	am the Parent or Guardian of an Elementary Student in APS enrolled in a neighborhood school	For our family, we would remain with the many of the same families at our current school even though we would move schools.	The Reed boundary, which would be for new school, is very long, and some families would be far away from the school.	This keeps many McKinley families together in Reed.	There is not clarity about what happens to the administration and teachers at McKinley. They need to be taken care of. I thought the APS campus would become a neighborhood school. There are many families that live around that building.	What happens to the McKinley teachers and administrators? They need to be taken care of. With any of these plans, how many more times will students need to be bused? How is APS accommodating the long term needs of the county's children and families with this plan to reassign movement in the future?	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. 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. 6. Consider strategies that will best address current 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 (IPF) Framework. 3. Moving option schools to increase access for more students. 4. Moving to a site that can accommodate current population (may include inter-district classrooms).	How can APS incorporate some of the more popular option school programs to neighborhood schools? I think that may follow some of the long waitlists for the option schools.	Support	Strongly Do Not Support	School buses are the safest way for children to go to and from school. Safe transport of children should be a priority for the county. Further than enrolling parents to drive, which happens with some of the families. Flat are considered walkers. Pedestrian fatalities are out throughout the county. And, school buses should have 3-point belts to maximize safety.		
248	249	11/12/2018	am the Parent or Guardian of an Elementary Student in APS enrolled in an option school	Can't answer this without additional data on how the proposal addresses the stated problem of not having enough seats in high growth areas. Where are the new seats? Where are you planning to put the 3 new schools that are needed? It seems without the Capital plan being complete, all of these discussions are putting the cart before the horse. Besides there are other opportunities that have not even been considered here, but should be part of the discussion.	Can't answer this without additional data on how the proposal addresses the stated problem of not having enough seats in high growth areas. Where are the new seats? Where are you planning to put the 3 new schools that are needed? It seems without the Capital plan being complete, all of these discussions are putting the cart before the horse.	Can't answer this without additional data on how the proposal addresses the stated problem of not having enough seats in high growth areas. Where are the new seats? Where are you planning to put the 3 new schools that are needed? It seems without the Capital plan being complete, all of these discussions are putting the cart before the horse.	As with Option 1, this move, to a school substantially smaller than the existing one, would reduce the immersion program's ability to maintain its existing student population and would require cuts in kindergarten classes that are required to sustain the very successful K-12 model that can't join after 1st grade. Another challenge not mentioned above is that this move BOPH immersion program to the southern part of the county and drives some students away from Clearmont while reducing the appeal to those in the northern part of the county. Stating immersion is a risk across the county to place them in another, doesn't support immersion. I think across the county should be going to considering a second school in the site of Key (which that multi-story and could be both immersion and neighborhood, ideal). Once that building is done, the old Key building can be torn down, restoring the green space. This approach is best. Both are built.	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. 7. Consider strategies that will best address current 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 (IPF) Framework. 3. Moving option schools to increase access for more students. 4. Moving to a site that can accommodate current population (may include inter-district classrooms).	The nature of the instructional program they need need itself to another site. Immersion schools again to a 100% rate of native Hispanic speakers to a native English speakers. Many of our Hispanic students do not have the option to move to a school not on metro due to the lack of a car and financial constraints. These students would likely remain at the physical site building, even if the program were moved elsewhere. The loss of the Hispanic population would shift the long term stability of the successful immersion program, and would likely cause continued overcrowding at the neighborhood school well because the current option assume 100% option school will move.	Do Not Support	Strongly Do Not Support	Yes, I believe first the Capital improvement plan should be done prior to any cross-boundary changes. If you already know you need to build 3 new schools in the next 10 years, we should figure out where those are going to be, and thus where new seats will be before undertaking this disruptive process. I think the County Board needs to provide APS with the resources to build three schools that have followed the growth that the County Board has itself promoted, but not accounted for in critical ways such as ensuring school building grows accordingly. I strongly support evaluating an approach used by these building students in cross-district abandonment settings where land ownership is constrained and ongoing use of a facility is required. Build a new, larger, multi-level school on the site of existing school, such as Key, that have large lots. Keep the existing school open during construction. Move the existing students to a new combination/option/neighborhood school and add staff.			
249	250	11/12/2018	am the Parent or Guardian of a Child(ren) Enrolled in APS	On a positive note, all of Lyon Village would attend the same elementary school and would remain in the APS zone.	On a positive note, all of Lyon Village would attend the same elementary school.	On a positive note, all of Lyon Village would attend the same elementary school.	On a negative note, Lyon Village would lose APS.	On a positive note, all of Lyon Village would attend the same elementary school.	On a negative note, Lyon Village would lose 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. 1. Enable walking to neighborhood schools as much as possible. 4. Moving option schools to increase access for more students. 1. Moving to a site that can accommodate current population (may include inter-district classrooms).	Availability of school options for neighborhood residents and related local issues.	Strongly Support	Support			
250	251	11/12/2018	am the Parent or Guardian of a Child(ren) Enrolled in APS	On a positive note, all of Lyon Village would attend the same elementary school and would remain in the APS zone.	On a positive note, all of Lyon Village would attend the same elementary school.	On a positive note, all of Lyon Village would attend the same elementary school.	On a negative note, Lyon Village would lose APS.	On a positive note, all of Lyon Village would attend the same elementary school.	On a negative note, Lyon Village would lose 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. 1. Enable walking to neighborhood schools as much as possible. 4. Moving option schools to increase access for more students. 1. Moving to a site that can accommodate current population (may include inter-district classrooms).	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. Moving option schools to increase access for more students. 1. Moving to a site that can accommodate current population (may include inter-district classrooms).	Spanish immersion at the elementary level is already over-subsidized, and many parents are shut out. We need to expand elementary. I don't know whether there are greater or fewer seats in ATY or Carter Springs than at Key, and have not been able to find that information. I strongly oppose any move of Key to a school that has fewer seats.	Strongly Support	Do Not Support	Other than it is a low cost for our needed kids and their families. Move affluent families can afford the time and resources to build a private transportation. APS should have been working with the county board on the issue of capacity 20+ years ago, but now coming to residents and employees in "asking feedback" for something that is still a mystery in terms of cost and long term solutions. Show us the data, please.	
251	252	11/12/2018	am the Parent or Guardian of an Elementary Student in APS enrolled in an option school	Map is hard to read - boundaries have not been made clear. Equation the fiscal issue it makes to move this many students and programs, without actively creating new seats. This seems to be a red herring that may need to occur in another five years.	Map is hard to read - boundaries have not been made clear. Equation the fiscal issue it makes to move this many students and programs, without actively creating new seats. This seems to be a red herring that may need to occur in another five years.	Map is hard to read - boundaries have not been made clear. Equation the fiscal issue it makes to move this many students and programs, without actively creating new seats. This seems to be a red herring that may need to occur in another five years.	Unmanageable amount of traffic through Westover, shrinking the Key immersion program to shambles in into a building with an actual capacity of 485 students. Moving Key with high families/EL numbers away from the neighborhoods that are walkable by families "who do not have cars" to a building in the county with one of our larger buildings.	Unmanageable amount of traffic through Westover, shrinking the Key immersion program to shambles in into a building with an actual capacity of 485 students. Moving Key with high families/EL numbers away from the neighborhoods that are walkable by families "who do not have cars" to a building in the county with one of our larger buildings.	Unmanageable amount of traffic through Westover, shrinking the Key immersion program to shambles in into a building with an actual capacity of 485 students. Moving Key with high families/EL numbers away from the neighborhoods that are walkable by families "who do not have cars" to a building in the county with one of our larger buildings.	Unmanageable amount of traffic through Westover, shrinking the Key immersion program to shambles in into a building with an actual capacity of 485 students. Moving Key with high families/EL numbers away from the neighborhoods that are walkable by families "who do not have cars" to a building in the county with one of our larger buildings.	Unmanageable amount of traffic through Westover, shrinking the Key immersion program to shambles in into a building with an actual capacity of 485 students. Moving Key with high families/EL numbers away from the neighborhoods that are walkable by families "who do not have cars" to a building in the county with one of our larger buildings.	Unmanageable amount of traffic through Westover, shrinking the Key immersion program to shambles in into a building with an actual capacity of 485 students. Moving Key with high families/EL numbers away from the neighborhoods that are walkable by families "who do not have cars" to a building in the county with one of our larger buildings.	Unmanageable amount of traffic through Westover, shrinking the Key immersion program to shambles in into a building with an actual capacity of 485 students. Moving Key with high families/EL numbers away from the neighborhoods that are walkable by families "who do not have cars" to a building in the county with one of our larger buildings.	Unmanageable amount of traffic through Westover, shrinking the Key immersion program to shambles in into a building with an actual capacity of 485 students. Moving Key with high families/EL numbers away from the neighborhoods that are walkable by families "who do not have cars" to a building in the county with one of our larger buildings.	Unmanageable amount of traffic through Westover, shrinking the Key immersion program to shambles in into a building with an actual capacity of 485 students. Moving Key with high families/EL numbers away from the neighborhoods that are walkable by families "who do not have cars" to a building in the county with one of our larger buildings.	
252	253	11/12/2018	am an APS Staff Member	Meeting ATS with HIGHLIGHTS APS's lack of support for the South neighborhoods. Please on your Moving Key School away from its primary and historical area will SEVERELY DISRUPT the dual-language MIDDLE APS already "maxed" the opportunity to use the Wilson site for elementary education, instead partnering only the small IB community with an overwhelmingly expensive building. Use with your past decisions instead of forcing the majority communities of Key to pay for APS's mistakes.	Meeting ATS with HIGHLIGHTS APS's lack of support for the South neighborhoods. Please on your Moving Key School away from its primary and historical area will SEVERELY DISRUPT the dual-language MIDDLE APS already "maxed" the opportunity to use the Wilson site for elementary education, instead partnering only the small IB community with an overwhelmingly expensive building. 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253	254	11/12/2018	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	None	None	None	None	None	None	None	None	None	None	None	None	
254	255	11/12/2018	am the Parent or Guardian of an Elementary Student in APS enrolled in an option school	McKinley cannot accommodate ATS existing 13 buses and if you add 100 students, that is an additional 4 buses. This will not work. Please provide the date behind all of this not just the 100 student addition capacity. Key should slow as is and Spanish-speaking students that live elsewhere should either apply for immersion option schools or attend the neighborhood school that provides an instruction in English only. Why disrupt so many families including Spanish speaking families that attend APS and other schools? There is such a problem with affordable housing and it serves the needs of the community. Please that area should address.	McKinley cannot accommodate ATS existing 13 buses and if you add 100 students, that is an additional 4 buses. This will not work. Please provide the date behind all of this not just the 100 student addition capacity. 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255	256	11/13/2019	I am the Parent or Guardian of an Elementary Student in APS enrolled in a neighborhood school	The biggest problem with this scenario is that children who currently walk would be moved to another school requiring either a car, which we don't have enough drivers for in the county, parents driving, and/or requiring major interventions to walk. None of these are good options for students.	Any option that keeps communities/neighborhoods together is the best. Also, maximizing the number of families who can walk to school should be a priority.	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. 7. Enable walking to neighborhood schools as much as possible. 8. 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 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. 4. Hoping to a site that can accommodate current population (may include relocatable classrooms). 1	Support	Support
256	257	11/13/2019	I am the Parent or Guardian of an Elementary Student in APS enrolled in a neighborhood school	This increases costs significantly with added buses. It has severe environmental consequences. We need to be affirming young people's view that the environment has changed and we need to all help. This means that walk areas MUST be maintained and expanded if necessary. Furthermore, people want neighborhood schools. People move to neighborhoods so their children can walk to school. Parents who select option schools are not selecting a neighborhood. They selected a program. That program can move to an existing neighborhood. The programs were created when rezoning was not an issue and were meant to encourage families to remain in Arlington. We no longer have the luxury of these programs. Opening them has been extremely positive for the overall community. Children walk to school. Moving the 18B program was the best decision the School Board has made. Building such an expensive building was not a good decision, but moving the program was an excellent decision.	This is the BEST option. It impacts the LEAST number of people and uses fewer buses than other options. For the reasons noted above, this is the option to choose (Growth 10 Columbia Pike) in favor of the School Board and the system and of Arlington. Select an option that permits the Board to address that problem. The School Board must make choices that are best for the current students and the future. This option actually is forward thinking and the current School Board members who look to the future will be remembered for making good decisions for the community. Many former past School Boards for many of our problems now they did not make hard decisions. Make hard decisions now so that we are prepared for the future. Be bold!	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. 7. Enable walking to neighborhood schools as much as possible. 8. 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 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. 4. Hoping to a site that can accommodate current population (may include relocatable classrooms). 1	Strongly Support	Neutral
257	258	11/13/2019	I am the Parent or Guardian of an Elementary Student in APS enrolled in a neighborhood school		Would students formerly at APS in the Key zone have a school with a significantly different socioeconomic makeup? Breakup of Key community - based on conversations with Key immersion students located near Key. Many would not move with the school. Perhaps more walkers to school, potentially lower housing costs, AT5 growth	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. 7. Enable walking to neighborhood schools as much as possible. 8. 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 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. 4. Hoping to a site that can accommodate current population (may include relocatable classrooms). 1	Strongly Support	Strongly Support
258	259	11/13/2019	I am the Parent or Guardian of an Elementary Student in APS enrolled in a neighborhood school	For my area of the county (Lyon Village neighborhood of a same school, perhaps more balanced demographics at Taylor) such more like APS looks today, APS maintains some socioeconomic diversity (hopefully)	Long bus rides for Rowley kids, long bus rides for more, higher transportation costs, Key fails to attract appropriate levels of native Spanish speakers for 50/50 model	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. 7. Enable walking to neighborhood schools as much as possible. 8. 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 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. 4. Hoping to a site that can accommodate current population (may include relocatable classrooms). 1	Support	Strongly Support
259	260	11/13/2019	I am the Parent or Guardian of an Elementary Student in APS enrolled in a neighborhood school	It impacts almost 27% of the Arlington students. It increases costs, adds buses, breaks up natural neighborhoods and communities, increased bus transportation and decreased walking students would increase fossil fuel use. I (improperly) prioritize option schools families over neighborhood school families.	meets the smallest number of students	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. 7. Enable walking to neighborhood schools as much as possible. 8. 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 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. 4. Hoping to a site that can accommodate current population (may include relocatable classrooms). 1	Strongly Support	Support
260	261	11/13/2019	I am the Parent or Guardian of an Elementary Student in APS enrolled in a neighborhood school	While AT5 and Carlin Springs seem like viable alternatives for Spanish immersion, I have doubts as to whether either would attract more native Spanish speakers than the current Key location. To fit closer native Spanish speaking slots, I might be better to consider Decatur. The broader goal seems to be to balance enrollment. APS needs to have solid indications that can fill immersion wherever it moves. And while everyone likes to point to AT5, long wait list is a proof it is successful and would fill any building it is in. Or order to be eliminated. It serves no instructional purpose distinct from other schools. But what it does is make balancing enrollment more difficult and requires an incredibly large number of buses. If APS cannot point to why it should qualify as an option school, it is weight on the system needs to be reduced.	While everyone likes to point to AT5's long wait list as a proof it is successful and would fill any building it is in. Or prefer to eliminate. It serves no instructional purpose distinct from other schools. But what it does is make balancing enrollment more difficult and requires an incredibly large number of buses. If APS cannot point to why it should qualify as an option school, its weight on the system needs to be reduced. Staff went through that entire PP process. Sure, it is just staff guidelines, but it speaks volumes that it didn't include AT5 in its plan for option school. It seems to be a private school on public school dime that wanders in to escape their neighborhood school. We shouldn't be using for the state and its inflated transportation costs.	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. 7. Enable walking to neighborhood schools as much as possible. 8. 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 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. 4. Hoping to a site that can accommodate current population (may include relocatable classrooms). 1	Strongly Support	Strongly Support

