

ES Planning Questionnaire Responses 891 - 896

Q.No	Response No.	Participation Date	Q1 What is your relationship to APS? You may 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 high-growth areas into 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 to 4 being the least important.	Q9 As we look at moving some of our high-growth areas into 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 to 4 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: 1) Provide neighborhood seats in parts of the county where these are needed and APS doesn't have additional land for a new school. 2) Limit the growth of APS transportation as annual operating costs can be focused on other needs.	Q12 Do you have other suggestions?
501	502	11/21/2019	I am an APS Staff Member - I am an Arlington resident without school-age children			How this plan it will open up more seating as ATX.	There is a lot of moving of schools. There will be two Spanish based schools in south Arlington, meaning that there will be no Spanish based schools in north 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. 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 recent 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. 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 recent 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. Option school is clearly defined in the PreK-12 Instructional Pathways (IP) 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) 1	Neutral	Neutral	
502	503	11/21/2019	I am the Parent or Guardian of an Elementary Student in APS enrolled in a neighborhood school	The scenario presented looks bananas to me. How were these areas conceived? Can you not distribute the boundaries in a more logical and equitable manner?	How does McKinley satisfy any of APS' own criteria for determining good school option school sites? (I does not appear to) Please be transparent about what factors are going to change these proposals. How can anyone have faith that the numbers from this year, are reliable for making projections about what our seat requirements will be 2 and 4 years from now and that these proposals will meet these requirements? Please do the school move and boundary redistricting at the same time. Don't do poorly thought-out school moves now, and then be forced to do even more painful School redistricting later based on bad decisions made earlier. Has anyone asked the folks at Key and 8th and any other potentially affected option programs if they would follow their program to another location? Can we find out from those parents how much the geographic location of their option school factors into their decision to be there?	How does McKinley satisfy any of APS' own criteria for determining good school option school sites? (I does not appear to) Please be transparent about what factors are going to change these proposals. How can anyone have faith that the numbers from this year, are reliable for making projections about what our seat requirements will be 2 and 4 years from now and that these proposals will meet these requirements? Please do the school move and boundary redistricting at the same time. Don't do poorly thought-out school moves now, and then be forced to do even more painful School redistricting later based on bad decisions made earlier. 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Has anyone asked the folks at Key and 8th and any other potentially affected option programs if they would follow their program to another location? Can we find out from those parents how much the geographic location of their option school factors into their decision to be there?	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 recent 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. Option school is clearly defined in the PreK-12 Instructional Pathways (IP) 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) 2	Again, please do not move any schools anywhere without updating the School boundaries at the same time. Please spare yourself and the rest of the county and generations to come anguish and do this right, this time.	Strongly Do Not Support	Strongly Do Not Support	Please slow down, show your work, including any above you based it and projected. Whatever reasons you have behind these two proposals, could the same reasons also apply to other schools? Explain why you are choosing this building post that. We need to see your professional experience, sound reasoning, and quality-checked data.
503	504	11/21/2019	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. 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 recent 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. 3. Option school is clearly defined in the PreK-12 Instructional Pathways (IP) 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) 1		Strongly Support	Strongly Support	
504	505	11/21/2019	I am the Parent or Guardian of an Elementary Student in APS enrolled in an option school		children since there does not appear to be a way to click on a map to locate your house and how this proposal would affect an individual family. Our daughter attends McKinley and is affected under all scenarios. Without this specific type of information, it is difficult to understand how we are affected under the various scenarios. We have heard that the majority of McKinley students move to Reed? actually equates to McKinley students move to Reed (unless you switch to Arlington Traditional). We purchased our house so we could walk our student to school. While I understand that the School Board has a lot to consider, it seems unfairly disruptive to move students who walk to their neighborhood school to now take a bus to school. This affects the quality of life of our entire family, as well as our property values. We do not support Arlington Traditional moving into our neighborhood school.	Reynier area needs a neighborhood school	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 recent 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. 3. Option school is clearly defined in the PreK-12 Instructional Pathways (IP) 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	Use all existing elementary schools to full capacity. 3. Option school is clearly defined in the PreK-12 Instructional Pathways (IP) 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	Use all existing elementary schools to full capacity. 3. Option school is clearly defined in the PreK-12 Instructional Pathways (IP) 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	The IPF is inherently flawed as it does not consider ATX at all as an option program. This survey cannot be completed accurately to represent the opinions of ATX families or allow their support the construction of ATX as an APS option school. Also, the ranking above that of the priorities is not based on capacity and seats, and NOT about the instructional needs of our students.	Support	Support	Additional information is needed for the community to assist in informed decision making. Without specific mapping information, down to the detail of individual homes or neighborhood units, we are unable to see how each scenario affects individual homes. While I am not suggesting that individual affects from the greater good, APS has not explained the scenario in sufficient detail for it to be fully understood. Without a fully transparent process, the scenario will not be supported by the community.
505	506	11/21/2019	I am the Parent or Guardian of a Middle or High School Student in APS	Centralize the locations of option schools to make them more accessible to students on both ends of the county. Walk to diversity schools, particularly in North Arlington.	Neighborhood school for Reason: Current ATX building is a straight shot down Wilson for parents to access the school. There is a significant Latino population by/Off Wilson near Falls Church.	4 and West line are not preserved for immersion.	Latin Springs is difficult for parents to access without a car.	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. 7. 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	Use all existing elementary schools to full capacity. 3. Option school is clearly defined in the PreK-12 Instructional Pathways (IP) 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) 2	Strongly Support	Strongly Support			
506	507	11/21/2019	I am the Parent or Guardian of an Elementary Student in APS enrolled in a neighborhood school		children since there does not appear to be a way to click on a map to locate your house and how this proposal would affect an individual family. Our daughter attends McKinley and is affected under all scenarios. Without this specific type of information, it is difficult to understand how we are affected under the various scenarios. We have heard that the majority of McKinley students move to Reed? actually equates to McKinley students move to Reed (unless you switch to Arlington Traditional). We purchased our house so we could walk our student to school. While I understand that the School Board has a lot to consider, it seems unfairly disruptive to move students who walk to their neighborhood school to now take a bus to school. This affects the quality of life of our entire family, as well as our property values. We do not support Arlington Traditional moving into our neighborhood school.	children since there does not appear to be a way to click on a map to locate your house and how this proposal would affect an individual family. Our daughter attends McKinley and is affected under all scenarios. Without this specific type of information, it is difficult to understand how we are affected under the various scenarios. We have heard that the majority of McKinley students move to Reed? actually equates to McKinley students move to Reed (unless you switch to Arlington Traditional). We purchased our house so we could walk our student to school. While I understand that the School Board has a lot to consider, it seems unfairly disruptive to move students who walk to their neighborhood school to now take a bus to school. This affects the quality of life of our entire family, as well as our property values. We do not support Arlington Traditional moving into our neighborhood school.	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. 7. 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	Use all existing elementary schools to full capacity. 3. Option school is clearly defined in the PreK-12 Instructional Pathways (IP) 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	Use all existing elementary schools to full capacity. 3. Option school is clearly defined in the PreK-12 Instructional Pathways (IP) 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	Use all existing elementary schools to full capacity. 3. Option school is clearly defined in the PreK-12 Instructional Pathways (IP) 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	Does not support prioritizing option schools over neighborhood schools (which is how this proposal comes across). There you considered requiring parental transportation for students who opt out of their neighborhood school? There are considered if older students could ride the adoption county bus system? There are considered reducing the number of option schools?	Strongly Support	Neutral	





521	522		11/22/2020	am an APS Staff Member. Other (Please specify). Arlington families who are teachers for APS	Any plan that significantly increase parent teacher interaction by increasing families who are NOT BUSSED to a far off school is a positive direction to go in. School buses are a barrier to the critical element of closing the achievement gap that is improved by regular, face-to-face interactions with their child's teacher. Secondly, there is significant environmental impact improvements to be made by making as many neighborhoods into walking school neighborhoods.	Change is hard for people and supporting what is best for the community is hard when families are prioritizing what they think is best for themselves ahead of the community.	Any plan that significantly increase parent teacher interaction by increasing families who are NOT BUSSED to a far off school is a positive direction to go in. School buses are a barrier to the critical element of closing the achievement gap that is improved by regular, face-to-face interactions with their child's teacher. Secondly, there is significant environmental impact improvements to be made by making as many neighborhoods into walking school neighborhoods.	Change is hard for people and supporting what is best for the community is hard when families are prioritizing what they think is best for themselves ahead of the community.	Any plan that significantly increase parent teacher interaction by increasing families who are NOT BUSSED to a far off school is a positive direction to go in. School buses are a barrier to the critical element of closing the achievement gap that is improved by regular, face-to-face interactions with their child's teacher. Secondly, there is significant environmental impact improvements to be made by making as many neighborhoods into walking school neighborhoods.	Change is hard for people and supporting what is best for the community is hard when families are prioritizing what they think is best for themselves ahead of the 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 when 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. 3	long waitlist that could fill building to capacity. 3. Option school is clearly defined in the PreK-12 Instructional Pathways (IPF) framework. 4. Moving option schools to increase access for more students. 1. Showing to a site that can accommodate current population (may include relocatable classrooms). 4	Any plan that significantly increase parent teacher interaction by increasing families who are NOT BUSSED to a far off school is a positive direction to go in. School buses are a barrier to the critical element of closing the achievement gap that is improved by regular, face-to-face interactions with their child's teacher. Secondly, there is significant environmental impact improvements to be made by making as many neighborhoods into walking school neighborhoods.	Strongly Support	Strongly Support	Work hard to communicate to the stakeholders what the longer impacts are for making changes that are the BEST FOR THE COUNTY (including the impact on school buses for regular, face-to-face interactions with their child's teacher and the impact on increasing environmental costs.) That supports for both our students and the environment and justifies for the largest benefits and priority for that wanting to further communicate to stakeholders that they need.
522	523		11/22/2020	am the Parent or Guardian of an Elementary Student in APS enrolled in an option school	This scenario preserves the long-established benefits of providing immersion education for northern Arlington and nearby Spanish-speaking families. The benefits of immersion for both native English and native Spanish speakers are well-documented and many. Having this choice is one of the key strengths of Arlington public schools. Keeping key areas is to allow the immersion pathway - which Arlington has committed to keeping strong - to serve its current population, with the permanent building capacity of 633 students. It maintains diversity, enriches staff attributes, and keeps dedicated neighbors.	It highlights the need for additional school capacity to serve certain sectors of the county. Arlington has not addressed regular immersion program and retains some minor accessibility to immersion. This would also retain some accessibility to immersion for the northern part of Arlington county.	Of the two move options, this appears to be the best alternative for the highly populated northern Arlington and retains some minor accessibility to immersion. This would also retain some accessibility to immersion for the northern part of Arlington county.	It would still destroy long-standing immersion community at key locations leaving key neighborhood Spanish speakers behind. If it is likely these cases remain, there are no date or choice not to move with the school. The 475 building is not big enough to support and maintain a population. It would not address the fundamental need of needing additional elementary capacity in certain areas of the county.	Makes it appear that County is taking some options, good for a talking point.	This is a horrible option. It destroys the existing community of northern Arlington and cuts off access for much of northern Arlington. It destroys the existing community of northern Arlington. It fails to take account of Campbell's unique physical school environment, which has been fully integrated into the expeditionary learning model. It would place key area a much smaller school, putting the lie to Arlington's assertion that it continues to support strong immersion program. It does not in any way address the long-term fundamental need to build more school capacity in certain areas of the county.	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. 2. 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 when 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 PreK-12 Instructional Pathways (IPF) framework. 4. Moving option schools to increase access for more students. 1. Showing to a site that can accommodate current population (may include relocatable classrooms). 4	Individual success of immersion program and community involvement at existing key site. Not all students may move with move of option school. Addressing actual needs by building school rather than duplicating in some successful schools and causing too much needless disruption. This question is very confusing - sorry that it is a gnostic question. This really seems like a failure of long-term planning.	Strongly Do Not Support	Strongly Do Not Support	Open discussion of building additional elementary capacity in needed areas, e.g. Rosslyn. Creative transportation ideas. Prioritizing trying not to disrupt existing successful schools. Need clear financial estimates of moving school populations before committing to expansion plan when that money could be used for building additional capacity.
523	524		11/22/2020	am the Parent or Guardian of an Elementary Student in APS enrolled in a neighborhood school	Do not see any beneficial opportunities with this scenario. It displaces the most amount of families, with buses and leaves a gap in service leaving our walkability.	The boundary scenario negatively impacts and displaces hundreds of families. Community cohesion will be greatly disrupted as families have to start working with our neighborhood schools. It also doesn't make sense to off the schools individualized in NW ARL. Just look at the the current boundaries being built along as they are desired growth from the Plan and highways project. Just because a school is not at 115% capacity today doesn't mean it is underfilled. It means it can accommodate growth. Schools in higher density areas need to be larger or they need to be more of them.	This proposal keeps the more families and neighborhood together. While the Spanish speaking kids, but does this option make it more or less likely that Spanish speaking parents will choose immersion?	As with option 1, several schools will need to be relocated. While the move of many families, it offers a 15% reduction in reduced the number of displaced children to 1,500. This means that somewhere around 800 families with children with the neighborhood school they moved here to go to. This is a huge benefit for community and neighborhood cohesion. This option also has the least impact on walkability which is a huge benefit. We should not be adding bus routes if it is possible.	High number of school moving, but the best number of families requested.	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. 2. Develop a plan that best utilizes existing school facilities located on available land in the County, which do not always match when 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. 4	long waitlist that could fill building to capacity. 3. Option school is clearly defined in the PreK-12 Instructional Pathways (IPF) framework. 4. Moving option schools to increase access for more students. 1. Showing to a site that can accommodate current population (may include relocatable classrooms). 3	Do Not Support	Strongly Support	Land acquisition and build more schools. I believe that active choice by families improves every school. We DO need to provide seats for kids across the county. We DO need to keep our eye on transportation costs. But I am willing to pay for buses for elementary kids if we could get more MS and HS kids on the Metrobus system for free. We would like a long term APS parent of 50k who can make more than the focus on core curriculum, individual schools for events like performances, fieldtrips, and acceptance of learning differences that can make the child's experience very different from the public to plan.		
524	525		11/22/2020	am an Arlington resident without school-age children	Looks like there would be more balance - options and need - in some schools than others today. That's a good thing	Some kids who could walk would no longer be able to travel (based on long beach particular blocks)	See above	Again, worried about how immersion is distributed. I would like to see a couple of choice programs running through neighborhoods. If that were to occur, perhaps established neighborhoods significantly together is a good goal. However, how those neighborhoods track into MS and HS kids. It's hard to see what happens on those levels with the site that a parent would have.	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. 2. Develop a plan that best utilizes existing school facilities located on available land in the County, which do not always match when 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. 6	long waitlist that could fill building to capacity. 3. Option school is clearly defined in the PreK-12 Instructional Pathways (IPF) framework. 4. Moving option schools to increase access for more students. 1. Showing to a site that can accommodate current population (may include relocatable classrooms). 3	Support	Do Not Support	What is being displaced? Where are those kids going? How does that impact families? Move from and from the school?			
525	526		11/22/2020	am the Parent or Guardian of an Elementary Student in APS enrolled in an option school	APS would be in a position to consider and address an necessary boundary changes at one time instead of implementing piecemeal changes.	The impact would be minimal and would require coordination with almost every boundary.	Proposal 2 provides the opportunity for APS to create seats in the Rosslyn area. However, this opportunity is created, as indicated below, at the expense of the Spanish Immersion program, which is a substantial, unique and important part of Arlington County.	Proposal 2 provides the opportunity for APS to create seats in the Rosslyn area. However, this opportunity is created, as indicated below, at the expense of the Spanish Immersion program, which is a substantial, unique and important part of Arlington County.	As with Proposal 1, Proposal 2 destroys the long-term viability of the Spanish Immersion program, which is a substantial, unique and important part of Arlington County.	As with Proposal 1, Proposal 2 destroys the long-term viability of the Spanish Immersion program, which is a substantial, unique and important part of Arlington County. It is important to note that the statistics quoted above show that more than 2,300 or about 25% of elementary school students would be reassigned to another school. This is not account for the children in the option schools who would also be reassigned to another school. This is a fundamental flaw in the presentation of information and should be revised to fairly and accurately reflect the impact to all of Arlington County elementary school students, including those in the option schools.	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. 2. Develop a plan that best utilizes existing school facilities located on available land in the County, which do not always match when 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. 4	long waitlist that could fill building to capacity. 3. Option school is clearly defined in the PreK-12 Instructional Pathways (IPF) framework. 4. Moving option schools to increase access for more students. 1. Showing to a site that can accommodate current population (may include relocatable classrooms). 3	Do Not Support	Do Not Support	Maintaining the viability of important programs that celebrate the diversity, culture and world languages of Arlington County, including the Spanish Immersion program.	
526	527		11/22/2020	am the Parent or Guardian of an Elementary Student in APS enrolled in a neighborhood school	Yes	Show the data and steps you took to arrive at this proposal. According to one of your reports (on good sites for option schools), McKinley only had 1 score in suitability out of the 4. Show the data/factors used to arrive at this proposal, and how they were utilized in your decision-making process. From what I have seen your analysis considered factors based on 2020 demographics. What happens after 2020? How do you not forecasted growth after that? Are what happens if we have more kids? Are you going to make new proposals to offset these kids around in 5-6 years timeframe?	Show the data and steps you took to arrive at this proposal. According to one of your reports (on good sites for option schools), McKinley only had 1 score in suitability out of the 4. Show the data/factors used to arrive at this proposal, and how they were utilized in your decision-making process. From what I have seen your analysis considered factors based on 2020 demographics. What happens after 2020? How do you not forecasted growth after that? Are what happens if we have more kids? Are you going to make new proposals to offset these kids around in 5-6 years timeframe?	Show the data and steps you took to arrive at this proposal. According to one of your reports (on good sites for option schools), McKinley only had 1 score in suitability out of the 4. Show the data/factors used to arrive at this proposal, and how they were utilized in your decision-making process. From what I have seen your analysis considered factors based on 2020 demographics. What happens after 2020? How do you not forecasted growth after that? Are what happens if we have more kids? Are you going to make new proposals to offset these kids around in 5-6 years timeframe?	Show the data and steps you took to arrive at this proposal. According to one of your reports (on good sites for option schools), McKinley only had 1 score in suitability out of the 4. Show the data/factors used to arrive at this proposal, and how they were utilized in your decision-making process. From what I have seen your analysis considered factors based on 2020 demographics. What happens after 2020? How do you not forecasted growth after that? Are what happens if we have more kids? Are you going to make new proposals to offset these kids around in 5-6 years timeframe?	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. 2. Develop a plan that best utilizes existing school facilities located on available land in the County, which do not always match when 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 PreK-12 Instructional Pathways (IPF) framework. 4. Moving option schools to increase access for more students. 1. Showing to a site that can accommodate current population (may include relocatable classrooms). 2	Strongly Do Not Support	Strongly Do Not Support	How to address boundaries and school moves as one part, as opposed to two different parts they go hand in hand. They are highly correlated and performing an analysis on one item at a time is not how data analysis should be done. Please FOLLOWER the rule of HIERARCHY: Data. Cleanse to the area that could perform a very data-driven and strategic ANALYSIS on the. You obviously do not have the right proponent or talent to do this work. It shows in the work presented so far, so please DO YOUR HOMEWORK properly.		

527	528	11/22/2019	am an APS Staff Member... I am the Parent/Guardian of an elementary student in APS enrolled in a neighborhood school...	None	None	This scenario DOES NOT make sense for many reasons... APS report, McKinley was only ranked as a suitable place for an option school...	None	This scenario DOES NOT make sense for many reasons... APS report, McKinley was only ranked as a suitable place for an option school...	Use all existing elementary schools to full capacity... Meet needs for seats in high-growth areas...	long waitlist that could fill building to capacity... Option school is clearly defined in the PreK-12 Instructional Pathways (IP) Framework...	Please consider the number of buses you would be adding to neighborhoods that are not equipped... Please consider keeping option schools in places that are most central of a location...	Strongly Do Not Support	Do Not Support	Look at other scenarios. There can't be only 2 choices... both involving McKinley moving and getting rid of it as a neighborhood school... There must be other ways to receive the goals we are trying to reach.
528	529	11/22/2019	am an Arlington resident without school-age children	Not enough information to say, needs further study.	Not enough information to say, needs further study.	Not enough information to say, Would need to know where the new boundaries would be.	Not enough information to say, Would need to know where the new boundaries would be.	Not enough information to say, Would need to know where the new boundaries would be.	Use all existing elementary schools to full capacity... Meet needs for seats in high-growth areas...	long waitlist that could fill building to capacity... Option school is clearly defined in the PreK-12 Instructional Pathways (IP) Framework...	Greenhouse gas emissions, noise, pollution and sedimentation of excessive building jobs to their non-option schools.	Support	Neutral	Plan for the construction of elementary schools in Reston and Crystal City to balance the 85% of schools that are within 1 mile of Arlington's western border.
529	530	11/22/2019	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 Pre-K in APS	Opportunity to have actually balanced geography. The "neighborhood" argument is a balance and artificial to ignoring the density of most neighborhoods.	Neighborhood school PFA	Expanding the ATIS program, keeping most of McKinley together.	Neighborhood PFA.	You could propose no boundaries for the immersion schools. Maybe make a 6.2 and a 5.5 or something. Strengthen the entry immersion program by combining ActUp get creative instead of three half watt measures.	Use all existing elementary schools to full capacity... Meet needs for seats in high-growth areas...	long waitlist that could fill building to capacity... Option school is clearly defined in the PreK-12 Instructional Pathways (IP) Framework...	Support	Do Not Support	Do Not Support	
530	531	11/22/2019	am an Arlington resident without school-age children	Facility and programs remain intact, including high performing schools like Carlin Springs and Key.	Unsure what % of children are now on buses, since this scenario puts the # of children and the others use a %.	Increased enrollment at ATIS	Moving Key School away from the low income families on Reagan	Add enrollment to ATIS	Use all existing elementary schools to full capacity... Meet needs for seats in high-growth areas...	long waitlist that could fill building to capacity... Option school is clearly defined in the PreK-12 Instructional Pathways (IP) Framework...	would need to know about equity who is impacted by race, income and first language? How are our low income students are impacted by the moves, e.g. how many do not have a car or a second car and will be unable to get their children to school? How do we support the schools that produce the highest achievement for low income children, e.g. Key and Carlin Springs? How do we get input from diverse populations (who may not have digital access to complete this survey)?	Neutral	Strongly Do Not Support	This is a TINY County of 26 square miles. Our transportation budget is minimal. So, I think we built quality schools wherever we can. ALSO, INCREASE THE NUMBER OF STUDENTS PER CLASSROOM ACROSS THE BOARD. THIS WILL ADDRESS BOTH CAPITAL AND OPERATING COSTS. THE DATA SHOWS THAT STUDENTS FROM HIGH INCOME FAMILIES WILL THRIVE AND ACHEIVE WITH MUCH LARGER CLASS SIZES. LET'S KEEP CLASS SIZES SMALL WHERE NEEDED, E.G. SPECIAL EDUCATION, EL, AND INCREASE EVERYWHERE ELSE.
531	532	11/22/2019	am the Parent or Guardian of a Child(ren) in Pre-K in APS	Too much bus ride for kids waste of time	This is the best	Not as bad as representative scenario	Too much option school move	Use all existing elementary schools to full capacity... Meet needs for seats in high-growth areas...	long waitlist that could fill building to capacity... Option school is clearly defined in the PreK-12 Instructional Pathways (IP) Framework...	Do Not Support	Do Not Support	Strongly Support		
532	533	11/22/2019	am the Parent or Guardian of an Elementary Student in APS enrolled in an option school	Well, selfishly speaking, my daughter at Campbell would not be impacted under this plan. But I'm also open minded enough to see that this is on a sustainable approach and not fair to more kids that would be assigned to new schools.	All of the above that you already mentioned. Doesn't seem far to reassign many kids.	Reassigning walkers and keeping schools together (students, staff, etc.) minimizing bus routes/distance/travel, examining the space and capacity that each building provides to match the use of the various neighborhood/option school programs. This seems less disruptive as the fewer schools are impacted and less neighborhood students are reassigned.	If I'm putting on my APS hat, it seems the biggest benefit is the better % of walkers neighborhood kids reassigned. There is no perfect option. I hope the school board will coordinate closely with county board when it comes to housing planning. Ensuring diversity, equity, opportunity is upheld in these decisions and it's no surprise that parents seek out Arlington for their child's school system, whatever decision is made, ensure it's one with a long term vision to address what will be a pressing challenge for APS.	I don't own the 5% and 200 student (500) gap is worth the disruption of an additional school being relocated. And here's where I will put on my Campbell parent hat. "We balanced and I always thought that our front-runner option choice would be Spanish immersion. But after our tour of Campbell and learning about the EL philosophy, we knew that was the place for our family. "What makes Campbell special is what the model AND on the outside, quite literally. "The EL curriculum is anchored to student and experiential learning. Where ATIS or immersion is not dependent on specific, outdoor criteria for it's special curriculum, Campbell is. "The walkways, the courtyard and garden and walkway, being adjacent to the Long Branch Nature Center... these are not things that we can pick up and move to a different location along with our desks and books. "You can't even see the better spots of outdoor learning and are pieces of the multiple benefits it provides our kids."	Use all existing elementary schools to full capacity... Meet needs for seats in high-growth areas...	long waitlist that could fill building to capacity... Option school is clearly defined in the PreK-12 Instructional Pathways (IP) Framework...	The outdoor facilities that are necessary for the learning model - e.g., The Learning at Campbell which is heavily integrated with outdoor learning. Campbell's current location is conducive to outdoor learning and cannot be easily relocated as the other option schools.	Support	Neutral	
533	534	11/22/2019	am an Arlington resident without school-age children				McKinley is a neighborhood school with a very strong identity and spirit de corps. It was renovated specifically with an arts focus in mind and it is a wonderful source of money to turn it into ATIS which has no need of arts focused infrastructure.	Some critiques as above. Keep McKinley a neighborhood school and utilize the current arts focused facility as it was intended.	Use all existing elementary schools to full capacity... Meet needs for seats in high-growth areas...	long waitlist that could fill building to capacity... Option school is clearly defined in the PreK-12 Instructional Pathways (IP) Framework...	Neutral	Strongly Support		



540	541	11/22/2020	am the Parent or Guardian of a Middle or High School Student in APS	There aren't any, other than maybe for the option school families who wouldn't be affected.	Many kids don't really go to their neighborhood school -- i.e., they live close to a school other than the one to which they are assigned. APS spends a lot on bus-ing and adds to traffic congestion. Tom of families here do change schools though (that's not a bad as they think).	Clearly, key needs to become a neighborhood school as we need more elementary school seats in that part of the county. Less changing schools, less bus-ing and more walking is always desirable. Increasing the capacity of option schools is a way to manage capacity at neighborhood schools without capturing parents. I don't have a problem with moving the ATS program, option schools shouldn't be removed from changing boundaries or from having to get larger than they might think. Just as an alternative model, we should consider reducing transportation costs. What are taking parents about keeping McKinley students together are nice, one wonders what's happening to the other 60% of McKinley students.	Means key to a more central location that is not "below" the underdevelopment of Spanish-speaking kids. ATS location isn't an area with lots of Spanish-speaking families. APS staff and the school board are more willing to always decrease. Increasing the capacity of option schools is a way to manage capacity at neighborhood schools without capturing parents. I don't have a problem with moving the ATS program, option schools shouldn't be removed from changing boundaries or from having to get larger than they might think. Just as an alternative model, we should consider reducing transportation costs. What are taking parents about keeping McKinley students together are nice, one wonders what's happening to the other 60% of McKinley students.	Clearly, key needs to become a neighborhood school as we need more elementary school seats in that part of the county. Less changing schools, less bus-ing and more walking is always desirable. Increasing the capacity of option schools is a way to manage capacity at neighborhood schools without capturing parents. I don't have a problem with moving the ATS program, option schools shouldn't be removed from changing boundaries or from having to get larger than they might think. Just as an alternative model, we should consider reducing transportation costs. What are taking parents about keeping McKinley students together are nice, one wonders what's happening to the other 60% of McKinley students.	APS staff and the school board are going to look to reduce a great deal of walking. My biggest concern with past boundary moves is they have been very short-sighted, some of the previously under-served areas are now being served. I would encourage you to be confident boundary changes every couple of years, it is just time to consider some alternative models that will both reduce the need for student enrollment projections, which indicate that up to three new elementary schools may be needed in the next 10 years. 1. I would encourage you to be confident boundary changes every couple of years, it is just time to consider some alternative models that will both reduce the need for student enrollment projections, which indicate that up to three new elementary schools may be needed in the next 10 years. 1. I would encourage you to be confident boundary changes every couple of years, it is just time to consider some alternative models that will both reduce the need for 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 (IPF) 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) 3	whether it will help for a couple of years of not being part of a long-term solution. One thing that's challenging is where to put them. Clearly they'll go near the center of the county to be easily accessible to all, but Arlington has the tendency to put schools at the very edges of the county which tend to some interesting attendance zones, so maybe it would be best to put option schools in those locations time so many students are bused away.	Strongly Support	Neutral	
541	542	11/22/2020	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	strongly disagree with divorcing neighborhood schools for the sake of option schools, as appears to be the case in the proposal. Neighborhood schools are tightly integrated into the neighborhood that surrounds them, and the effects of replacing a healthy long-standing neighborhood school with an option school represent a negative quality of life impact on the neighborhood itself.	The data in the description above is incomplete. It states that a "majority" of McKinley students would move to Reed, that majority 51%, 59%, or somewhere in between. If that's all students who would move to Reed, where will those other students go? Ashburn? Tuckahoe? The answer is the potentially significant impact and that it problematic that the answer is not provided.	Same issue I describe above. When will the "majority" of McKinley students who do not go to Reed go to Reed? And how large is this minority?	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. 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. 1. Option school is clearly defined in the PreK-12 Instructional Pathways (IPF) 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) 4	Neighborhood schools should be prioritized over option schools that the vast majority of County students will have no interaction with during their K-12 years.	Support	Strongly Support			
542	543	11/22/2020	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 need 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.	am not sure why APS is proposing to move 4 schools, and invest in all the money to do so, when this can be accomplished by redrawing the boundaries. It appears to be a shell game with no adding additional seats. How can you really estimate the number of students and determine this is accurate. You are directing a committee to make a change that does not result in create net new seats.	There are no good opportunities for this plan for key immersion program. Carlin Springs is too close to Clarendon and there are no advantages for the same program to within a mile. Key's current location is perfect to allow close proximity to an immersion program. The program is not needed for only Spanish speakers. This is a racist comment and APS should stop saying that. It is a program available to anyone who wants to learn two languages. Please stop saying that as a reason to move it to the south of Arlington. It would not make sense to move the immersion program to south Arlington and this would reduce access to North Arlington. Moving it to the south could also drive the student numbers and result in exacerbating the segregation of the school system. APS should learn how to not be discouraged with the immersion program from Fairfax county. They make the program all inclusive and do not want that program to be only located where there is a white speaker reside.	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. 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. 1. Option school is clearly defined in the PreK-12 Instructional Pathways (IPF) 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	Support	Neutral				
543	544	11/22/2020	am the Parent or Guardian of an Elementary Student in APS enrolled in an option school	The growing number of students is a challenge that Arlington can and should plan to build a new school, in particular in an area like the Rosslyn Ballston corridor.	Seeds of each distance mean most of current APS and Key students need to be reassigned to another school. We should respect the rights and feelings of 2400 students. (It's not just a figure)	Seeds of each distance mean most of current APS, Key, Cambel students need to be reassigned to another school. We should respect the rights and feelings of 2400 students. It's not just a figure! Both Key and Clarendon located in the southwest region of Arlington is another challenge. The immersion is currently serving the eastern half of the County. This move makes a complete change to the current Clarendon (Key/Key) zoning. Again although being Programs, these schools have currently enrolled students and their families have their lives planned based on the said zoning. What's the solution in the Ballston that would avoid however the id is complete ignorance and disrespect for such losses.	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. 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. 4. Option school is clearly defined in the PreK-12 Instructional Pathways (IPF) Framework. 3. Moving option schools to increase access for more students. 5. Moving to a site that can accommodate current population (may include relocatable classrooms) 2	Any other options that avoid moving the students (and separating friends)?	Strongly Do Not Support	Strongly Do Not Support	The waitlist of each option school needs interpretation. There are families that selected all the options just because it's allowed. Some families may seriously consider that particular school and others might not. Arlington should consider purchasing land if needed in the Rosslyn area (school demand is there!) (and also sell land, if there's anything that's underused. It's a matter of city planning. Developers can also contribute to the situation. Has Arlington considered any sort of land value capture financing for schools?		
544	545	11/22/2020	am the Parent or Guardian of an Elementary Student in APS enrolled in a neighborhood school	to me, it looks like APS purposely made the representative boundary scenario look as ridiculous as possible. What does the scenario look like if you start in Rosslyn and move southwest across the county? Is the APS representative boundary scenario provided give the best possible outcome in efficiency, number of kids moving schools, or is this only one APS "best"? It would be a waste for me to take this scenario seriously if APS provided some "range finding." APS tried 12 different representative boundary scenarios and rejected the percentage of kids rejected ranged from 4% to 9% and additional being needed ranged from 6 students to 9y students."	The challenges are the Reed, Glade and Ashburn will be over capacity in a few years while Tuckahoe, Nottingham, Clarendon and Jameson will be all under capacity. I really much exactly what we have now if you keep Reed for McKinley. So APS is going to spend money and resources to move all the neighborhood kids out of McKinley to Reed or we can basically stop up the same result we have today. I think the percentage of limited county resources. There are a couple better plans to move option programs that increase efficiency and decrease housing, and keep capacity much more equitable across schools. APS should meet the need as we possibly into improving their data and analytic capacity. I would be a consultant. I'd think work through the whole problem of moving programs and creating new boundaries at the same time. This rushed two-step process is based on bad data and can disastrous mistakes can be avoided by delaying the Feb board vote.	Both Proposal 1 and 2 are based on flawed data. APS should go back and fix their data and do the analytic capacity and capacity analysis. APS should meet the need as we possibly into improving their data and analytic capacity. I would be a consultant. I'd think work through the whole problem of moving programs and creating new boundaries at the same time. This rushed two-step process is based on bad data and can disastrous mistakes can be avoided by delaying the Feb board vote.	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. 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. 3	long waitlist that could fill building to capacity. 4. Option school is clearly defined in the PreK-12 Instructional Pathways (IPF) Framework. 3. Moving option schools to increase access for more students. 5. Moving to a site that can accommodate current population (may include relocatable classrooms) 2	when moving an option program to a neighborhood school - what does that do to the capacity of surrounding neighborhood schools? Option programs should be optional - that needs should not exceed the capacity needs of neighborhood schools.	Neutral	Neutral			
545	546	11/22/2020	am the Parent or Guardian of an Elementary Student in APS enrolled in a neighborhood school	None	The challenge in this solution does not involve the overcrowding at McKinley and Ashburn. With any proposal to close McKinley, this means that the new Reed school will open at capacity and probably over capacity within one year. The cost of these moves hasn't been determined. The new school boundaries should be developed at the same time that any moves are approved. An option school should be moved or closed before a neighborhood school is closed. Closing a huge cost.	The challenge in this solution does not involve the overcrowding at McKinley and Ashburn. With any proposal to close McKinley, this means that the new Reed school will open at capacity and probably over capacity within one year. The cost of these moves hasn't been determined. The new school boundaries should be developed at the same time that any moves are approved. An option school should be moved or closed before a neighborhood school is closed. Closing a huge cost.	The challenge in this solution does not involve the overcrowding at McKinley and Ashburn. With any proposal to close McKinley, this means that the new Reed school will open at capacity and probably over capacity within one year. The cost of these moves hasn't been determined. The new school boundaries should be developed at the same time that any moves are approved. An option school should be moved or closed before a neighborhood school is closed. Closing a huge cost.	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. 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. 4. Option school is clearly defined in the PreK-12 Instructional Pathways (IPF) Framework. 3. Moving option schools to increase access for more students. 5. Moving to a site that can accommodate current population (may include relocatable classrooms) 2	None should be considered. Neighborhood schools should take priority over option school. Parents who choose option school move their children could be on a list to location of the option school should not matter. Please do not close any existing neighborhood schools.	Strongly Do Not Support	Strongly Do Not Support	Perhaps the option school model look into returning P24-28 Street 3 into a neighborhood school. It was a 1930s school currently owned by Microsoft. It could be a great school within a Crystal City neighborhood. Perhaps a building a Rosslyn rather than relying on what APS already own. Close down this process. From attending P24 and civic association meetings, not enough research has been done to make a long lasting and decision.	

546	547	11/22/2020	am the Parent or Guardian of an Elementary Student in APS enrolled in a neighborhood school	No option schools would move	Reassigning nearly half of the students being investigated while being walking and would not be good for students and would add more cars on the roads from being walking which is not good for our neighborhoods	There are challenges with every approach and the data should be reviewed in detail and shared with all stakeholders prior to any decision. These percentages are based on data collected and that data needs to be shared and discussed in much more detail than currently planned. These decisions should not be made in stages with the lowest-entailed consequences. That is very little transparency and a great deal of uncertainty, which needs to be addressed first and foremost.	Will use this space to further address the challenges. In addition to my comments below, there needs to be more transparency and less uncertainty. APS particularly those at Cox Lynn Village (like my daughter), Channing, and their areas would be moved to Key. I have spoken with Head Cooks and many parents about these issues and the APS students who should be moved to Key need to be addressed now. These "school moves" should not be done until the boundary plans. Under these proposals, the APS students would have perhaps the most difficult transitions of all students because everything would start over - not just the move to a new building like most of these other schools. If our kids from APS are moved to Key, we need to start discussing it now and how the new program at Key would be an exceptional program, and APS would need to ensure that it works hand-in-hand with the parents from the beginning to develop that program.	This proposal addresses McKinley but gives APS students who would be moving to Key. There is no discussion on the program or any other proposal about how they will dramatically affect the APS students. Those of us in Lynn Village (like my daughter), Channing, and their areas would be moved to Key. I have spoken with Head Cooks and many parents about these issues and the APS students who should be moved to Key need to be addressed now. These "school moves" should not be done until the boundary plans. Under these proposals, the APS students would have perhaps the most difficult transitions of all students because everything would start over - not just the move to a new building like most of these other schools. If our kids from APS are moved to Key, we need to start discussing it now and how the new program at Key would be an exceptional program, and APS would need to ensure that it works hand-in-hand with the parents from the beginning to develop that program.	This is nearly the same. Please see the response above.	This is nearly the same. Please see the response above.	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 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. Among option schools to increase access for more students. 5. Moving to a site that can accommodate current population (may include relocatable classrooms) 3	Support	Support	Reassigning as few students as possible should be the priority for the county as it is a very disruptive and stressful for the students. We should be thinking about that emotional impact these decisions have on our children.
547	548	11/22/2020	am the Parent or Guardian of an Elementary Student in APS enrolled in a neighborhood school	The opportunities with this scenario are that children, like my daughter, would remain at Arlington Science Focus School, and be able to complete their education at their own school with the same program, the same administrators, the same teachers, and the same children that they play soccer with (and I coach) and that they participate in all clubs and other activities without having to move from APS. And it would allow my younger daughter to join her sister at APS. It would also allow our neighborhood (from Village) to continue to be a part of the APS community, as opposed to the other scenarios below.	There are challenges with every approach and the data should be reviewed in detail and shared with all stakeholders prior to any decision. These percentages are based on data collected and that data needs to be shared and discussed in much more detail than currently planned. These decisions should not be made in stages with the lowest-entailed consequences. That is very little transparency and a great deal of uncertainty, which needs to be addressed first and foremost.	Will use this space to further address the challenges. In addition to my comments below, there needs to be more transparency and less uncertainty. APS particularly those at Cox Lynn Village (like my daughter), Channing, and their areas would be moved to Key. I have spoken with Head Cooks and many parents about these issues and the APS students who should be moved to Key need to be addressed now. These "school moves" should not be done until the boundary plans. Under these proposals, the APS students would have perhaps the most difficult transitions of all students because everything would start over - not just the move to a new building like most of these other schools. If our kids from APS are moved to Key, we need to start discussing it now and how the new program at Key would be an exceptional program, and APS would need to ensure that it works hand-in-hand with the parents from the beginning to develop that program.	This proposal addresses McKinley but gives APS students who would be moving to Key. There is no discussion on the program or any other proposal about how they will dramatically affect the APS students. Those of us in Lynn Village (like my daughter), Channing, and their areas would be moved to Key. I have spoken with Head Cooks and many parents about these issues and the APS students who should be moved to Key need to be addressed now. These "school moves" should not be done until the boundary plans. Under these proposals, the APS students would have perhaps the most difficult transitions of all students because everything would start over - not just the move to a new building like most of these other schools. If our kids from APS are moved to Key, we need to start discussing it now and how the new program at Key would be an exceptional program, and APS would need to ensure that it works hand-in-hand with the parents from the beginning to develop that program.	This is nearly the same. Please see the response above.	This is nearly the same. Please see the response above.	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 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. Among option schools to increase access for more students. 5. Moving to a site that can accommodate current population (may include relocatable classrooms) 2	Neutral	Neutral		
548	549	11/22/2020	am the Parent or Guardian of an Elementary Student in APS enrolled in an option school	My families whose kids are enrolled in option schools. One benefit is the consistency for kids at option schools.	My families who live in North Arlington and whose kids are at Key will likely continue to support that school at the relocation site for Key APS.	All changes result in uncertainty and instability for the kids, especially the youngest.	As a family who lives in N. Arlington and whose son goes to Key, we would no longer enroll him in the option school. Carlin Springs is too far away from us.	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 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. Among option schools to increase access for more students. 5. Moving to a site that can accommodate current population (may include relocatable classrooms) 3	Neutral	Neutral				
549	550	11/22/2020	am the Parent or Guardian of an Elementary Student in APS enrolled in an option school	am not sure it would help to see the current boundaries juxtaposed with the potential new boundaries.	More buses, extended bus routes, continuing to have a school outside of its boundary. Does it solve the problem of filling empty seats and reduce number of students at schools that are at capacity?	The location of Key would be more central at the ATS building, creating neighborhood seats in one area that needs them.	The communities of McKinley, Key and Carlin Springs would be affected. How many seats will we still be short (juxtaposed)? Will this plan solve the issue of filling seats in schools that have them and removing demand in over-crowded schools?	The location of Carlin Springs for immersion is too close to Clarendon and then takes away the chance of having locations for this program that gives access to the program desired equally from all parts of Arlington. This would make access from the far North and East of the county to immersion difficult. Campbell's program is linked to having access to Long Branch park. ATS building does not serve this location's program as well. Too many moves of programs at once. Also many students from Key immersion might not follow because the location is further. ATS building is a better location for this.	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 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. Among option schools to increase access for more students. 5. Moving to a site that can accommodate current population (may include relocatable classrooms) 3	Support	Support	Make sure that you have clear data and explanation for the big picture of why schools need to be moved. Also, communicating a vision or a plan for accommodating the population growth over the mid and long term. This will help make it more palatable when you tell whole school communities that they have to move.		
550	551	11/22/2020	am the Parent or Guardian of an Elementary Student in APS enrolled in an option school	I'm not sure what you're asking	I'm not sure what you're asking	Moving Key to ATS doesn't benefit the immersion program at all and hurts the current families who already attend Key. It has smaller capacity than what we have now. The current location allows equal access to an immersion program to equal where you live. Have you thought about the impact if most of the Key families don't go to the new location and how this will impact the neighborhood schools? Both of these proposals feel like you've announced the key building to the Reston/Courthouse neighborhood and haven't truly given any thought of how the Key students and families can be happy.	Moving Key to Carlin Springs doesn't benefit the immersion program at all and hurts the current families who already attend Key. It also has smaller capacity than what we have now. Moving Key students across the county within a mile of the other immersion school makes no sense. The current location allows equal access to an immersion program to equal where you live. Have you thought about the impact if most of the Key families don't go to the new location and how this will impact the neighborhood schools? Both of these proposals feel like you've promised the key building to the Reston/Courthouse neighborhood and haven't truly given any thought of how the Key students and families can be happy.	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 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. Among option schools to increase access for more students. 5. Moving to a site that can accommodate current population (may include relocatable classrooms) 1	Strongly Do Not Support	Strongly Do Not Support	I'm against any of the moves because I feel the most research needs to be done about how moving Key will affect the entire immersion program. Will people go to the new location? Can neighborhood schools handle a sudden influx of Key students? What is the future of immersion? Also, I also found the survey very confusing.			
551	552	11/22/2020	am the Parent or Guardian of an Elementary Student in APS enrolled in an option school					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 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. Among option schools to increase access for more students. 5. Moving to a site that can accommodate current population (may include relocatable classrooms) 1	Strongly Do Not Support	Strongly Do Not Support	How about just asking, "Do you favor moving school A" "Yes" or "No" followed by "Why" or "Why not?" That's all you need there is no way you're going to get enough useful information from the people who care most and are affected the most with this polling survey. If I just note that we need to talk to all Key families as much as we can, we'd have to send our kids to new neighborhood schools, which is better. Besides we're not the only ones. Has the board considered whether Taylor can accommodate the sudden influx of students who can't follow Key to its new location? To save this sort of thing apply to all the proposed moves. At the very least the board should show them, discuss research and get more information. These moves will break important bonds and friendships between students and teachers, disrupt families, disrupt immersion. Students have their curriculum and so much more what if it's not worth it.			





558	559		11/29/2019	I am the Parent or Guardian of an Elementary Student in APS enrolled in a neighborhood school	The challenges are the disruption of families, disruption of the Options School program, and the impact of public schools, but the entire Options School program should be supported and replaced by building capacity for specialty programs at each school. APS should have a Great Neighborhood School in every neighborhood. The money and time spent on addressing the needs of Options School at the expense of the vast majority of schools is an inefficient use of the resources.	Some students will need to change schools.	Normal. Please delay decisions on any school program location moves and combine the process of considering program location moves in conjunction with the redrawing boundaries process.	Key has a permanent building capacity of 625 students. AHS has a significantly smaller permanent building capacity of 465 students. The key population will NOT fit. This does not demonstrate APS supporting the growth of Spanish immersion programs. There are notable those Spanish speaking households in the vicinity of A15 that Key. We deeply appreciate APS' public statement that it is "committed to strengthening the dual-language immersion K-12 Pathway." However, we do not have any visible plans to strengthen immersion—we have only seen proposals that limit it.	Disruption of families, disruption on central office waste of money and time	Disruption of families, disruption on central office waste of money and time	Use all existing elementary schools to full capacity. Meet needs for seats in high-growth areas. 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. 5	long waitlist that could fill building to capacity. 3. Option school is clearly defined in the PreK-12 Instructional Pathways (IPF) 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	How about consider eliminating the Options Schools Program? A small number of children and parents would be impacted and the vast majority of students in APS would benefit.	Neutral	Strongly Support	Expand the schools we have instead of building new schools. Eliminate Options Schools. With the student population explosion, the demand for Options Schools will increase and APS will be in the same situation 2 years from now. The pushback will be temporary, but the benefit will be by APS students forever.
559	560		11/29/2019	I am an APS Staff Member. I am the Parent or Guardian of an Elementary Student in APS enrolled in a Middle or High School Student in APS	Key has a permanent building capacity of 625 students. The key population will NOT fit. This does not demonstrate APS supporting the growth of Spanish immersion programs. There are notable those Spanish speaking households in the vicinity of A15 that Key. We deeply appreciate APS' public statement that it is "committed to strengthening the dual-language immersion K-12 Pathway." However, we do not have any visible plans to strengthen immersion—we have only seen proposals that limit it.	Some students will need to change schools.	Normal. Please delay decisions on any school program location moves and combine the process of considering program location moves in conjunction with the redrawing boundaries process.	Key has a permanent building capacity of 625 students. AHS has a significantly smaller permanent building capacity of 465 students. The key population will NOT fit. This does not demonstrate APS supporting the growth of Spanish immersion programs. There are notable those Spanish speaking households in the vicinity of A15 that Key. We deeply appreciate APS' public statement that it is "committed to strengthening the dual-language immersion K-12 Pathway." However, we do not have any visible plans to strengthen immersion—we have only seen proposals that limit it.	Disruption of families, disruption on central office waste of money and time	Disruption of families, disruption on central office waste of money and time	Use all existing elementary schools to full capacity. Meet needs for seats in high-growth areas. 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. 5	long waitlist that could fill building to capacity. 3. Option school is clearly defined in the PreK-12 Instructional Pathways (IPF) 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	Please delay decisions on any school program location moves and combine the process of considering program location moves in conjunction with the redrawing boundaries process. Spraying entry schools and programs (to their detriment) different than moving students.	Strongly Do Not Support	Strongly Do Not Support	Please delay decisions on any school program location moves and combine the process of considering program location moves in conjunction with the redrawing boundaries process.
560	561		11/29/2019	I am an APS Staff Member	Key has a permanent building capacity of 625 students. The key population will NOT fit. This does not demonstrate APS supporting the growth of Spanish immersion programs. There are notable those Spanish speaking households in the vicinity of A15 that Key. We deeply appreciate APS' public statement that it is "committed to strengthening the dual-language immersion K-12 Pathway." However, we do not have any visible plans to strengthen immersion—we have only seen proposals that limit it.	Some students will need to change schools.	Normal. Please delay decisions on any school program location moves and combine the process of considering program location moves in conjunction with the redrawing boundaries process.	Key has a permanent building capacity of 625 students. AHS has a significantly smaller permanent building capacity of 465 students. The key population will NOT fit. This does not demonstrate APS supporting the growth of Spanish immersion programs. There are notable those Spanish speaking households in the vicinity of A15 that Key. We deeply appreciate APS' public statement that it is "committed to strengthening the dual-language immersion K-12 Pathway." However, we do not have any visible plans to strengthen immersion—we have only seen proposals that limit it.	Disruption of families, disruption on central office waste of money and time	Disruption of families, disruption on central office waste of money and time	Use all existing elementary schools to full capacity. Meet needs for seats in high-growth areas. 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. 5	long waitlist that could fill building to capacity. 3. 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 relocatable classrooms). 2	The biggest challenge here is sending your worst facilities. While I see the benefits of this change from a system-wide level, it is UNACCEPTABLE to me that you even have school facilities with such a higher level of poverty than any other school (including other APS schools) if you are reconfiguring, you should do something to great out more of these students. Even with an amazing staff of teachers at Carlin Springs, it is incredibly challenging to support so many needs in one building. As it stands, there are other schools with a MUCH HIGHER resource to meet needs, and I am appalled that you aren't considering remedying this situation with your proposed changes. If this option is one selected, it is essential you PROTECT a new building for the Campbell site. That said, I still can't address the larger issue that people in power are sweeping under the rug.	Support	Strongly Support	Provide a mechanism for families to elect a different neighborhood school. The fact is that you have created an untenable situation between the school capacity issue and the real estate issues due to Amazon. Families, including ourselves, do not even have an option to move within Arlington at this point. To a school that would fit our kids and family needs, instead, we will remain stuck at a school that 1) is not walk able, 2) does not work with special needs, 3) operates on two overbooked busses that go to another school, and 4) causes an amount of anxiety and anger within our household that is incredible destructive. This is not just a map and numbers game. Those of you who think it is should be ashamed of yourselves.
561	562		11/29/2019	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	Don't see "opportunities" as the appropriate term. The fact of the matter is that Arlington Courthouse continued and limited partnership with developers has only led to higher density that brings with it a host of challenges. In the context, schools have been strained to capacity, yet there is no measurement done on this area for higher density or controlled growth, you only need to look at the Amazon deal to understand that. Can't be clear, this is not about opportunity. This is about building the deck by a governing organization that has brought on this mess themselves. You can't keep building more density when there is no space for schools. It's common sense, yet those in power who advocated for this received their immediate incentives while pushing the problem down the road. Now we have to deal with this. It is disgraceful. The challenge is that every single member of Arlington County government and APS administration deserves to be voted out for putting us in this place.	Comments are the same as above. The best option is good. You think these proposals and decisions do not impact families, jobs are resilient, etc. The fact is, you have families experience an unacceptable amount of events, especially those who have children with special needs and have located their homes within certain school zones that under these new proposals would move them from zones that would be damaging to the students and the family.	Comments are the same as above. I will add that I question the point of the survey. It is simply to collect a census of who is the most popular or you can select that and claim you engaged the community, e.g., the Arlington way? The opportunity to avoid this whole process and put the whole child and complete family first. Start giving choices back to the families, where maybe there are a couple neighborhood schools to "test" for and see how things play out. This will fairly balance things out where some families choose schools where capacity isn't issue, while others choose schools based on the program and the need of their children.	Comments are the same as above.	Use all existing elementary schools to full capacity. Meet needs for seats in high-growth areas. 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. 6	long waitlist that could fill building to capacity. 3. Option school is clearly defined in the PreK-12 Instructional Pathways (IPF) 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). 3	the schools you wish to move have built an identity in the building they are in and on the grounds they occupy. This should look at obtaining other properties to build more schools, including community centers.	Support	Strongly Do Not Support	Provide a mechanism for families to elect a different neighborhood school. The fact is that you have created an untenable situation between the school capacity issue and the real estate issues due to Amazon. Families, including ourselves, do not even have an option to move within Arlington at this point. To a school that would fit our kids and family needs, instead, we will remain stuck at a school that 1) is not walk able, 2) does not work with special needs, 3) operates on two overbooked busses that go to another school, and 4) causes an amount of anxiety and anger within our household that is incredible destructive. This is not just a map and numbers game. Those of you who think it is should be ashamed of yourselves.		
562	563		11/29/2019	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	There's always been many students, especially neighborhood, trouble from a "walkable" perspective and priorities. This seems like it would just ensure continued overcrowding of Ashburn and probably Reed.	Other border on Dominion Hill neighborhood, which has already had part of its students moved from 9K to 9HS and had threatened moves from very walkable Swanson to Farmington, as well as consistent discussion of moving elementary school boundaries. Because APS projections have proved wildly inaccurate for Ashburn & McKinley, both continue to be overcrowded despite additional. This seems like it would just ensure continued overcrowding of Ashburn and probably Reed. In addition, this breaks up so many families that will not be a good thing, but "neighborhood schools" should be defined as neighborhood, with ongoing communication as possible.	Other border on Dominion Hill neighborhood, which has already had part of its students moved from 9K to 9HS and had threatened moves from very walkable Swanson to Farmington, as well as consistent discussion of moving elementary school boundaries. Because APS projections have proved wildly inaccurate for Ashburn & McKinley, both continue to be overcrowded despite additional. This seems like it would just ensure continued overcrowding of Ashburn and probably Reed. In addition, this breaks up so many families that will not be a good thing, but "neighborhood schools" should be defined as neighborhood, with ongoing communication as possible.	Other border on Dominion Hill neighborhood, which has already had part of its students moved from 9K to 9HS and had threatened moves from very walkable Swanson to Farmington, as well as consistent discussion of moving elementary school boundaries. Because APS projections have proved wildly inaccurate for Ashburn & McKinley, both continue to be overcrowded despite additional. This seems like it would just ensure continued overcrowding of Ashburn and probably Reed. In addition, this breaks up so many families that will not be a good thing, but "neighborhood schools" should be defined as neighborhood, with ongoing communication as possible.	Disruption of families, disruption on central office waste of money and time	Disruption of families, disruption on central office waste of money and time	Use all existing elementary schools to full capacity. Meet needs for seats in high-growth areas. 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. 3	long waitlist that could fill building to capacity. 4. Option school is clearly defined in the PreK-12 Instructional Pathways (IPF) Framework. 2. Moving option schools to increase access for more students. 2. Moving to a site that can accommodate current population (may include relocatable classrooms). 1	Indian border on low income families, access to public transportation for families	Neutral	Support	Indian border on low income families, access to public transportation for families
563	564		11/29/2019	am an Arlington resident without school-age children	Should we all if the shifts of boundaries will happen sooner rather than later, so we can begin to plan now.	Students will miss friends from old school. Parents may have longer travel times to the new school.	Don't know.	Should be moderately more housing.	Don't have the knowledge to know.	Don't have the knowledge to know.	Use all existing elementary schools to full capacity. Meet needs for seats in high-growth areas. 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. 1.	long waitlist that could fill building to capacity. 3. Option school is clearly defined in the PreK-12 Instructional Pathways (IPF) 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	Facilities needed for the school's programs, availability of space for the school's extra-curricular recreational opportunities. Consideration of how site choices may affect downstream needs for middle school classrooms and facilities.	Strongly Support	Support	

564	565	11/23/2019	am the Parent or Guardian of a Middle or High School Student in APS	don't see opportunities.	break up neighborhood attendance zone around schools, adds to busing	opens neighborhood school in Suburban area, makes good use of land area, keeps most of McKinley community together with many able to walk, moves the options schools. I think options schools should always be open to busing, because they are county wide programs and received the expensive benefit of busing.	seems to have benefits of option 1. Moving attention to area with more Spanish speakers would be very good for immersion. The key community seems very upset about moving, so maybe this would alleviate some of their disappointment.	Slightly more moving parts—moving three option schools instead of two.	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. 3	long waitlist that could fill building to capacity. 3. 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	really didn't have an opinion on the above busing.	Strongly Support	Strongly Support	Keep McKinley neighborhood school and go with the Representative boundary option. Do not move the option schools.	
565	566	11/23/2019	am the Parent or Guardian of an Elementary Student in APS enrolled in a neighborhood school	Under this scenario there are more neighborhood schools to spread the load but over, allowing for less overcrowding of Arlington schools. I find this very desirable. I also think that this keeps kids more closely aligned with their neighborhood friends. It keeps the options schools where they are, which makes many people happy, including me. McKinley fathers get to stay walkers and don't have to be bused. This is not me, but if I like how McKinley (my neighborhood school) this is the best option!	none that I'm aware of	None that I can see. I do not like this option.	It appears that by making McKinley an option school, we end up overcrowding all of the schools that get the overflow, to include Reed, Glade, Johnson, and Maple others. The families at the option school end up going to the moves. McKinley families that wouldn't go to Reed under the representative scenario will be upset by having to be bused. McKinley construction for the arts ends up going to waste.	None that I can see. I do not like this option.	It appears that by making McKinley an option school, we end up overcrowding all of the schools that get the overflow, to include Reed, Glade, Johnson, and Maple others. The families at the option school end up going to the moves. McKinley families that wouldn't go to Reed under the representative scenario will be upset by having to be bused. McKinley construction for the arts ends up going to waste.	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. 3	long waitlist that could fill building to capacity. 3. 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	Don't remove neighborhood schools. We need as many neighborhood schools as possible. Taking McKinley to allow APS to have its own neighborhood school is holding one school to gun another, where both are in high growth zones.	Support	Do Not Support	Keep McKinley neighborhood school and go with the Representative boundary option. Do not move the option schools.
566	567	11/23/2019	am an Arlington resident without school-age children	don't see any	think reducing walking and adding busing should be a last resort and in short sighted. It is better to stage schools or move programs than have more kids riding buses and polluting our air.	Moving programs makes sense to me. But why aren't the programs and boundaries being done at once? What about ATS and McKinley kids requiring buildings? How a new neighborhood school and keep them as it but find a way to build a neighborhood program in the Rosslyn area or have space for such a program in an office building. Perhaps for K-2.	Can't you reduce the moves of kids to less buses? Can't you add space at ATS instead of at this building by using an addition?	This one seems absurd	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. 5	What is a "school" The Program? The students? That is unclear. But since option school students are largely based there moving that program to an under-utilized space makes sense and preserves walkable space in neighborhood schools. Finding more space in neighborhoods is what is needed. Find ways to have smaller programs in community center or office buildings. Or build more schools. Where kids can walk to.	Strongly Support	Strongly Support	Limiting APS buses is a lot more than about money. It is about more sustainable living and healthier students.		
567	568	11/23/2019	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		see few benefits for my family in this proposal. My son walks to ATS, my daughter is bused to McKinley in the proposal, they will both change schools and how both be bused. I think my daughter has a significant number of her friends in the move as the student body of McKinley is disbursed across many areas. And new ATS students are bused even further than previously at McKinley's further west and less central.	am disappointed that the proposal ends McKinley as a school and I am not happy that ATS will move and to become yet another option school. The proposal is incredibly disruptive to a significant amount of families and disperse for me as a parent of both a McKinley student and an ATS student. Only ATS is walkable for us moving McKinley to Reed is not helpful and moving K2 somewhere else is worse for us. We understand that planning for growing populations is very difficult, but we never imagined that the proposal would be so disruptive.	This plan is just as bad as the first proposal with the same issues for my family.	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. 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). 4	Strongly Support	Strongly Support				
568	569	11/23/2019	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. 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. 5	long waitlist that could fill building to capacity. 3. 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	support	Strongly Do Not Support			
569	570	11/23/2019	am an Arlington resident without school-age children	None.	More students and schools affected than other plans	None	80% a big percentage of students will not be able to walk to school	Minimal compared to previous options	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. 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			
570	571	11/23/2019	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	There are many challenges with this scenario. Why would we opt to add buses and increase the budget in this area when we are already tight on resources as we are told every year? This scenario takes to the option schools. These families are choosing to go to these schools and transportation is provided so these schools could be placed anywhere in the county versus making neighborhood schools and walking a lengthy.			80% a big percentage of students will not be able to walk to school	Minimal compared to previous options	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. 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). 3	Other moving schools to new sites, it should first be looked at whether it's worth spreading a current neighborhood school to make it easier for option school participants. Many option schools in the county are not as diverse as the neighborhood schools so you would be increasing the disparity between those families and of times making it easier to the neighborhood students. Likewise, Arlington continues to make cuts to the budget, moving students who could walk to school to another location that requires a bus is not responsible in this way as well as environmentally unsound.	Strongly Support	Strongly Support	How does APS reach out to low-income families and inform and encourage them to apply to this county-wide option school?	
571	572	11/23/2019	am the Parent or Guardian of a Middle or High School Student in APS	This seems like a bad outcome, but I don't feel uncomfortable if my work. It seems like we should not need to add more buses.	Why in the world would we move people around? APS requires more buses / empty lot getting this.	like this much better. Parents in choice schools shouldn't be willing to move—they make a choice to attend the school because they value the pedagogy. One of our children attended a choice school—of we great, but we understood it was not choice. Like the idea of keeping McKinley intact. The Reed School is not near any nearby families. McKinley is on the edge of Arlington and makes more sense, to me, as a choice school	I can understand people at McKinley don't like it and I can understand why	This seems to make a great deal of sense because of the open space in densely populated parts of Arlington where overcrowding is worst, while making smart use of the centrally located Reed school	Nobody like the move. Choice school parents—and again open as a choice school parent—need to be flexible.	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. 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. 2. Moving to a site that can accommodate current population (may include relocatable classrooms). 3	no comment	Strongly Support	Strongly Support	I have always been submitting to me that such a small county, with relatively high density, has so many buses. They cause congestion, pollute the air, and cost taxpayers a ton of money. They take time from the kid's day, they work against healthy habits.





586	587	11/24/2020	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 am fine with this change and happy that the kids will be eligible for school bus service. And that no option schools will move under this scenario.	Walkability is a good thing and would like to see more students walk to school, but not at the expense of moving option schools.	It is an opportunity for non-spanish speaking, wealthy families to have a neighborhood school, since it involves moving spanish speaking kids out of their neighborhood.	Moving Elementary School from current into accessible location in Arlington Traditional is a non-emergency. It is not necessary to call for a new school location to make large long term, wealthy families for non-spanish speaking. This is a good way to assume control over this school.	This is the worst plan. And it is discriminatory against nonemspanish families and in favor of non-spanish speaking, wealthy families.	This option is discriminatory and slightly racist. Spanish speaking families don't live in a community of spanish speaking. That is in the design of the intervention program. It is a program of inclusion, not exclusion. This program should remain in its current location and not be moved. Moving families creates cumulative distance.	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. 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. 2. Option school is clearly defined in the PreK-12 Instructional Pathways (IPW) Framework. 3. Moving option schools to increase access for more students. 4. Thinking to a site that accommodate current population (may include walkable classrooms) 3	Whether or not your policy is discriminatory.	Do Not Support	Do Not Support	
587	588	11/24/2020	Other (Please specify): Parent of a rising 4th grader currently enrolled at a private treat.	Appreciate that this map somewhat shows the line between North and South Arlington. Bringing students who are currently in the Carlin Springs/Compton area up to McKinley and Ashburn would positively affect diversity in the school and provide opportunity for those who live on the south side of the county.	It's absolutely true the value in potentially increasing diversity in the northern part of the county, it appears that APS moved at this scenario by starting at the top of the map with nice clear boundaries, and then working their way down and having to bring together disparate groups to make the numbers work as you made your own choice. These other maps been drawn using a different starting point? Was this the best way to draw these new boundaries? This doesn't represent a good baseline case to compare against, and seems like a slightly biased way to present and encourage you, consultants to be in one of the two of this proposal. These two processes are inevitably linked and should be performed in tandem. "Need will open at capacity in 2023, and will be well over within a year or two. This can't be solved with simple boundary changes, as all of the adjacent neighborhood schools will also be full. McKinley must remain a neighborhood school to resolve area overcrowding.	"What logical process we used to formulate the proposal? Especially considering APS's option schools sites report ranked McKinley suitable as only 1/4 factor? The 1 qualifying factor for McKinley is the ability to handle buses, yet the site is not large enough to handle the 131-415 buses, double the current bus traffic."APS plans to do school move proposal separate from the boundary redefinition process. The case for change has been based on factors (logistical efficiency, walkability, site locations) that are significantly affected by school boundaries. How the boundaries are drawn affects every one of the alleged benefits of this proposal. These two processes are inevitably linked and should be performed in tandem. "Need will open at capacity in 2023, and will be well over within a year or two. This can't be solved with simple boundary changes, as all of the adjacent neighborhood schools will also be full. McKinley must remain a neighborhood school to resolve area overcrowding.	"What logical process was used to formulate the proposal? Especially considering APS's option schools sites report ranked McKinley suitable as only 1/4 factor? The 1 qualifying factor for McKinley is the ability to handle buses, yet the site is not large enough to handle the 131-415 buses, double the current bus traffic."APS plans to do school move proposal separate from the boundary redefinition process. 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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 (IPW) Framework. 3. Moving option schools to increase access for more students. 1. Thinking to a site that accommodate current population (may include walkable classrooms) 2	On this proposal, APS assumes 100% of option school students will transfer to the new school location. That is a bold assumption given the major geographic changes proposed. The assumption is also making that every individual who is a resident in these locations they are passionate about the curriculum and eager to be in that specific school. However, in speaking with other parents, I have received the feedback that many put their children on option school waitlists because they are actually closer to their homes than their assigned neighborhood school, or because they are unhappy with their assigned neighborhood school and looking for an alternate option. Has there been any direct polling of the affected neighborhoods to see how many would actually move with their option school? "The school moves and boundary change projects need to be performed in tandem. They are inextricably linked, and thinking of them as two unique projects will not yield the actual optimal solution.	Strongly Do Not Support	Strongly Do Not Support	SLOW DOWN: The short timeline of this proposal prevents us from, in the coming months, APS will have access to more crucial information (JAFAP annual report, CAP, Census) which will better guide the planning process. Further, a change of this magnitude should not be voted on until a permanent superintendent is hired and able to provide oversight and guidance. LOOK AT OTHER SCENARIOS: There aren't just 2 options; there must be other ways to achieve our goals in a way that will meet the needs of APS and its students. Please take the time to truly consider alternative ideas as they are presented by your consultants, and, if necessary, engage an outside consulting firm to ensure you are truly optimizing the APS experience for all students, parents, and staff. CALCULATE THE COST: In all of my research about this process, I found no mention of the cost for applying any of these scenarios. How can you decide between options when the cost of each choice hasn't been calculated?		
588	589	11/24/2020	Am the Parent or Guardian of a Middle or high school student in APS.	Option schools unaffected - good for them, but for emergency cases... in the "normal" boundaries you go to your borders. To be honest I can't see what the goal is in this redistrict. Certainly options 1 and 2 will require this as a product of the results.	Many people will challenge the redistricting based on new boundaries - what is the reasoning behind this? The customer is the student, but the average parent moves to ARL. City of Loudoun is the redistricting, you take away the premium knowing all they are getting. When the redistricting you take away that parent has invested in without their children that this process, which does not appear to be the board's favorite. 2. You are reducing walkability for students. For a county which concentrates in energy saving and reducing congestion, what will be the impact on students? Extra walking? Commute time for the kids? (WALK TO THE BUILDING OR CURRENT WALK PERCENTAGE?)	Increase ATS enrollment - Great! Immigration in central location is also good.	Lead impact on numbers of kids and parking - is this one the best. However what is the overall cost impact on annual operations? Cost the most? Compared to option 2? If you are going to do a redistrict, at this time is a strategic opportunity. However this does not clarify future requirements in the southern parts of ARL, CTY.	Lead impact on numbers of kids and parking - is this one the best. However what is the overall cost impact on annual operations? Cost the most? Compared to option 2? If you are going to do a redistrict, at this time is a strategic opportunity. However this does not clarify future requirements in the southern parts of ARL, CTY.	Lead impact on numbers of kids and parking - is this one the best. However what is the overall cost impact on annual operations? Cost the most? Compared to option 2? If you are going to do a redistrict, at this time is a strategic opportunity. However this does not clarify future requirements in the southern parts of ARL, CTY.	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. 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. 6	Long waitlist that could fill building to capacity. 2. Option school is clearly defined in the PreK-12 Instructional Pathways (IPW) Framework. 3. Moving option schools to increase access for more students. 1. Currently with seats left behind because of diverse schooling, but closing the county with buses is not the choice the county should make or invest upon. Think about more of current assets and commercial office in high-growth areas as a key gap which permanent solutions can be found. An Amazon comes into the forefront in the county, its contribution to STEM and education efforts should be leveraged to provide additional access to education throughout the county, based on how that program will enrich the area and the ARL, CTY tax base.	Neutral	Support	ARL, CTY has a brand to support - based on location, services, working for stability and close range to the International Airport - people move there on purpose for their kids, and to be close in - this is a premium. Currently no kids should be left behind because of diverse schooling, but closing the county with buses is not the choice the county should make or invest upon. Think about more of current assets and commercial office in high-growth areas as a key gap which permanent solutions can be found. An Amazon comes into the forefront in the county, its contribution to STEM and education efforts should be leveraged to provide additional access to education throughout the county, based on how that program will enrich the area and the ARL, CTY tax base.	
589	590	11/24/2020	Am the Parent or Guardian of an elementary student in APS enrolled in a neighborhood school.	Moving school boundaries within walkable distance is more cost effective. It doesn't make sense to move to a walkable school to further away.	Children, boundaries should make more sense and be as understood and optimal as possible. This is in the moving of the school buildings, then it makes more sense if a plan for much kids to be accepted to APS from the waitlist.	No risk would not be affected by this change. My school is new, it will be the effectiveness of changing from a walkable school to bus. However, if this is in the moving of the school buildings, then it makes more sense if a plan for much kids to be accepted to APS from the waitlist.	Cost effectiveness, and lack of convenience for families that walk who will need to bus.	Lack of convenience for families affected.	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. 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. 2	Long waitlist that could fill building to capacity. 2. Option school is clearly defined in the PreK-12 Instructional Pathways (IPW) Framework. 3. Moving option schools to increase access for more students. 1. Thinking to a site that accommodate current population (may include walkable classrooms) 2	How it affects transportation.	Support	Strongly Support	No	
590	591	11/24/2020	Am the Parent or Guardian of an elementary student in APS enrolled in a neighborhood school.	don't see opportunities here.	support walkable schools. This scenario doesn't facilitate that. Plus, McKinley boundaries don't truly encompass the neighborhood. The parcel families from one mile away I have a child that goes there currently, and it is convenient for us, would much prefer to be at a walkable school. Thanks for thinking outside the box.	Overall is ok.	Take care that the centrally located Reed isn't overcrowded, which again would mean a move to more Spanish speakers, and that makes sense to me.	like this plan better. APS rights points out that the emergency program would be in an area with more Spanish speakers, and that makes sense to me.	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. 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. 2	Long waitlist that could fill building to capacity. 2. Option school is clearly defined in the PreK-12 Instructional Pathways (IPW) Framework. 3. Moving option schools to increase access for more students. 1. Thinking to a site that accommodate current population (may include walkable classrooms) 2	Some parents want kids brought together at each. Others want entire neighborhoods together. These are families far from the school, often based. I don't hear my kids in crowded schools. Ultimately kids will need to move to address that scenario. It's not okay to move schools only to allow shifted seats in one area, and overcrowding in another. Potentially this is happening at McKinley and it's not okay. Please be realistic of this during the current process.	Strongly Support	Strongly Support	Thanks for thinking creatively on this. We go to McKinley currently and I'm supportive of both APS proposals.	
591	592	11/24/2020	Am the Parent or Guardian of an elementary student in APS enrolled in a neighborhood school.	As a statistician myself, this survey is interesting and I solicited the results you want APS should have been based, or used an outside party when you created this survey. Thus, I will not answer these questions and speak from my heart. The only stakeholders who have "opportunities" in this scenario are APS and parents, whose children currently go to APS. Considering that their building was for for girls just two years ago, I'm surprised that they are submitting to grab boys building. You are investing a president, and APS and all schools should be concerned as real time you "lead option" and take away facilities without any preparation or real input from the affected public. You do need another school in the nearby/distant corridor, opening communities and creating it will through truly focus walk and partnering the public with "we know best" cost the way to do it. A comprehensive plan that takes into account boundary changes is needed. Wait phase.	What you see as "buildings" we see as parking lots. Our parents, children, and now our children go to these schools. I can't speak for APS, it is taking away a building from one area, and we are not creating any new ones. You are not creating any new ones, just shuffling kids around to make operations feel better. If you truly cared about growing the APS elementary program due to overcrowding, you would actually have had conversations with the county about how to procure land to build new schools, and design plans to "build up" the schools and grounds we already have. Yes, some schools up north are under capacity, but that won't last long due to growth.	Speaking from a statistician level again, the problem that APS parents is very obvious, because I does not take into account the children who are in option schools, in the traditional, leading from local organizations that fund these PAs, the PAs will likely have to reduce in their new location, and in many cases children themselves, who are the three option schools affected, because cannot or won't be able to follow their program. People actually move to the neighborhoods where their option schools are, or go into the region where to get to where you want their children to end up without much notice.	Do you even have the funding to move supplies, equipment, not to mention how additional staff (not everyone will follow you) will have a better idea of how you should be funded? How many may not be the intervention program when parents make the hard decision to transfer their children to their overcrowded neighborhood school due to distance and/or children concerns? As you know, you can only accept new students at K-6, not 7-12. What will it mean for students at Gordon and Walnut? Will this result in even just both intervention programs within a student's "travel of a day" problem? I'm invested only for South Arlington? My child isn't even went affected by these moves, but I know that if any of these children go through out these options may be next - think people are concerned because there was no transparency and buy into this process, you just saying it on the public end and just expected everyone to be okay with it.	How you considered that walkability as a priority promotes negotiation within the schools? North Arlington will continue to be walkable, and South Arlington will be overcrowded and brown. In this what our neighborhood wants to promote? A "power level" of north Arlington Traditional and Key Reminders are one of the most diverse communities in APS's system, and walking to the county for building the school. Work with the parents/teachers/builders instead of a state of them. How a real plan instead of one that won't even solve your problem. In my opinion, you want a real solution, not don't you make preferential admission to All option schools to those who live within a 2.5 mile radius, but the neighborhood that APS and Key stakeholders may not be pleased, and there may be equity issues that you will need to think through, but at least it will address your issues of walkability and access	Recommend you should table this process until program. Don't remove any school at this time. Once you reduce the boundaries that you want, you will have a better idea of where capacity is needed. In this what our neighborhood wants to promote? A "power level" of north Arlington Traditional and Key Reminders are one of the most diverse communities in APS's system, and walking to the county for building the school. Work with the parents/teachers/builders instead of a state of them. How a real plan instead of one that won't even solve your problem. In my opinion, you want a real solution, not don't you make preferential admission to All option schools to those who live within a 2.5 mile radius, but the neighborhood that APS and Key stakeholders may not be pleased, and there may be equity issues that you will need to think through, but at least it will address your issues of walkability and access	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. 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. 2. Option school is clearly defined in the PreK-12 Instructional Pathways (IPW) Framework. 3. Moving option schools to increase access for more students. 1. Thinking to a site that accommodate current population (may include walkable classrooms) 3	A real plan with real data rather than projections based on faulty/informed data. APS cannot collect data themselves, perhaps an outside agency should be of use to make more sound decisions.	Strongly Do Not Support	Strongly Do Not Support	I read everything on page 1. Thank you for your consideration.

592	593	11/24/2019	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	understand the need but do not see this as a viable scenario.	Adding buses will create more traffic in the area and increase gas emissions. Additional stress in the environment and on families many of which have purchased their very unaffordable homes just so their kids can walk to school of their choice.	Neighborhoods that are in direct proximity and walking distance to their current school should not be rezoned into pieces. For example, all of Arlington Forest kids should be able to attend Barrett. Reducing half of the bus routes in one neighborhood into 3 different schools is highly disruptive to health of the community that people have built. Its disruptive to current body of students to be ripped away to different schools as well as adding a lot of stress on family logistics.	think this is not a bad option	I don't see the advantage of moving kids to an area with higher Spanish speaking population. I thought the idea behind this option schools is to have more non-Spanish speakers have an opportunity to learn a second language at a high quality school. What is the benefit of placing already Spanish speaking students into English speaking country into that context language school. Would it not be counterproductive for the children who need to learn English to be sent to primarily Spanish speaking 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 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 (IP) Framework. 4. Moving option schools to increase access for more students. 1. Hoping to a site that can accommodate current population (may include relocatable classrooms). 3	Neutral	Support		
593	594	11/24/2019	am an APS Staff Member	see none.	From my perspective, I don't see how these Representative Boundaries address poverty, overcrowding, and under-performing schools. Moving kids around the map the county's border line but doesn't address issues and concerns facing APS students. Arlington is a sanctuary city and as a result families and students with tremendous needs will require a lot of support and resources. I fear that the growing academic and economic discrepancies among students will only grow larger.	The only opportunity I can see is that the County's bottom line will benefit from its affordable plan. Why wasn't the county better able to predict rapid growth in areas with apartments, condos, & townhomes? Why not just make all schools neighborhood schools?	From my perspective, I don't see how these Representative Boundaries address poverty, overcrowding, and under-performing schools. Moving kids around the map the county's border line but doesn't address issues and concerns facing APS students. Arlington is a sanctuary city and as a result families and students with tremendous needs will require a lot of support and resources. I fear that the growing academic and economic discrepancies among students will only grow larger.	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. 4	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. 1. Hoping to a site that can accommodate current population (may include relocatable classrooms). 2	Strongly Do Not Support	Strongly Do Not Support	I think all schools should be community schools. Communities can then have to house certain programs like G&T or Spanish immersion in their schools		
594	595	11/24/2019	am the Parent or Guardian of an Elementary Student in APS enrolled in a neighborhood school	This seems more impactful and costly than the other 2 proposals	Yes kids needing to change schools. One's that do change schools are "tagged together" (McKinley)	I worry that currently walk to McKinley will not be having to cross both 86 and Wash Blvd to get to new Reed school	Lower bus costs, more walking which I support. Keep most existing kids "tagged" as they move to different building.	Same as Proposal 1 re. McKinley walkers so they can walk to new Reed school but will be a longer and pleasant walk.	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. 4	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. 1. Hoping to a site that can accommodate current population (may include relocatable classrooms). 3	Does the name and the facility also move? believe it "yes" this would alleviate some of the concerns from parents who like are impacted by the move.	Strongly Support	Strongly Support	Thank you for doing this!
595	596	11/24/2019	am the Parent or Guardian of a Child(ren) not yet in PreK	Representative boundaries maintain neighborhood schools, which is important by the fabric of the communities of Arlington. It also maintains walkability in many areas. It also distributes the "Sherman/Platt" throughout the county instead of focusing these changes "just" at a few schools and neighborhoods.	The boundaries in this proposal do seem somewhat exaggerated and could be reconfigured so that the boundaries of McKinley and Reed are not so long. There are undercapacity schools like Tuckahoe, Nottingham, Discovery and Jameson that are impacted in other schools.	None	This plan fails to remedy the overcapacity issue at Ashburn, McKinley and Glade. The whole purpose of having Reed was to relieve overcapacity at Ashburn and McKinley and this proposal does it more the capacity issues that those schools is a new school. Additionally, I live on the corner of 10th and McKinley and the traffic situation is already bad and dangerous and this proposal adds 10 more buses and hundreds of cars to an already busy and dangerous area. There have been numerous accidents at our corner and APS is in the midst of a traffic calming project on the road to assist with the walkability of McKinley and now we are going to take away all of the walkability of McKinley. Additionally, the entire neighborhood went through a renovation at McKinley in 2017 to make it a better neighborhood school and now we are taking that away and going to have to do more construction to change McKinley for the different model of education that APS uses. It's a major waste of money.	In addition to what I mentioned about with the other proposal, this makes the traffic situation even worse with even more students and buses going to AS at the current McKinley building. Both of these proposals fail to address the overcapacity issue at Tuckahoe, Nottingham, Discovery and Jameson. It also concentrates the "solution" to this problem to a small number of schools when this is a neighborhood problem. Finally, these new proposals also demonstrate that APS is unresponsive to the community their intentions. They misrepresented when they said McKinley that it was going to remain a neighborhood school. They misrepresented during the process of designing Reed (and I was on the BPC) that this new school would help with overcrowding in the area. They misrepresented to the federal government when they got the grant to make the area safer for walkers when they are taking away the walkability of McKinley.	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. 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. 1. Hoping to a site that can accommodate current population (may include relocatable classrooms). 2	APS needs to have a better process for all of this and also wait for the 2020 Census to better understand the real growth in areas. This is a rushed process and they are not understanding the growth in these areas. Around McKinley, the population and growing and changing to more and more families with young kids. We need a neighborhood school, not an option school. Additionally, has APS considered affirming option schools, after getting and making all schools neighborhood schools. Community and neighborhood schools are so important to parents in Arlington and the overall community of the county. Additionally, APS needs to look at undercapacity schools instead of just pushing overcapacity schools to other sites. This whole process concentrates drastic changes to a few locations instead of distributing them throughout the system. APS seems not to be considering costs of all of these changes, new buses or redneering recently renovated schools to accommodate different education models.	Strongly Support	Strongly Support	APS needs to wait for the 2020 Census results to better understand growth in all areas. APS also needs to stop getting it Arlington schools like Tuckahoe, Discovery, Nottingham and Jameson side with changes and remaining undercapacity. APS needs to stop misrepresenting and changing data. A few years ago, they did an analysis of where option schools could be relocated by and McKinley went from the list but now nothing McKinley an option school is one of 3 alternatives, the were told Reed would help with overcrowding and all of the local neighborhoods were supportive and now APS is changing to have and just pushing the overcrowding to a new building. McKinley families went through years of overcrowding, then years of construction and now we are crowded again, were told that Reed was being building to address that overcrowding, and APS is just shifting the same problem to a new building, it's disappointing and troubling. I love our neighborhood school!
596	597	11/24/2019	am an Arlington resident without school-age children. Other (Please specify): former APS high school teacher whose children attended APS option schools. One said it's Woodlawn, where a Latin taught science			More Expeditionary Learning to a more central location in Arlington. Make two more neighborhood schools. Move recent immersion program into area with high number of Spanish speakers, encourage learning English, which is very important for future success. Fewer buses needed for this move; fewer students will be affected. Choice schools can be located anywhere in the County and students will care, because their parents will advise the choice. Friends will be made regardless of the school location or the school boundary changes.	None	More teachers will need to change schools. Campbell El. may have less desirable facilities.	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 (IP) Framework. 4. Moving option schools to increase access for more students. 1. Hoping to a site that can accommodate current population (may include relocatable classrooms). 4	Strongly Support	Support		
597	598	11/24/2019	am the Parent or Guardian of a Middle or High School Student in APS			Reed neighborhood would get what APS promised - walkable neighborhood school with fewer buses because the neighborhood can't handle the buses. Choice schools emerged when capacity was lower across Arlington and they should be dissolved and all schools should be used as neighborhood schools.	None	Reed neighborhood would get what APS promised - walkable neighborhood school with fewer buses because the neighborhood can't handle the buses. Choice schools emerged when capacity was lower across Arlington and they should be dissolved and all schools should be used as neighborhood schools.	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. 3	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. 1. Hoping to a site that can accommodate current population (may include relocatable classrooms). 1	Strongly Support	Neutral	Get rid of choice schools due to capacity which would free up some schools seats and if that doesn't move choice schools to school and make all schools neighborhood schools and then say it's how to decrease overcrowding and decrease costs of APS so those funds can be used to reinvest.	
598	599	11/24/2019	am an APS Staff Member	Schools get to stay in the same place.	Shows many students. School boundaries don't make a lot of sense.	Shows an immersion program closer to a majority Spanish speaking community. This is a good idea. Choice schools are enrolled in the immersion program then there are currently.	Shows an immersion program closer to a majority Spanish speaking community. This is a good idea. Choice schools are enrolled in the immersion program then there are currently.	Shows an immersion program closer to a majority Spanish speaking community. This is a good idea. Choice schools are enrolled in the immersion program then there are currently.	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. 1	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. 1. Hoping to a site that can accommodate current population (may include relocatable classrooms). 4	Support	Support	Make sure school building has been appropriately renovated before suggesting moving schools. Make sure schools have enough space without needing a leg of relocatable classrooms to accommodate the students moving to the school. Make sure students attending each neighborhood school have an equal opportunity to move to option schools.	

599	600	11/24/2019	I am the Parent or Guardian of an elementary student in 4th grade at a neighborhood school	My neighborhood would become a walkable school community rather than a biking community as it is now		My kids could walk to school - Reed		Walkable school for Reed		Use all existing elementary schools to full capacity. 3. Assess 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. 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 Peak 2.0 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	Strongly Support	
600	601	11/24/2019	I am an Arlington resident without school-age children							Use all existing elementary schools to full capacity. 3. Assess 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. 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 Peak 2.0 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	Strongly Support	Strongly Support	