

ES Planning Responses 781_880

| No. | Response No. | Participation Date | Q1 What is your relationship to APS? Do you have 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 buildings, what are the challenges in creating neighborhood elementary boundaries in 2024, which could be used as a model? 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 buildings, what are the challenges in creating neighborhood elementary boundaries in 2024, which could be used as a model? 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: | Q12 Do you have other suggestions? | |
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| 71 | 702 | 12/6/2019 | I am an APS Staff Member , I am the Parent or Guardian of an Elementary Student in APS enrolled in a neighborhood school , I am the Parent or Guardian of an Elementary Student in APS enrolled on an action school .(Please specify): Strategic Plan Committee Member | do not see any benefits to this scenario. | Minimal movement, disrupted communities, reconfiguring of massive amounts of staffing. | Positive are an overall above. Without seeing the specific data it would be hard to be considered if that school moves and the Spanish speaking population remains at the neighborhood school to ensure that their needs need to be accommodated. Perhaps consider expansion of Native Language Support Classroom to fit the need and if that population moves at the same location. If the population moves with the school then creative solutions need to be provided that allow for continued levels of engagement for families with transportation challenges (remote or mobile sites, for conferences in Fall and Spring, shuttle buses for large schools/week events...) | The real impact on the Spanish speaking population of the current bus school needs to be considered. If that school moves and the Spanish speaking population remains at the neighborhood school to ensure that their needs need to be accommodated. Perhaps consider expansion of Native Language Support Classroom to fit the need and if that population moves at the same location. If the population moves with the school then creative solutions need to be provided that allow for continued levels of engagement for families with transportation challenges (remote or mobile sites, for conferences in Fall and Spring, shuttle buses for large schools/week events...) | Positive are similar to Proposal 1. | In addition to the challenges with supporting the current on Spanish population discussed in my answer for Proposal 1 there are 3 more significant issues with this proposal. I have NO concerns to Campbell that can use that property for that school has been evaluated to support their curriculum. I cannot believe how committed our education working away from that space and what it provides for their unique situation. Additionally, this proposal seems to place a burden on the same community that deal with the Glenclay/Carr/Spring area in the not so distant past. Finally, if you move the current Spanish speakers at Carr/Spring to Campbell AND the Spanish speakers from KEY choose to remain in their neighborhood would you have enough of a Spanish speaking interest in the new location to fund a viable 2 year immersion program? There does not seem to be a Spanish speaking waitlist at Key or Glenclay. The longer I wait at AT5 would seem to point to Option 1 as viable. | 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 current student enrollment projections, which indicate that up to three new elementary schools may be needed in the next 10 years. 1 | Use all existing elementary schools to full capacity. 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 current student enrollment projections, which indicate that up to three new elementary schools may be needed in the next 10 years. 1 | The impact of a move on the support staff capacity. 3. Option school is clearly defined in the PreK-12 Instructional Program Pathways. 4. Moving option schools to increase access for more students. 1. Honoring a site that can accommodate current population (may include relocatable classrooms) 2. | Strongly Support | Strongly Support | Please look down the road and make sure that moves that are made are viable for the future and will not impact communities negatively. The VPP and Montessori waitlist data seems to provide good information about where and what type of programs are needed in what communities. Finally, please consider that many communities, despite our best efforts, do not have access to providing their feedback in the way that other communities do. It is imperative that we as a school system value the impact of choices on key social communities and ensure that their interests are represented by people who understand their needs. Thank you for providing a space for meaningful engagement. |
| 72 | 703 | 12/6/2019 | I am the Parent or Guardian of an Elementary Student in APS enrolled in a neighborhood school , I am the Parent or Guardian of a Child(ren) not yet in PreK | This is completely untenable. Moving 30% of neighborhood schools is completely untenable. This would be a taxing and transportation nightmare. It makes much more sense to shut down every option school (only first) than rework 30% of neighborhood students. You're disrupting very too many neighborhoods and spreading way too many losses. | This is completely untenable. Moving 30% of neighborhood schools is completely untenable. This would be a taxing and transportation nightmare. It makes much more sense to shut down every option school (only first) than rework 30% of neighborhood students. You're disrupting very too many neighborhoods and spreading way too many losses. | You keep the majority of children together. This disrupts the lowest number of families. Those families that ARE disrupted during the transition are a small percentage of the total student population. | fighting the red McKinley parents. Don't bring enough more students to offset AT5 should be a priority. | small number of neighborhood elementary school students reorganized. Turning Carr/Spring students into walk-in is a great plus. Otherwise same benefits as Proposal 1. | Moving more programs will ultimately increase resources. Please both scenarios. Programs in the SW part of the county aren't a great plus. | 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 current student enrollment projections, which indicate that up to three new elementary schools may be needed in the next 10 years. 6 | Use all existing elementary schools to full capacity. 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 current student enrollment projections, which indicate that up to three new elementary schools may be needed in the next 10 years. 6 | Do not consider whether to continue action programs at red Glenclay/Key or Campbell. | Strongly Support | Strongly Support | I think both proposals are excellent and I hope one of them is adopted. Another option would be moving AT5 to Tuckahoe or Northglenn. I don't think increasing seats for AT5 should be a priority at all. |
| 73 | 704 | 12/6/2019 | I am an APS Staff Member , I am the Parent or Guardian of an Elementary Student in APS enrolled in an option school , I am the Parent or Guardian of a Child(ren) not yet in PreK | Schools isolated within boundaries | You simply need more elementary schools. | None. | I don't understand why you are trying to shut a school down when you have 2 more to open. There are two immersion schools. Are you trying to relocate not to mention how expensive it would be to allow a handful of state of the art brand new school. You create neighborhood seats in an area of high need. | This is a non-sensical move. Working in a school that has been completely closed to relocate not to mention how expensive it would be to allow a handful of state of the art brand new school. You create neighborhood seats in an area of high need. | Use all existing elementary schools to full capacity. 1. Meet needs for seats in high-growth areas. 2. Keep as many students together in each school community as possible. 3. Enable walking to neighborhood schools as much as possible. 4. Develop a plan that best utilizes existing school facilities located on available land in the County, which do not always match where neighborhood seats are needed for current and projected growth. 5. Consider strategies that will best address current student enrollment projections, which indicate that up to three new elementary schools may be needed in the next 10 years. 1 | 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 current student enrollment projections, which indicate that up to three new elementary schools may be needed in the next 10 years. 1 | Keep schools within their boundaries, including option schools (immovables). | Neutral | Neutral | Neutral | |
| 74 | 705 | 12/6/2019 | I am the Parent or Guardian of an Elementary Student in APS enrolled in an option school | Moving amount of students only, no shutting of schools, action, choice programs, etc. Option schools are unaffected. Use schools where they are. Be that part of implementing "schools" between buildings with no clear expense. | Lots of students need to move schools. Fewer bus routes to school. | Fewer students reassigned. | May not have enough space for all Key kids at AT5. Community centers are being used together than before. Lots of shuffling of teachers, action, programs, etc. | Fewer students reassigned. | May not have enough space for all Key kids at AT5. Community centers are being used together than before. Lots of shuffling of teachers, action, programs, etc. | 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 current 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. 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 current student enrollment projections, which indicate that up to three new elementary schools may be needed in the next 10 years. 3 | build up. Buy & use office buildings if needed. Re-use boundaries where relocating any schools. | Do Not Support | Neutral | Neutral |
| 75 | 706 | 12/6/2019 | I am the Parent or Guardian of an Elementary Student in APS enrolled in an option school | I cannot answer this question without more information. The map of boundaries would need to be provided with 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. | Again, I need more information to answer this question. | I cannot answer this question without more information. A new map of boundaries would need to be provided with 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. | Most importantly, I would need to know how APS expects to transition the families who walk to extended day at Key. Would they be guaranteed transportation to extended day and all school events? Would their parents have transportation to school events? If not, will they move with the school? If not, will the move all immovables? How much will the move cost? Will those costs make it harder for APS to build the additional seats it needs? I would also need the additional information mentioned above. | Most importantly, I would need to know how APS expects to transition the families who walk to extended day at Key. Would they be guaranteed transportation to extended day and all school events? Would their parents have transportation to school events? If not, will they move with the school? If not, will the move all immovables? How much will the move cost? Will those costs make it harder for APS to build the additional seats it needs? I would also need the additional information mentioned above. | 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 current student enrollment projections, which indicate that up to three new elementary schools may be needed in the next 10 years. 1 | Use all existing elementary schools to full capacity. 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 current student enrollment projections, which indicate that up to three new elementary schools may be needed in the next 10 years. 1 | There are many factors that I would rank above the factors listed by APS on the two questions above. Most importantly, APS should consider equity and fiscal responsibility in any school moves. Would the moves ever cost more valuable population's time APS conducted targeted outreach to them in their language? Would the costs of these moves crowd out investments in building more seats, providing needed services and instruction? Are moves of this magnitude, which have the possibility of disrupting immersion at Key and the investments by the Campbell community in their space, the best way to achieve APS' goal? Would building a school in Reston achieve the goals without any major disruption? | Strongly Do Not Support | Strongly Do Not Support | Any discussion of moving schools should be done in conjunction with proposed boundary changes, so the process is transparent. More importantly, APS should be focusing on finding ways to build more seats. Threatening to move Key, and hurt the vulnerable immigrant families that benefit from dual language instruction, with a transition plan is a waste of APS resources. | |
| 76 | 707 | 12/6/2019 | I am the Parent or Guardian of an Elementary Student in APS enrolled in an option school | Families will be able to rely on and make significant life decisions with clear and consistent information. The community support and care networks on which many families rely will not be disrupted. APS could focus on the long term work of making new facilities where needed instead of reshuffling every few years. | However, this is hard for me to assess without a clear boundary map. That said, this will mean an imbalance in seats that, clear, along with transportation challenges that may not be much different than the existing ones upon which families have already based their decisions. | Strategic immersion remains distributed geographically and thus essentially equitably available across the county-at-large more than Proposal 2. | Again, this is difficult to assess without a clear boundary or distribution map. Presumably distribution and transit are improved, but this likely means that most students stick with their neighborhood school. It also unclear if this model accounts for after-care and parent driving transport and the sustainability/critical impacts of that. | Difficult to assess based on the information provided. | Makes immersion education essentially accessible to families in North Arlington, an area where there is currently significant interest and a viable preschool program to feed that. | 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 current student enrollment projections, which indicate that up to three new elementary schools may be needed in the next 10 years. 1 | Use all existing elementary schools to full capacity. 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 current student enrollment projections, which indicate that up to three new elementary schools may be needed in the next 10 years. 1 | These last few ranking questions were most responsible to understand. Families build their whole lives around school programs and transit. Please stop doing piecemeal adjustments. Please consider how the need to provide individual transit for after-care makes it almost impossible for some families to have a school that is far from their home. Walkability makes for a more sustainable future and an easier life for them. Please also keep immersion education on North Arlington. | Neutral | Strongly Support | Refrain from building buildings/land use. Add on to Key. Find a way to keep bilingual education in North Arlington. Stop focusing a quick fix and make a long-term plan that meets these goals, include climate sustainability in your calculations. Consider providing for staff about care to support working families more. |
| 77 | 708 | 12/6/2019 | I am the Parent or Guardian of an Elementary Student in APS enrolled in an option school , I am the Parent or Guardian of a Child(ren) not yet in PreK | Option schools stay in their same buildings. | More buses=more costs. | Community options, especially from option school parents. | Very low-riding kids than other two options. | Very is moving very far, geographically, from its current location. | 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 current student enrollment projections, which indicate that up to three new elementary schools may be needed in the next 10 years. 4 | 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 current student enrollment projections, which indicate that up to three new elementary schools may be needed in the next 10 years. 4 | Moving the school community intact. | Support | Strongly Support | This is a tough process where everyone is going to have something to complain about. Appreciate the state-house approach you are taking and wish APS leadership the best of luck in moving the forward. | |

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| 108 | 109 | 12/6/2019 | I am the Parent or Guardian of an Elementary Student in APS enrolled in an option school | The community that is been involved in by the family remains unchanged. | There is not a neighborhood school for Region area. There is no immersion program in North Arlington. | McKinley is a larger school with much more walkability, by moving a option school which serves in children deficit the purpose of walkability. | AT5 is also a option school why move one option school and replace it with another option school. AT5 is very popular option school and would also require a constrained location. Would moving AT5 further North pose more bus needed, and would that be the busline become even longer. Right now some AT5 students are on the bus for 40-45 minutes, would the bus ride increase to 10 minutes? | Carlin Springs is in densely populated Spanish speaking community. So the opportunity for the 50-60 native-english speaker population would be more possible. However because Key is a option school just because the school is a Spanish speaking neighborhood does not mean a family would be able to attend the school. It is not a neighborhood school. | There would be two immersion programs in North Arlington. There are three in the immersion school in North Arlington. Carlin Springs is a much smaller school. It would not have the capacity to hold the Key population. The program would be with less student participation. | 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. 2. Option school is clearly defined in the Pre-K-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). 5 | The school is large enough to accommodate the population. In the case of the school move to either AT5 or Carlin Springs, both facilities are smaller than the current Key building. Why not move Key to larger building of facilities and still keep an immersion school option in North Arlington. | Support | Support | |
| 109 | 110 | 12/6/2019 | I am the Parent or Guardian of an Elementary Student in APS enrolled in an option school | That APS is located in its boundary will reduce busing. The larger Arlington and McKinley boundaries will create more integrated schools. | Many school communities will be split up. How staff will be moved is not clear. | The Key area gets a new neighborhood school. | Key students will need to move to a similar sized Arlington Traditional School based on central location. Moving option schools will be disruptive for option school students that are not able to move to their new option school location. These option schools may need to rebuild their communities. More students will need to be housed to option schools. | The Key area gets a new neighborhood school. | Arlington Traditional School loses its central location. Moving option schools will be disruptive for option school students that are not able to move to their new option school location. These option schools may need to rebuild their communities. More students will need to be housed to 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. 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. 2. Option school is clearly defined in the Pre-K-12 Instructional Pathways (IPF) 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 | Cost of moving schools and staff. Moves should be avoided as much as possible. | Support | Support | Seek the input of students. Minimize moving option programs as much as possible. |
| 110 | 111 | 12/6/2019 | I am the Parent or Guardian of a High APS kindergarten in fall 2020. My child is a a grade prek, which is not an option on this form though these decisions will directly impact my child next year. | | | Immersion moves to a central location and AT5 moves to a bigger campus allowing for more students. Lots of staff are going to be restricted to fixed areas. | | You're moving 4 schools. You also don't break out the number of option school students who will have to move, even though you list the number of neighborhood students who will move. Option students will be affected even if new walk programs is moving. You should at least acknowledge this fact by putting the numbers on children not to compare. You are asking Campbell to serve 100 kids with the students. You are moving 700 Key students 4 miles west, to a part of the county from which 700 Key students currently live, creating hardships on those current families. | 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. 5 | Long waitlist that could fill building to capacity. 2. Option school is clearly defined in the Pre-K-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). 1 | The hardship for current families. | Support | Do Not Support | | |
| 111 | 112 | 12/6/2019 | I am the Parent or Guardian of an Elementary Student in APS enrolled in an option school | Opportunities to save money cutting on buses. | | Opens the opportunity to created more seat in the Columbia park corridor. | | The Carlin Springs community is the most vulnerable community in the whole county with more than 90% of the students. Students is not correct to move them to an old building. They will need to move to a new school on the grounds of Campbell elementary school that all the best to the next nearby community. | Use all existing elementary schools to full capacity. 2. Meet needs for seats in high-growth areas. 3. Keep as many students together in each school community as possible. 4. Enable walking to neighborhood schools as much as possible. 5. Develop a plan that best utilizes existing school facilities located on available land in the County, which do not always match where neighborhood seats are needed for current and projected growth. 6. Consider strategies that will best address recent student enrollment projections, which indicate that up to three new elementary schools may be needed in the next 10 years. 3 | Long waitlist that could fill building to capacity. 4. Option school is clearly defined in the Pre-K-12 Instructional Pathways (IPF) 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). 2 | What are you going to the community that you are moving. Key needs to know that you are not trying to get of immersion but grow immersion where the Spanish community is at High Carlin Springs needs a new building if you are moving them to the Campbell building. | Strongly Support | Strongly Support | | |
| 112 | 113 | 12/6/2019 | I am the Parent or Guardian of an Elementary Student in APS enrolled in an option school | | | The numbers that you have used in the analysis of students moving document seems completely bogus. It would be a lot more logical if you could make an attempt to use closer to real numbers. For example in both options you will have kids from the Nottingham, Tuckahoe, McKinley and Ashburn neighborhoods being bused down to Clarendon. After all the moving and growing about transportation costs, the complexity of bus routes, and the length of bus rides, those numbers should really be 0. Those students should be assigned to other locations AT5 or C3 for immersion. I think APS also need to come out and say that the immersion boundaries will be redrawn. What schedule the lines will follow? 8, 12, 9, 27, 9? | | The numbers that you have used in the analysis of students moving document seems completely bogus. It would be a lot more logical if you could make an attempt to use closer to real numbers. For example in both options you will have kids from the Nottingham, Tuckahoe, McKinley and Ashburn neighborhoods being bused down to Clarendon. After all the moving and growing about transportation costs, the complexity of bus routes, and the length of bus rides, those numbers should really be 0. Those students should be assigned to other locations AT5 or C3 for immersion. I think APS also need to come out and say that the immersion boundaries will be redrawn. Also, option 2 takes away many of the native-Spanish speakers that represent more than 90% of their 2020s according to your numbers. From the Representative comments of 70 students to 0. The only bus I am leaning toward trying to compensate for that is going to Campbell zone, but that is only 50, not 70. | 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. 5 | Long waitlist that could fill building to capacity. 2. Option school is clearly defined in the Pre-K-12 Instructional Pathways (IPF) 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 | Yes, each of your numbers...you keep shipping the kids from the NW quadrant of Arlington, straight past both new immersion options of the way down to Clarendon. That goes against this last guidance about limiting the growth of APS transportation costs. FYI that. Those kids should not continue to be shipped at the way down to Clarendon when they have to drive eight miles AT5 or C3 in the area. | Strongly Support | Strongly Support | | |
| 113 | 114 | 12/6/2019 | I am the Parent or Guardian of an Elementary Student in APS enrolled in an option school | - redraw boundaries of some schools in north Arlington to neighborhoods in south Arlington, allowing some students in south Arlington to attend better-performing schools - APS could take the opportunity to demonstrate that irregular boundaries can lead to less segregation than regular boundaries (see research reports: https://www.icas.com/021612/16823374/school-segregation-gerrymander-map) | - requires a large percentage of students to move (although spreading out for good) - impacts across the county would be good - demonstrates the fallacy of the previous boundary process. 1) Draw all still not be capacity on this (or any) proposal, and 2) There may be an all-encompassing proposal to extend the boundary north of Rt. 50. | - Allows more kids to enroll at AT5. - Benefits of the proposal are not defined in terms of building and bus capacity utilization. - Moving AT5 to McKinley is inconsistent with the implicit and unjustified goal of getting option schools in a central location. | - Allows more kids to enroll at AT5. - Benefits of the proposal are not defined in terms of building and bus capacity utilization. - Providing no justification for the Campbell move. - Moving Campbell from a location near the Spanish Heritage Center that directly serves the school's learning model, while grossing out discussion of how the proposed location at AT5 will fill its need. | 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. 4. Option school is clearly defined in the Pre-K-12 Instructional Pathways (IPF) 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). 1 | All relevant costs | Neutral | Strongly Support | - Define each of the proposals in terms of quantifiable costs and benefits, e.g., building and bus capacity utilization, operating budget impacts, etc.) - Allow APS staff to justify the proposals in these terms without interference from the School Board members, who only get a say now once the Superintendent has put forth a proposal. - Do an expert analysis after the boundary process is finished, to see if the changes had their desired effect. | | |
| 114 | 115 | 12/6/2019 | I am the Parent or Guardian of an Elementary Student in APS enrolled in an option school | | | you are literally just shifting populations around with zero effect. | You keep wealthy north arlington schoolmates together | You dilute an entire community of wealthy walkers to a faraway campus that has nothing to do with you are sort of school support for an established IS curriculum. You destroy years of work on walk-to-outdoor Ed programs, literally the entire point of Campbell being a choice school. You remove the reason for its existence and you punish a majority of lower income parents in order to keep the North together. Sounds like you really have your priorities straight. | 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. 2. Option school is clearly defined in the Pre-K-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). 3 | Neutral | Neutral | Neutral | Neutral | |

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| 75 | 76 | 12/6/2019 | I am the Parent or Guardian of an Elementary Student in APS enrolled in a neighborhood school. I am the Parent or Guardian of a Child(ren) and yet in Prkt | don't see a point to this scenario - the only good thing appears to be that it actually locates APS within its boundary and adds a true work zone. | Actually everything else. | Out of the two proposals, this seems to make more sense. APS gets a true work zone and the DC corridor gets more capacity, and Immigration is moved to be closer to the Spanish speaking population. Again, in order to best utilize the capacity and work zone of APS, the boundaries of Key and APS should account for the walkability to the respective schools which would likely include RRKX again and/or a crossing guard at Kthruway. | Moving McKinley students far from their current school seems to make little sense - a better solution in my mind would be to move the Immigration program to West Spanish speaking population. Again, in order to best utilize the capacity and work zone of APS, the boundaries of Key and APS should account for the walkability to the respective schools (which would likely include RRKX again and/or a crossing guard at Kthruway). | This proposal is helpful in APS gets a true work zone and the DC corridor gets more capacity, and Immigration is moved to be closer to the Spanish speaking population. Again, in order to best utilize the capacity and work zone of APS, the boundaries of Key and APS should account for the walkability to the respective schools (which would likely include RRKX again and/or a crossing guard at Kthruway). | Agree, moving McKinley students far from their current school seems to make little sense - a better solution in my mind would be to move the Immigration program to West Spanish speaking population. Again, in order to best utilize the capacity and work zone of APS, the boundaries of Key and APS should account for the walkability to the respective schools (which would likely include RRKX again and/or a crossing guard at Kthruway). | 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. 5 | Long waitlist that could fill building to capacity. 3. Option school is clearly defined in the Prkt 22 Instructional Pathways (IP) Framework. 4. Moving option schools to increase access for more students. 1. Moving to a site that can accommodate current population (may include relocatable classrooms). 2 | Cost | Support | Support | |
| 76 | 77 | 12/6/2019 | I am the Parent or Guardian of an Elementary Student in APS enrolled in a neighborhood school | | | | | In fact, if you will be moving schools, the first proposal would be more rational. IfRRKX schools moving in the first proposal rather than FIVE in the second in the future you will need a new school in the community area anyway. | | 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. 5 | Long waitlist that could fill building to capacity. 2. Option school is clearly defined in the Prkt 22 Instructional Pathways (IP) Framework. 2. Moving option schools to increase access for more students. 1. Moving to a site that can accommodate current population (may include relocatable classrooms). 4 | Transportation | Support | Do Not Support | |
| 77 | 78 | 12/6/2019 | I am the Parent or Guardian of a Child(ren) not yet in Prkt | None | Academic performance at McKinley will go down by several notches. | Keep more McKinley students together! | Keep more McKinley students together! | | | 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. 5 | Long waitlist that could fill building to capacity. 2. Option school is clearly defined in the Prkt 22 Instructional Pathways (IP) Framework. 4. Moving option schools to increase access for more students. 1. Moving to a site that can accommodate current population (may include relocatable classrooms). 3 | Support | Support | Support | |
| 78 | 79 | 12/6/2019 | I am the Parent or Guardian of an Elementary Student in APS enrolled in a neighborhood school. I am the Parent or Guardian of a Child(ren) and yet in Prkt | It's not manageable | Long bus rides and unequal facility use. | | | | | 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. 4 | Long waitlist that could fill building to capacity. 4. Option school is clearly defined in the Prkt 22 Instructional Pathways (IP) Framework. 1. Moving option schools to increase access for more students. 3. Moving to a site that can accommodate current population (may include relocatable classrooms). 3 | Ask some opportunity costs. An expanded option school, you are expanding bus service to bring some students who would walk to their neighborhood school, thereby shifting funds out of the classroom and into transportation. | Strongly Support | Strongly Support | Expand work zones. |
| 79 | 70 | 12/6/2019 | I am the Parent or Guardian of an Elementary Student in APS enrolled in a neighborhood school | | | Much better about not moving as many neighborhood kids. | | | | 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. 2. Option school is clearly defined in the Prkt 22 Instructional Pathways (IP) Framework. 3. Moving option schools to increase access for more students. 4. Moving to a site that can accommodate current population (may include relocatable classrooms). 2 | Whether the option school should exist at all. Do we need 2 immersion schools? APS does not fit on IP, so should it exist? We need neighborhood schools that open schools. | Strongly Support | Do Not Support | Look at using office buildings for school space as it's more flexible in adding and contracting space |
| 80 | 81 | 12/6/2019 | I am an APS Staff Member. I am the Parent or Guardian of an Elementary Student in APS enrolled in a neighborhood school | Minimal | Minimal | Minimal | Minimal | Moving students in northham and discovery unnecessarily | Moving northham and discovery's try students unnecessarily | 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 Prkt 22 Instructional Pathways (IP) Framework. 4. Moving option schools to increase access for more students. 1. Moving to a site that can accommodate current population (may include relocatable classrooms). 2 | | Neutral | Support | |
| 81 | 82 | 12/6/2019 | I am the Parent or Guardian of an Elementary Student in APS enrolled in a neighborhood school. I am the Parent or Guardian of a Child(ren) and yet in Prkt | Reduce segregation (except in the case of Randolph and Drew, which unfortunately I do not think we should prohibit hearing school communities together over integration or resegregation equity | You are adding buses and wasting money. People will be difficult. | Yes disruptive that option 3. Does not reinforce socioeconomic and racial integration as much as option 3. Does not move Campbell away from a campus requests suited for that school. Moves key to a central location. | Depending on what happens with boundaries and current equity housing policy new and existing neighborhood schools in the Columbia Pike Corridor become even more isolated as high poverty, segregated schools. My child attends one of these schools now and are like but APS should be doing everything it can to both balance enrollment and encourage racial, socioeconomic and cultural diversity. | It moves immersion to an area with more native Spanish speakers, hopefully boosting the native Spanish speaking enrollment in immersion. | See my comments on proposal 1. It does reduce the concentration of poverty in the Carlin Springs community just moves it to a smaller school that will likely be overcrowded. It also takes more Columbia Pike neighborhood schools into overcrowded high poverty areas. While county housing policy is to blame for this, APS should have a greater focus on equity and integration. | 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. 5 | Long waitlist that could fill building to capacity. 2. Option school is clearly defined in the Prkt 22 Instructional Pathways (IP) Framework. 3. Moving option schools to increase access for more students. 1. Moving to a site that can accommodate current population (may include relocatable classrooms). 4 | Educational equity for disadvantaged students and reducing racial and socioeconomic segregation. | Support | Neutral | Focus more on the needs of economically disadvantaged families than the desires of wealthy parents. Educational equity. |
| 82 | 83 | 12/6/2019 | I am the Parent or Guardian of an Elementary Student in APS enrolled in an option school | The map offered does not have enough detail to make such informed decisions. The map should include exactly that a person can read. The map tells me nothing and the text explains only negative comments. | The map is challenging to understand because it lacks details. | Agree this map lacks details. This proposal does not include the cost associated with the proposed moves. Who would you move the schools before you raise the roof? Why wouldn't you do it at the same time? You neglected to mention how you are going to handle the immersion capacity if a new building. You should have thought about how you would manage the school if all cost to move these schools BEFORE you got on moving the building. | You have not calculated the cost of moving these option schools. How will you pay for that? What key's enrollment, then will you manage that of ATs. The building is too small. What about using the north side of the option schools as part of the proposal? Shouldn't you consider a site analysis before asking for an opinion from how parents? I think you should know how much it will cost to move these schools BEFORE you got on moving the building. | Your school proposal 2 link is broken. It shows proposal 1. | Please see my responses for proposal 1. The greatest concern is cost. You haven't stated how much it will cost to move these schools or how the county will pay for it. I believe it's essential. What about the Spanish speaking population that lives within walking distance of key right now? | 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. 2 | Long waitlist that could fill building to capacity. 4. Option school is clearly defined in the Prkt 22 Instructional Pathways (IP) 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 | The ranking system you provided is misleading. You selected options that meet your goals of making a decision that is not in line with the school community. How about being honest and trying to find a solution that actually benefits the growth of students within the county. This county has the potential to lead the nation. Instead of trying to create more cookie cutter elementary schools that only benefit the wealthy. Why don't you try building programs that will lead the true growth of all students. This means thinking outside the box instead of drawing lines and boxing students into one generic mold. | Support | Support | Take a look at you stats. Do the homework and actually spend time on a cost analysis. Before you begin moving buildings and before you present options you should look at the cost and the risk. You need more tests in some areas. And yes we have enough seats in others. But so far the data and the arguments you present are not compelling enough to justify the cost and the hundreds of moving these schools. Let's find a way to really look at the need, move the seats associated with drastic moves, and develop a timeline plan that won't break the bank or break the hearts of the community. |

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| 73 | 74 | 12/6/2019 | I am the Parent or Guardian of an Elementary Student in APS enrolled in an option school. I am the Parent or Guardian of a Middle or High School Student in APS | This map is not based on any reality, furthermore, every option presented looks like a demographic APS segregation has led to its achievement gaps and inequality. | Socio economic and racial segregation and inequality | It makes sense to move key clear to the surrounding neighborhood. | My sixth graders did APS summer school at McKinley because it is designed as a neighborhood school and doesn't have a space for buses or parking. Variable location for an option. | Expanding the learning is such a great model and it would be wonderful to expand it, although the curriculum might need to change with the new location. Knows key to a location that is much more likely to attract Spanish speakers. If you move Middle School immersion to Kammer, you would have K-8 immersion (low priority) for special events and community building. This less walkable building for option programs. Reduces impact on neighborhood schools, keeping major shifts of 20% or more to just 2-3 neighborhood schools. | The primary challenge will be highly local option school scenarios who can't see that moves are necessary for the greater good. Will need to adapt Campbell E. curriculum. Growing AT5 does not necessarily help offload capacity from neighborhood schools until APS finally changes to a model similar to H's lottery with lots being allocated to each neighborhood school based on population. If APS did that, it would give the most lots to the biggest schools. | Use all existing elementary schools to full capacity. 3. Meet needs for seats in high-growth areas. 2. Keep as many students together in each school community as possible. 1. Enable walking to neighborhood schools as much as possible. 2. Develop a plan that best utilizes existing school facilities located on available land in the County, which do not always match where neighborhood seats are needed for current and projected growth. 4. Consider strategies that will best address recent student enrollment projections, which indicate that up to three new elementary schools may be needed in the next 10 years. 2 | Long waitlist that could fill building to capacity. 3. Option school is clearly defined in the PreK-12 Instructional Pathways (IP) Framework. 2. Moving option schools to increase access for more students. 1. Moving to a site that can accommodate current population (may include relocatable classrooms). 4 | Socio economic demographics in order to ensure equity, include achievement gaps, and make sure every student can pass the state. Based on personal experience in APS, high poverty schools are falling everyone -- most notably low income kids. APS should look at the wealth of state in high poverty schools. Children of color are being because of your decisions. Please use this process to designate your schools, not make the problem worse. | Do Not Support | Do Not Support | The County attorney needs to revisit the decision that developers can't contribute to APS. A fund should be created to help APS with transportation and building costs due to the problems created. |
| 74 | 75 | 12/6/2019 | 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 | None | 22 schools will have more than 30% of the population moved to new schools. This is very disruptive and we still would not have enough schools in the Reston-Balton corridor. The likely boundaries are ridiculous and move walkers to buses. | Spans up key for neighborhood school - must be needed. Key moves closer to active Spanish speakers and is more centrally located, which could possibly increase active speaker applications. Key has students from every school in APS, so the new location is better for all. AT5 is very popular, so people who are committed to the program will follow. Reduces impact on neighborhood schools, keeping major shifts of 20% or more to just 2-3 neighborhood schools. | Growing AT5 does not necessarily help offload capacity from neighborhood schools until APS finally changes to a model similar to H's lottery with lots being allocated to each neighborhood school based on population. If APS did that, it would give the most lots to the biggest schools. | Expanding the learning is such a great model and it would be wonderful to expand it, although the curriculum might need to change with the new location. Knows key to a location that is much more likely to attract Spanish speakers. If you move Middle School immersion to Kammer, you would have K-8 immersion (low priority) for special events and community building. This less walkable building for option programs. Reduces impact on neighborhood schools, keeping major shifts of 20% or more to just 2-3 neighborhood schools. | The primary challenge will be highly local option school scenarios who can't see that moves are necessary for the greater good. Will need to adapt Campbell E. curriculum. Growing AT5 does not necessarily help offload capacity from neighborhood schools until APS finally changes to a model similar to H's lottery with lots being allocated to each neighborhood school based on population. If APS did that, it would give the most lots to the biggest schools. | Use all existing elementary schools to full capacity. 3. Meet needs for seats in high-growth areas. 2. Keep as many students together in each school community as possible. 1. Enable walking to neighborhood schools as much as possible. 2. Develop a plan that best utilizes existing school facilities located on available land in the County, which do not always match where neighborhood seats are needed for current and projected growth. 4. Consider strategies that will best address recent student enrollment projections, which indicate that up to three new elementary schools may be needed in the next 10 years. 5 | Long waitlist that could fill building to capacity. 3. Option school is clearly defined in the PreK-12 Instructional Pathways (IP) Framework. 2. Moving option schools to increase access for more students. 1. Moving to a site that can accommodate current population (may include relocatable classrooms). 4 | Option schools should be prepared to move through lines in the coming year as neighborhood seats may be needed. Parents who move an option program are choosing a PPOG/AM or a location. Choose a neighborhood school if you want to prioritize LGBTQ+ and should move to a proportional allocation model for all option schools to evenly distribute the seats across all schools. Right now, people who live close to the option are more likely to apply. AT5 is a great example. Why not use the model of allocating seats? Otherwise, option schools are frequently used to fill schools people perceive as lower performing. Without proportional allocation, option schools are not helping offload from the highest capacity schools. | Strongly Support | Strongly Support | If option schools want their programs protected, then the transportation needs to be generous to move based on needs of the greater APS. We are in a small county and moves are not that far relatively, and could give opportunities in other parts of the county. It is not like moving an option program from one end of Fairfax county to another. If an option program is so dependent on its location for success, then that's an indicator that it should just be a neighborhood school with the program in their example program. Strong option schools should be able to move and be successful in a new location. Will need this year and it was fine. The whole school moved together and it has resulted in some positive community building opportunities. |
| 75 | 76 | 12/6/2019 | I am the Parent or Guardian of an Elementary Student in APS enrolled in a neighborhood school | The problem is that you still show some schools over capacity. That's unnecessary if you are changing everything. | Most of McKinley to Reed makes sense. The rest should go to Ashburn, Nottingham and Tuckahoe. | Honestly, it is a new still going to run out of the neighborhood seats because the true access is near Tuckahoe and Jamieson. You can fill schools to near 100 percent with leaving others at 80. | Pretty good. Just rip the band out off and fix years of bad decisions. APS should be in the boundaries and moving all of AMC above 48. Reed is the logical decision | Honestly, it is a new still going to run out of neighborhood seats because the true access is near Tuckahoe and Jamieson. You can fill schools to near 100 percent with leaving others at 80. | Use all existing elementary schools to full capacity. 3. Meet needs for seats in high-growth areas. 2. Keep as many students together in each school community as possible. 1. Enable walking to neighborhood schools as much as possible. 2. Develop a plan that best utilizes existing school facilities located on available land in the County, which do not always match where neighborhood seats are needed for current and projected growth. 4. Consider strategies that will best address recent student enrollment projections, which indicate that up to three new elementary schools may be needed in the next 10 years. 5 | Long waitlist that could fill building to capacity. 3. Option school is clearly defined in the PreK-12 Instructional Pathways (IP) Framework. 2. Moving option schools to increase access for more students. 1. Moving to a site that can accommodate current population (may include relocatable classrooms). 2 | Option schools should be in small buildings that can take trailers. Saw the large building for neighborhood because they can't turn people away. We don't need 2 immersion schools! | Neutral | Strongly Support | Please use Key, leave AT7 where it is and do not move any option schools to the north to Jamieson. It is the only space where we truly don't need seats. | |
| 76 | 77 | 12/6/2019 | Other (Please specify) Parent of children who will be attending APS starting next year | Despite creating long centered boundaries this option still keeps all elementary schools in their current locations and allows neighborhood schools to continue to be neighborhood schools. Community within the neighborhood and the school is probably important to students and parents. | understand this doesn't necessarily address the uneven distribution of students across school zones, but it also offloads the way with 100% certainty that any number won't be faculty here and throughout the year with neighborhood turnover. KEEF NIGHBORHOOD SCHOOLS | Where the other 60% of McKinley students will be distributed has still not been addressed. Without knowing where their kids will end up it is difficult for parents to stand behind a proposal that doesn't seem to work in their benefit. McKinley is surrounded on all sides by a thriving neighborhood with a lot of kids and to move an option school there without going the neighborhood priority to bus to go there doesn't seem right. Making children who could easily walk or bike to school take a bus to a school a mile away doesn't make sense. Moving the Key School and AT5 also seems like a large part of their population would then be much further away from their current positions making it difficult for parents to make work. The Reed school will be opening at near capacity and the proposal not only moves entire schools and breaks up communities but also doesn't actually solve any population problems because you're just moving the problem to a new building. | Improved the populations of the schools (just off) | Still doesn't address where the other McKinley students will end up. Disrupts ALL the schools and students who are perfectly content in their current locations and do not want to move (also sounds like a lot of money to move all these schools like a game of whiff). Certain other schools have curriculum specifically designed for their curriculum which would be under utilized with school move. Not mentioning most schools DO NOT WANT TO MOVE. | Use all existing elementary schools to full capacity. 3. Meet needs for seats in high-growth areas. 2. Keep as many students together in each school community as possible. 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. 4. Consider strategies that will best address recent student enrollment projections, which indicate that up to three new elementary schools may be needed in the next 10 years. 5 | Long waitlist that could fill building to capacity. 2. Option school is clearly defined in the PreK-12 Instructional Pathways (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). 3 | It is my personal opinion that these "option" schools should not take priority over neighborhood schools. If an option school is to move into a current neighborhood school they should have to give priority to the neighborhood kids in walking distance to that school (should the family choose to enroll here) | Neutral | Support | | |
| 77 | 78 | 12/6/2019 | I am the Parent or Guardian of an Elementary Student in APS enrolled in an option school. I am the Parent or Guardian of a Child(ren) not in APS | | Support this. It moves key to where Spanish speakers live and releases AT5 to absorb more growth outside. | The challenge will be filling key, and ensuring that the proximity of lots to undercapacity schools in 900 doesn't cause them to be even more underutilized. Option schools are mostly selected by those nearby. | Nothing good. | I'm not a Campbell parent but this move would seriously damage the program. Everyone knows extraordinary hearing has an environmental component. The AT5 building is completely lacking, you can't even walk to it because the surrounding neighborhood is so heavily trafficked. If it also put the program out of reach for most people kids, who live in south Arlington | Use all existing elementary schools to full capacity. 3. Meet needs for seats in high-growth areas. 2. Keep as many students together in each school community as possible. 1. Enable walking to neighborhood schools as much as possible. 2. Develop a plan that best utilizes existing school facilities located on available land in the County, which do not always match where neighborhood seats are needed for current and projected growth. 4. Consider strategies that will best address recent student enrollment projections, which indicate that up to three new elementary schools may be needed in the next 10 years. 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. 3. Moving to a site that can accommodate current population (may include relocatable classrooms). 1 | Should not exacerbate economic segregation in neighborhood schools, which is rooted in historic AND current housing policies. Take into account where planned Subsidized housing development and act accordingly to avoid creating an another 90 percent plus disadvantaged school. | Support | Support | | |
| 78 | 79 | 12/6/2019 | 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 | | Support this. It moves key to where Spanish speakers live and releases AT5 to absorb more growth outside. | | | | Use all existing elementary schools to full capacity. 3. Meet needs for seats in high-growth areas. 2. Keep as many students together in each school community as possible. 1. Enable walking to neighborhood schools as much as possible. 2. Develop a plan that best utilizes existing school facilities located on available land in the County, which do not always match where neighborhood seats are needed for current and projected growth. 4. Consider strategies that will best address recent student enrollment projections, which indicate that up to three new elementary schools may be needed in the next 10 years. 6 | Long waitlist that could fill building to capacity. 3. Option school is clearly defined in the PreK-12 Instructional Pathways (IP) Framework. 4. Moving option schools to increase access for more students. 2. Moving to a site that can accommodate current population (may include relocatable classrooms). 3 | | Strongly Support | Strongly Support | | |
| 79 | 80 | 12/6/2019 | 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 | None. This is a very bad option but the disruption of students and the added bus expense | More this is the best option - keeps McKinley more together, increases AT5 capacity, moves key closer to Spanish and from the chart law elsewhere don't put the bus in filling schools without putting any schools over 100% capacity | As with any change, people will complain. Please ignore them and do what's best for the county as a whole | Similar to the above but doesn't have the advantage of filling schools more evenly | Basically changes the Campbell program because it would lose the outdoor playground and adjacent to the nature center. These elements are key parts of why families choose Campbell and cannot be recreated at the new site. | Use all existing elementary schools to full capacity. 3. Meet needs for seats in high-growth areas. 2. Keep as many students together in each school community as possible. 1. Enable walking to neighborhood schools as much as possible. 2. Develop a plan that best utilizes existing school facilities located on available land in the County, which do not always match where neighborhood seats are needed for current and projected growth. 4. Consider strategies that will best address recent student enrollment projections, which indicate that up to three new elementary schools may be needed in the next 10 years. 5 | Long waitlist that could fill building to capacity. 3. Option school is clearly defined in the PreK-12 Instructional Pathways (IP) Framework. 4. Moving option schools to increase access for more students. 3. Moving to a site that can accommodate current population (may include relocatable classrooms). 2 | Other should NOT be considered a new school as certain populations complain about the change. Should work best for the county as a whole. | Strongly Support | Strongly Support | | |

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| 70 | 71 | 12/6/2019 | 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 | Opportunity is to look at the district as a whole and implement a complete review to maximize efficiency and plan for the long-term thoughts in regards to best locations for option programs and to use a "lean start" for moving forward as we continue to grow. But it is also an opportunity to balance enrollment and create some boundaries that could lead to better some of demographics across schools and do concentrate some of the highest poverty school enrollments - benefiting everyone | Community feedback and discussion. Transportation. Balancing enrollment moving forward as new schools are built. | Moving APS closer to a large new Spanish speaking population but also new english speakers who will take advantage of its location, opening neighborhood seats in the NE part of the county more quickly and more cost-effective than building a new school in that area. | Moving APS further from low-income, EL families who benefit from VPI and benefit to live at APS through 5th grade as a more diverse, better-represented community and the experiences and opportunities that bring. | Bringing enrollment closer to native spanish speakers, potential for doubling-up high concentrations of poverty and EL - though it remains to be seen how APS and other schools instead of reducing the disparities within the system. Reduction of an increase of Campbell's EL program. That would be very costly and seems to be a disadvantage moving an outdoor learning program away from a site that is adjacent to a nature center. Showing it will most likely deny its demographic balance unless the VPI program is maintained to its current level. Unlike Montessori or IB, traditional, it is much more an unknown how many will move with the program, and how that if its court-appointed administrators it still remains to be seen how the demographics will change. | Redistribution, creating another "landfill" with a fully walkable Campbell from low-income EL students and thereby creating MORE high-poverty schools instead of reducing the disparities within the system. Reduction of an increase of Campbell's EL program. That would be very costly and seems to be a disadvantage moving an outdoor learning program away from a site that is adjacent to a nature center. Showing it will most likely deny its demographic balance unless the VPI program is maintained to its current level. Unlike Montessori or IB, traditional, it is much more an unknown how many will move with the program, and how that if its court-appointed administrators it still remains to be seen how the demographics will change. | 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. 2 | Use all existing elementary schools to full capacity. 3. Option school is clearly defined in the PreK-12 Instructional Pathways (IPW) Framework. 4. Moving option schools to increase access for more students. 1. Moving to a site that can accommodate current population (may include relocatable classrooms). 2 | within "increasing access," looking to address the access is being increased, but is focused on wealthy non-EL families with high-performing neighborhood schools. Option? Or is it being increased to lower-income EL families who would benefit from more exposure and interaction with higher-income communities that bring resources and connections and different experiences? | Support | Neutral | Transportation should not be the primary motivating factor. There are other ways to mitigate transportation costs including, but not limited to, getting secondary students off school buses and onto public transit which will allow more transportation resources for the alternative. Also, how someone to form any questions and answers that are more objective. Not one single opportunity to rank importance of transportation resources "in the considerations above. Demographics is still a boundary guideline, whether it's actually prepared or not, and it is in an important place within the community. And the immediately preceding questions show other factors that are as obviously geared toward APS' current thinking and performance that have led to the two proposals. |
| 71 | 72 | 12/6/2019 | Am the Parent or Guardian of an Elementary Student in APS enrolled in a neighborhood school | No comment. by APS own admission, this is not an actual proposal. | Moves key closer to latin community. | McKinley not central to Arlington for ATIS. This does not discuss VPI and ATIS. How many will be reserved for VPI children? What will be the PIR rate at ATIS in this only proposed for wealthy families? McKinley is not designed as a choice school. | Clarie Spriggs has a high Latin population | This would destroy the Campbell Elementary school community, including progress closing achievement gaps and the need equity involved in outdoor learning. It will demoralize staff that have spent years developing conditions using the outdoor classroom. It warns segregation at APS it does not include analysis for VPI or interlude. | 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. 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 | Use all existing elementary schools to full capacity. 2. Option school is clearly defined in the PreK-12 Instructional Pathways (IPW) 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 | Specific economic diversity opportunities for equity (including PTA resources), the buildings themselves and their designs including McKinley for low access, Campbell for outdoor learning AND interlude, opportunity to break up other than concentrate poverty (promise to be best by decades of educational research AND NOT special interest developers that benefit from concentrating affordable housing) | Support | Do Not Support | Provide analysis on these elementary schools for enrollment in neighborhood schools: Barron, Clement, Barcott. | |
| 72 | 73 | 12/6/2019 | Am the Parent or Guardian of an Elementary Student in APS enrolled in a neighborhood school | The opportunity is to use as seeds. It is an entire way of thinking it. | This puts more neighborhood schools in neighborhoods. | Getting and interested people to use a greater purpose. | This really moves schools to a rational location. This idea will need to be communicated that it is better for all students while some may not like the outcome. | Communicating with all parents that change will happen | 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. 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 | Use all existing elementary schools to full capacity. 2. Option school is clearly defined in the PreK-12 Instructional Pathways (IPW) Framework. 4. Moving option schools to increase access for more students. 1. Moving to a site that can accommodate current population (may include relocatable classrooms). 3 | Strongly Support | Strongly Support | Communicate and have a red team spot check at all communications that are sent out to the public. Must think about how this will be received. | | |
| 73 | 74 | 12/6/2019 | Am the Parent or Guardian of a Child(ren) in Pre K or APS | | | | | | 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. 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 | Use all existing elementary schools to full capacity. 2. Option school is clearly defined in the PreK-12 Instructional Pathways (IPW) Framework. 4. Moving option schools to increase access for more students. 1. Moving to a site that can accommodate current population (may include relocatable classrooms). 3 | Support | Strongly Do Not Support | | | |
| 74 | 75 | 12/6/2019 | Am the Parent or Guardian of an Elementary Student in APS enrolled in a neighborhood school | Need to see why, but this map is drawn with the intent of no longer making it a true consideration. | Need to better define "neighborhood" school as well as walk zones. Too much movement. | Without looking at potential impact in S. Arlington, it is hard to tell. Better define and study "walk zones." | What about S. 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. 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 | Use all existing elementary schools to full capacity. 3. Option school is clearly defined in the PreK-12 Instructional Pathways (IPW) 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 | weighing admissions to option schools in favor of more populated planning areas / school attendance zones so that more seats are strategically spread up where capacity challenges are most acute | Strongly Support | Strongly Support | | | |
| 75 | 76 | 12/6/2019 | Am the Parent or Guardian of an Elementary Student in APS enrolled in a neighborhood school | What this question is asking is unclear. Make the boundaries better? | Obviously, the long boundaries and those where the school is not within its own attendance boundaries are problematic. Walk zones should be maintained, and percentage of students reassigned would not be so high. | Any movement away from walk zones and to being "not good" although probably unavoidable. It should be minimized as much as possible. Moving a large percentage of McKinley together to be a good. | This proposal looks much better than Proposal 1. Fewer current walkers become bus riders. Fewer neighborhood students are reassigned. Spanish immersion has a better chance of maintaining. SDOE balance with the relocation closer to a Spanish speaking community, and it still keeps a bulk of the McKinley community together. All around, this proposal looks like the better one. | Three courtyard schools are moved, which will not be popular. But this proposal looks better than the first when all factors are considered. | Use all existing elementary schools to full capacity. 3. Option school is clearly defined in the PreK-12 Instructional Pathways (IPW) 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 | In the case of immersion, the schools should either be located in the areas that will allow them to fit SDOE of the state with Native Spanish speakers, or consolidate the program into one (perhaps the program that can fit those kids more easily. | Strongly Support | Strongly Support | The last time APS took a good look at elementary boundaries and engaged with the community about them, Huntington and Tusculum were considered for option school sites. It looks to me that the SW corner of the county will end up with some excess seats when all is said and done, so I support considering those sites again for APS and look at shifting boundaries towards to take advantage of the sites that will open at McKinley when Reed comes online. | | |
| 76 | 77 | 12/6/2019 | Am the Parent or Guardian of an Elementary Student in APS enrolled in an option school | Do we have the opportunity to desegregate APS? | It is hard to see without any supporting data being presented. How does this affect balancing opening among schools? | Yes it does. The thinking behind this proposal is to take the ATIS building but would it house the population? So you're kicking families out of immersion, but adding seats to ATIS. But it's troubling. And the two immersion programs are currently serving two separate areas of Arlington, who move them closer together? That alienates the whole western half of Arlington. And the immersion, how does this affect the segregation problem Arlington has? Yes it exacerbates it? You haven't given us the data. | Campbell's diversity is largely due to it's location. Moving it to Arlington would absolutely cause ATIS to become more integrated. If a neighborhood school at the Campbell site would be a segregation experience. The refusal to include integration as a consideration makes APS exempt in the system; except it forces it under this proposal. Also, ATIS is possibly the worst site when it comes to ending Campbell's outdoor learning component. And looking like a Clement on site together seems to be a best opportunity to make immersion logistically available to much of the county. | Use all existing elementary schools to full capacity. 4. Meet needs for seats in high-growth areas. 3. Keep as many students together in each school community as possible. 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. 1. Consider strategies that will best address recent student enrollment projections, which indicate that up to three new elementary schools may be needed in the next 10 years. 2 | Use all existing elementary schools to full capacity. 3. Option school is clearly defined in the PreK-12 Instructional Pathways (IPW) Framework. 5. Moving option schools to increase access for more students. 4. Moving to a site that can accommodate current population (may include relocatable classrooms). 4 | Further the site is appropriate to the area of the option school's focus. Also, how does the move affect segregation within APS? | Support | Neutral | Please include desegregation as a consideration in the planning process. It's more important that the approval our consideration you are giving it. | | |
| 77 | 78 | 12/6/2019 | Am the Parent or Guardian of an Elementary Student in APS enrolled in a neighborhood school. I am the Parent or Guardian of a Child(ren) not yet in school. I am the Parent or Guardian of a Middle or High School Student in APS | All schools would feel the effects of the change and it would remove the rest of my backyard so I don't care normally. It would allow option schools to stay where they are. | The logistics of moving that many students and making that sweeping of a change would be hard to control and think more would be able to do that. The game is the option to stay where they are. This is a very open option schools but not allowing them to be a part of the change and helping alleviate some of the overcrowding. | Is there the idea of lowering the number of students affected and bringing more students in walk zones. Moving option schools to more central locations and allowing for growth of uses in the Bayou and Columbia Pike areas. | Moving key immersion away from the large Spanish speaking population is a really bad idea. It's worked or hard to keep a place for those if they that may be able to be best communicated their needs. This many of the parents concerns using mass transit and still get a major hub for buses and head and then allows them to stand from school. | Is there a lot of moving across and may be hard to get into an entrance and make happen. More people would be moved and things would be more spread out that will happen. | Use all existing elementary schools to full capacity. 4. Meet needs for seats in high-growth areas. 3. Keep as many students together in each school community as possible. 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. 2 | Use all existing elementary schools to full capacity. 3. Option school is clearly defined in the PreK-12 Instructional Pathways (IPW) Framework. 5. Moving option schools to increase access for more students. 4. Moving to a site that can accommodate current population (may include relocatable classrooms). 3 | grandfathering those who are 10th grade or younger than siblings who are already in that same school. Keeping walk zones safe by changing them if it means crossing major roads but those who live near a street that school zone of an option school, I would have the idea that I can look right at my elementary school until my window but not have access to it if an option school when it was once a neighborhood school. | Support | Strongly Support | Give families who are within a small walk zone of an option school some priority for a seat if they want it versus being based to another school further away. | |

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| 78 | 79 | 12/6/2019 | I am the Parent or Guardian of a Child(ren) just put in what | that that this map breaks up some of the 10-20 blocks. It will cut students to from different neighborhoods and hopefully provide some more diversity for certain schools. This is what I want to create diversity. It probably still seems like a plan to keep neighborhood affluent. | There are a lot of long boundaries. It does break up some neighborhoods and I am worried that part of this map may concentrate poverty in some schools, but I can't be sure without cross referencing the map against census data. | 100 more seats at ATIS would be a boon to every parents given how popular that school is. It's diverse and well balanced and most importantly kids from all backgrounds seem to go well there, which is important to me as a parent. I think immersion might be better in a neighborhood where kids actually speak the language. | ATIS is still difficultly harder than college to get into. | More ATIS seats are great. Immersion should be an option with more Spanish speakers. The PK is definitely needs attention. | Completed will lose their awesome westland and Long Beach areas, but I think that school could prosper anywhere. | Use all existing elementary schools to full capacity. 4. Meet needs for seats in high-growth areas. 2. Keep as many students together in each school community as possible. 3. Enable walking to neighborhood schools as much as possible. 5. Develop a plan that best utilizes existing school facilities located on available land in the County, which do not always match where neighborhood seats are needed for current and projected growth. 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. 1. Throwing to a site that can accommodate current population (may include relocatable classrooms) 3 | DEIVERSITY. Please consider diversity not keeping the groups who cannot build equity. Diversity to that all the kids in these schools have a chance to reach their full potential. Not just the people who live in one end of these county or meet in off-gift programs. | Do Not Support | Do Not Support | Can we look at schools that are chronically under-enrolled or have large populations outside of that school in option schools? Nothing in this county so far for a PK that could ride the bus if there were no traffic. Consider some creative solutions. I can't be sure if walkability was the biggest concern. |
| 79 | 80 | 12/6/2019 | I am the Parent or Guardian of an Elementary Student in APS enrolled in a neighborhood school | In the scenarios laid out, the data doesn't provide from the data that I have made available to date, it's not clear to us how APS arrived at the two scenarios in the presentation. Additionally, I'm not able to understand the changes coming because the data doesn't calculate from beginning to end including all factors. | A challenge is understanding the impact of the proposals. The summary statements would be acceptable if it was possible to understand how the proposals came into existence. Additionally, I'm not able to understand the changes coming because the data doesn't calculate from beginning to end including all factors. | I'm hard to comment on an opportunity in this scenario because the summary statements - add data made available whenever so far - are not comprehensive to address full opportunity and impact. The only opportunity here appears to be for | None identified. | This seems like a significant blow to the 6 guiding principles which drive boundary changes. Without short and long term impact obvious it seems to be an incredibly disruptive scenario. | Use all existing elementary schools to full capacity. 4. Meet needs for seats in high-growth areas. 2. Keep as many students together in each school community as possible. 3. Enable walking to neighborhood schools as much as possible. 5. Develop a plan that best utilizes existing school facilities located on available land in the County, which do not always match where neighborhood seats are needed for current and projected growth. 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. 1 | Long waitlist that could fill building to full capacity. 2. Option school is clearly defined in the PreK-12 Instructional Pathways (IPF) Framework. 1. Moving option schools to increase access for more students. 4. Throwing to a site that can accommodate current population (may include relocatable classrooms) 3 | It seems imperative to better understand the drivers and motivations of families choosing option schools. This data will better inform the changes associated with option schools and how the impact other schools. For example, I think you'll find that families are opting into the option schools to create more of a neighborhood option lines. It is clear to them and/or they are not satisfied with their current option and are willing to bus their child elsewhere. I don't believe the programming in your way of these. If it is currently, will I continue to be. The demand for current programming may not be the full future enrollment so continuing to project growth for option schools may not be a valid assumption. Remain focused on high quality neighborhood schools and keep option schools as a whole - they don't need expansion and this should also minimize risk to school costs. | Support | Strongly Support | 1. Revise the proposal computations so they provide a holistic view of short and long term impacts (option school moves, enrollment projections, up cost impacts, capital improvement investment, boundary changes). 2. Show the work. As a mathematician I do, be transparent in the process to minimize anxiety and emotion. 3. Do not proceed with the vote on 20K until data transparency has been offered and a full short and long term analysis is complete including all factors with context. Additionally, the guiding principles for boundary changes should be addressed as a guide in the explanation. | |
| 80 | 81 | 12/6/2019 | I am the Parent or Guardian of an Elementary Student in APS enrolled in an option school | cannot answer the question in full entirety well say though that Arlington wants to reduce boundaries every 10 years without (1) purpose and (2) real parental and residential input. We just want through this for reducing Spanish Immersion (which are very supportive of) in Middle School, and Arlington managed to ignore input of every family in North Arlington, almost all listening to us, Arlington got the Spanish Immersion at the southern most part of the County - all families. So many families opted out of Spanish Immersion because of the vast distances during each hour. Which is say, Arlington should consider our input if they ask for it. From the current map, I don't have any information at all - want to know the demographic breakdown of schools and population making. There's no real statistical reporting here. Just a bunch of numbers (without context, baseline, etc) | Listening to the parents and residents. Please don't move Key or Clearmont Immersion Program just because they're bigger buildings. That's about as smart as flipping a building and moving it to a new housing development. | There are none. Arlington did not move Spanish Immersion middle school to "a neutral location". I am certain about the definition of "neutral", e.g. Gunston in South Arlington is not "neutral" (for middle school). This issue will be more problematic with elementary schools. Please please listen to the communities of both Key and Clearmont Immersion. Leave the two Immersion Schools where they are. They currently serve a purpose and will continue to serve those purposes. The map that is currently above is荒唐, and horribly unjust. Moving 25% of neighborhood students doesn't make much sense either - there are no real seats gained by moving them. | The challenges are disrupting 80% of your residents lives. Moving schools, now that we have settled boundaries, just makes everyone adjust their schedules, commutes, and routines. Arlington does not. It would seem, have a clear plan. Proposal does not state a clear path to not lose seats gained by removal of students. It's almost arbitrary and capricious. | Need more information. Some problems with Proposal 1. There are some. Arlington did move Spanish Immersion middle school to a "neutral location". I am certain about the definition of "neutral", e.g. Gunston in South Arlington is not "neutral" (for middle school). This issue will be more problematic with elementary schools. Please please listen to the communities of both Key and Clearmont Immersion. Leave the two Immersion Schools where they are. They currently serve a purpose and will continue to serve those purposes. The map that is currently above is荒唐, and horribly unjust. Moving 25% of neighborhood students doesn't make much sense either - there are no real seats gained by moving them. | Some challenges on Proposal 2. Arlington is setting in wanton and capricious manner without a clear purpose. The challenges are disrupting 80% of your residents lives. Moving schools, now that we have settled boundaries, just makes everyone adjust their schedules, commutes, and routines. Arlington does not. It would seem, have a clear plan. Proposal does not state a clear path to not lose seats gained by removal of students. It's almost arbitrary and capricious. Any discussion of moving schools should be done in conjunction with proposed boundary changes, so the growth is transparent. More importantly, APS should be focusing on finding ways to build more seats. Threatening to move Key, and hurt the vulnerable immigrant families that benefit from dual language instruction with no transition plan is a waste of APS resources. | Use all existing elementary schools to full capacity. 4. Meet needs for seats in high-growth areas. 2. Keep as many students together in each school community as possible. 3. Enable walking to neighborhood schools as much as possible. 5. Develop a plan that best utilizes existing school facilities located on available land in the County, which do not always match where neighborhood seats are needed for current and projected growth. 3. Consider strategies that will best address student enrollment projections, which indicate that up to three new elementary schools may be needed in the next 10 years. 2 | Long waitlist that could fill building to capacity. 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. Throwing to a site that can accommodate current population (may include relocatable classrooms) 3 | Neutral - consider not moving a school location. Option schools need a way that the parents and children do not lose the problem. I cannot see enough the amount of disruption and chaos that these past few years of school redistricting and school alignments have generated. So please, do everything a fair and clear moving schools as if children and schools were fragile commodities. | Neutral | Neutral | Focus on the Curriculum. Focus on learning money and building additions, building money on that better solutions. Moving schools and populations do nothing to further the "multi of growing population" and does nothing to help with the fact that growing student bodies. So please figure out a smarter way. |
| 81 | 82 | 12/6/2019 | I am the Parent or Guardian of an Elementary Student in APS enrolled in a neighborhood school | No option schools would need to move. | Quitting parents. | None. | Option schools have no say in their own destiny. Moving bigger schools in smaller places. | Option schools have no say in their own destiny. Putting bigger schools in smaller places. | Use all existing elementary schools to full capacity. 4. Meet needs for seats in high-growth areas. 2. Keep as many students together in each school community as possible. 3. Enable walking to neighborhood schools as much as possible. 5. Develop a plan that best utilizes existing school facilities located on available land in the County, which do not always match where neighborhood seats are needed for current and projected growth. 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. 1 | Long waitlist that could fill building to capacity. 2. Option school is clearly defined in the PreK-12 Instructional Pathways (IPF) Framework. 1. Moving option schools to increase access for more students. 4. Throwing to a site that can accommodate current population (may include relocatable classrooms) 4 | Other the school school communities want need. Option schools need a way that the parents and children do not lose the problem. I cannot see enough the amount of disruption and chaos that these past few years of school redistricting and school alignments have generated. So please, do everything a fair and clear moving schools as if children and schools were fragile commodities. | Neutral | Neutral | If APS is so concerned about money they should be requesting some of the county's surplus funds. Relocatable are not the same as "build". Build more schools in first alternative locations like using the communities exploring these changes and how the reality of what affect people. | |
| 82 | 83 | 12/6/2019 | I am the Parent or Guardian of an Elementary Student in APS enrolled in a neighborhood school | I really hate this because it moves so many students and creates unnatural boundaries for kids and faculty. | Like this proposal because it puts immersion near Spanish speakers. | I think that south Arlington is a better location for immersion. Proposal 1 is better in the respect. | I like a idea both immersion programs near a high poverty school. | moves a lot of programs. That is painful in the short term, but may be necessary for the long term solution. | Use all existing elementary schools to full capacity. 4. Meet needs for seats in high-growth areas. 2. Keep as many students together in each school community as possible. 3. Enable walking to neighborhood schools as much as possible. 5. Develop a plan that best utilizes existing school facilities located on available land in the County, which do not always match where neighborhood seats are needed for current and projected growth. 3. Consider strategies that will best address student enrollment projections, which indicate that up to three new elementary schools may be needed in the next 10 years. 4 | Long waitlist that could fill building to capacity. 3. Option school is clearly defined in the PreK-12 Instructional Pathways (IPF) Framework. 2. Moving option schools to increase access for more students. 1. Throwing to a site that can accommodate current population (may include relocatable classrooms) 3 | Neighborhood schools should be the priority. | Strongly Support | Strongly Support | Neighborhood schools should be the priority. | |
| 83 | 84 | 12/6/2019 | I am the Parent or Guardian of an Elementary Student in APS enrolled in a neighborhood school | don't see a lot of good opportunities with keeping options at their current locations. Too many restrictions at Kingstons, Tuckahoe, etc. and not enough along the Rosslyn-Beltway corridor, etc. | think horrible boundaries that will require lots of busing and long commutes. | think becomes a much needed neighborhood school. Denies immersion which cannot fit to retro-opening seats now. Less costly to move 2 schools than 3 in proposal #2. | Feels will oppose moving option programs. Key becomes a much needed neighborhood school. | Feels will oppose moving option programs. It will be expensive (and we already have a huge budget deficit), will be completely inundated with angry parents screaming "don't move me" for the next 12 months, which will distract and take away from other initiatives. | Use all existing elementary schools to full capacity. 4. Meet needs for seats in high-growth areas. 2. Keep as many students together in each school community as possible. 3. Enable walking to neighborhood schools as much as possible. 5. Develop a plan that best utilizes existing school facilities located on available land in the County, which do not always match where neighborhood seats are needed for current and projected growth. 3. Consider strategies that will best address student enrollment projections, which indicate that up to three new elementary schools may be needed in the next 10 years. 4 | Long waitlist that could fill building to capacity. 1. Option school is clearly defined in the PreK-12 Instructional Pathways (IPF) Framework. 3. Moving option schools to increase access for more students. 4. Throwing to a site that can accommodate current population (may include relocatable classrooms) 2 | keeping costs in check. Our county has no money to spare - only money from a school district that gets more from a financial perspective (i.e., will this save on busing costs, etc.) | Support | Strongly Support | Please look at the real costs of these potential moves and keep parents' perspectives in mind. We have programs are moving but buildings are buildings and a current school community should not be entitled to take "names" or fixtures, etc. from any particular APS school. Children come and go every year - taxpayers should not have to pay for sentimental attachments because some current community that will be a middle school seat wants to keep "their" name, or their special classroom features, etc. | |
| 84 | 85 | 12/6/2019 | 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 | like this proposal. The neighborhood school boundaries are not efficient or natural. | like this. It moves immersion to an area when it can thrive. Neighborhood boundaries would be more natural. | There are no challenges. | really like this. It improves the potential for immersion to grow, allows for a lot of growth in the long term. | think moving of something beyond an outdoor learning is important. I like that this proposal supports growing that program. | Use all existing elementary schools to full capacity. 4. Meet needs for seats in high-growth areas. 2. Keep as many students together in each school community as possible. 3. Enable walking to neighborhood schools as much as possible. 5. Develop a plan that best utilizes existing school facilities located on available land in the County, which do not always match where neighborhood seats are needed for current and projected growth. 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. 2. Throwing to a site that can accommodate current population (may include relocatable classrooms) 3 | the use of options can grow or shrink to fit the building. | Strongly Support | Strongly Support | | |

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| 745 | 746 | 12/6/2019 | I am an Arlington resident without school-age children | Looks terrible from all perspectives - fewer beds available to schools, more beds needed, and hence more pollution. Also how the new location of McKinley looks ridiculous. Who thought of such a horrible idea to change McKinley area to that? | Better than Representative Boundaries scenario for us. | | Better than Representative Boundaries scenario for us. | Use all existing elementary schools to full capacity. 3. Meet needs for seats in high-growth areas. 4. Keep as many students together in each school community as possible. 1. Enable walking to neighborhood schools as much as possible. 2. Develop a plan that best utilizes existing school facilities located on available land in the County, which do not always match where neighborhood seats are needed for current and projected growth. 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 Pathway (IPP) Framework. 4. Moving option schools to increase access for more students. 1. Throwing to a site that can accommodate current population (may include relocatable classrooms). 2 | School quality shouldn't change much b/c of the school boundary change. | Neutral | Strongly Support | | |
| 746 | 747 | 12/6/2019 | I am the Parent or Guardian of an Elementary Student in APS enrolled in an option school | It's difficult to tell because the map is impossible to read. The opportunities seem extremely limited compared to the district, measures you are proposing that will affect hundreds of students and their families. | You're moving an option school, ATX, out of the center of the county to the side. You're moving Key, which does not want to move a space that it not overly helpful to it's long-term capacity. | See above - you're moving a centrally located ATX to the side and impacting hundreds of students. | See above - you're moving a centrally located ATX to the side and impacting hundreds of students. | Use all existing elementary schools to full capacity. 3. Meet needs for seats in high-growth areas. 5. Keep as many students together in each school community as possible. 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 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 Pathway (IPP) Framework. 4. Moving option schools to increase access for more students. 1. Throwing to a site that can accommodate current population (may include relocatable classrooms). 2 | the impact on location to the families, teachers, and the way of life that has been built around where students are currently located. | Support | Support | | |
| 747 | 748 | 12/6/2019 | I am the Parent or Guardian of a Child(ren) not yet in PreK - I am an Arlington resident without school-age children | My kids get to go to Fleet (great!) Better economic diversity spread across the schools, which is nice | Crossing Glade with minimal deaths? | Will be able to self protect 1. Shifts to the ATX parents for a nice profit. | ATX parents think their kids are better and special (so they feel winning the school lottery) so will pitch an absolute "It. They need their special learning space?". I'd beated a billion dollars to build my kid's room all the yard's a professional level elementary lab and you're taking it". They can't do our OTR MEd learning, move Barcroft around instead" note: Statement extracted if my first kid gets into ATX. | Even more protect 1. Shift sales. | Campbell will have the same issues the Montross program did when it moved all the work they had put into the grounds and building program, classroom setups, etc. I got left behind. With a knee in the school morning so if they want those features it will take time for Campbell to adjust. Clearly they've put a large amount of work and classroom migration into their outdoor space and learning opportunities. I think they will have much to be going to the other location. At best a temporary fix, at worst they lose nearly everything. | Use all existing elementary schools to full capacity. 4. Meet needs for seats in high-growth areas. 2. Keep as many students together in each school community as possible. 1. Enable walking to neighborhood schools as much as possible. 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 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 Pathway (IPP) Framework. 3. Moving option schools to increase access for more students. 4. Throwing to a site that can accommodate current population (may include relocatable classrooms). 2 | Support | Do Not Support | Focus on expanding the capacity (or adding more) of those/future schools. These programs are clearly highly popular in the community. Do not restrict the neighborhood schools as needed after the new need and desire for these schools is known. |
| 748 | 749 | 12/6/2019 | I am the Parent or Guardian of an Elementary Student in APS enrolled in a neighborhood school | The scenario is really well-designed because it provides a rare opportunity for the County to balance the school addresses and disparity and provide long-term benefits too. | more school buses are needed | reduces bus number of schools | does not address long-term problem of the imbalance | does not address long-term needs/persistent imbalance enrollments | Use all existing elementary schools to full capacity. 3. Meet needs for seats in high-growth areas. 5. Keep as many students together in each school community as possible. 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 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 Pathway (IPP) Framework. 2. Moving option schools to increase access for more students. 3. Throwing to a site that can accommodate current population (may include relocatable classrooms). 4 | Do Not Support | Support | | |
| 749 | 750 | 12/6/2019 | I am the Parent or Guardian of an Elementary Student in APS enrolled in an option school - I am the Parent or Guardian of a Child(ren) not yet in PreK. | A chance to move the option schools in five years. | This does nothing to fix issues and just looks like the can down the road. APS doesn't have the money to build the number of schools that they need and this doesn't fix that problem. | reduces seats were they are needed. | reduces seats were they are needed. | This proposal involves more school moves and thus confusion that will come with those moves. Campbell doesn't have a budget problem. It has a long waitlist and only took a few non-top or sibling children's immersions is not getting enough spanish speakers for two programs. This location may help, but the real problem is that there is just not the demand from spanish speakers for two programs. APS should eliminate one immersion program as they can get back to the 50/50 split. APS doesn't have the money to build the number of schools that they need and this doesn't fix that problem. | Use all existing elementary schools to full capacity. 3. Meet needs for seats in high-growth areas. 2. Keep as many students together in each school community as possible. 1. Enable walking to neighborhood schools as much as possible. 2. Develop a plan that best utilizes existing school facilities located on available land in the County, which do not always match where neighborhood seats are needed for current and projected growth. 4. Consider strategies that will best address current student enrollment projections, which indicate that up to three new elementary schools may be needed in the next 10 years. 2 | long waitlist that could fill building to capacity. 3. Option school is clearly defined in the PreK-12 Instructional Pathway (IPP) Framework. 2. Moving option schools to increase access for more students. 4. Throwing to a site that can accommodate current population (may include relocatable classrooms). 3 | the school doesn't have a waitlist of it is not the IPP, consider phasing it out. | Strongly Support | Strongly Support | Phase out one of the immersion schools since there is not the demand from Spanish speakers. Phase out ATX since it is not in the IPP. |
| 750 | 751 | 12/6/2019 | I am the Parent or Guardian of an Elementary Student in APS enrolled in a neighborhood school | No schools are moved to new buildings. APS is within its district, MCKINLEY IS SAVED | Adding 12 buses. | MCKINLEY IS DISBANDED, two schools move | MCKINLEY IS DISBANDED, three schools move | Use all existing elementary schools to full capacity. 3. Meet needs for seats in high-growth areas. 4. Keep as many students together in each school community as possible. 1. Enable walking to neighborhood schools as much as possible. 2. Develop a plan that best utilizes existing school facilities located on available land in the County, which do not always match where neighborhood seats are needed for current and projected growth. 5. Consider strategies that will best address 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 Pathway (IPP) Framework. 2. Moving option schools to increase access for more students. 4. Throwing to a site that can accommodate current population (may include relocatable classrooms). 3 | Moving schools to other buildings results in the loss of one neighborhood school completely. McKinley. This loss should not be taken lightly. It's an amazing community that has been built around this school for years and to lose it would be a tragedy. It not only affects families with school age children, but resale values of homes without current elementary school children. The effects of losing this neighborhood school are rippling. Not to mention that the option school you are thinking of replacing this GREAT neighborhood school with given 2980 preference to the kids already here in this neighborhood. It is such a highly ranked school, how could you close it down?! | Strongly Do Not Support | Strongly Do Not Support | DO NOT MOVE SCHOOLS. | |
| 751 | 752 | 12/6/2019 | I am the Parent or Guardian of an Elementary Student in APS enrolled in an option school | It is difficult to comment on this scenario without knowing the data used to create it. I think it could be drawn differently to have the integrated boundaries in different parts of the county, which could address a lot of demographic diversity and also improve efficiency of bus routes (both south and east-west). | The challenge is commenting without full understanding of the choices made to develop it. | Most of Key would still have to be bused, if any, and the Key community would be left stranded. Arlington Traditional, an option school, would be located at McKinley, a site that was previously determined to be unsuitable for an option school. | It is unclear that moving Key near a large Hispanic population would result in demand for the immersion program. The Campbell community would be impacted. The outdoor learning component of Campbell's resident would be harmed. Campbell would require more buses. The bus routes going to the Carlin Springs building would be longer and costlier, what is the cost (dollars) of moving this many schools? | Use all existing elementary schools to full capacity. 3. Meet needs for seats in high-growth areas. 2. Keep as many students together in each school community as possible. 1. Enable walking to neighborhood schools as much as possible. 2. Develop a plan that best utilizes existing school facilities located on available land in the County, which do not always match where neighborhood seats are needed for current and projected growth. 4. Consider strategies that will best address 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. 4. Option school is clearly defined in the PreK-12 Instructional Pathway (IPP) Framework. 1. Moving option schools to increase access for more students. 1. Throwing to a site that can accommodate current population (may include relocatable classrooms). 2 | the opportunity to preserve or increase diversity within schools. The impacts on instruction traffic, impacts in areas surrounding option schools. | Strongly Do Not Support | Strongly Do Not Support | Have you considered placing an option program in one of the neighborhood school buildings to maximize capacity? Have you considered an urban-style school in Beauty/Courthouse, with access to a county park and not necessarily its own schoolyard? | |
| 752 | 753 | 12/6/2019 | I am the Parent or Guardian of a Child(ren) not yet in PreK | Removal of walking students, in particular appears students in Gladehood area within light of school would be in new district. | | Keeps as walkable as possible. Specialty programs should not be detrimental to substance of standard program. | Keeps as walkable as possible. Specialty programs should not be detrimental to substance of standard program. | Use all existing elementary schools to full capacity. 3. Meet needs for seats in high-growth areas. 4. Keep as many students together in each school community as possible. 1. Enable walking to neighborhood schools as much as possible. 2. Develop a plan that best utilizes existing school facilities located on available land in the County, which do not always match where neighborhood seats are needed for current and projected growth. 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. 2. Option school is clearly defined in the PreK-12 Instructional Pathway (IPP) Framework. 3. Moving option schools to increase access for more students. 4. Throwing to a site that can accommodate current population (may include relocatable classrooms). 1 | Strongly Support | Strongly Support | | | |

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| 93 | 94 | 12/6/2019 | I am the Parent or Guardian of an Elementary Student in APS enrolled in an option school. Other (Please specify) I am a parent of a child not yet in elementary school. | School buses. Reduction of walk sheds. | Expanding capacity with needs. | Moving courtyard school to edge of County - decentralize. Take option school from most use area with overflow parking and decent transit access and place in the middle of a neighborhood - how will parking work for school assets? This moves a lot of kids. If this proposal were to be accepted, APS needs to guarantee that it will follow through the the subsequent redistricting needed to complete the exercise or all of this would be for naught. | Expanding capacity with needs. | Moving courtyard school to edge of County - decentralize. Take option school from most use area with overflow parking and decent transit access and place in the middle of a neighborhood - how will parking work for school assets? This moves a lot of kids. If this proposal were to be accepted, APS needs to guarantee that it will follow through the the subsequent redistricting needed to complete the exercise or all of this would be for naught. | 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 Peak 22 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). 1 | that the configuration of the school meets the needs of the program. Enough land, rooms, enough choral rooms, enough auditorium capacity, enough outdoor space to fit the whole school. | Support | Neutral | APS needs to be clear about its intent with the APS Program. The information provided in the proposal acknowledges the move of the APS program to the McKinley building, but then removes the APS name from the graphics. APS has just introduced the IPP Framework into the conversation, which does not respect the integrity of the APS program. APS needs to be crystal clear about its intent to continue or discontinue this highly successful and unique option. Otherwise, this entire effort is meaningless. | |
| 94 | 95 | 12/6/2019 | I am the Parent or Guardian of an Elementary Student in APS enrolled in an option school. | | | | | | Use all existing elementary schools to full capacity. 1. Meet needs for seats in high-growth areas. 2. Keep as many students together in each school community as possible. 3. Enable walking to neighborhood schools as much as possible. 4. Develop a plan that best utilizes existing school facilities located on available land in the County, which do not always match where neighborhood seats are needed for current and projected growth. 5. Consider strategies that will best address recent student enrollment projections, which indicate that up to three new elementary schools may be needed in the next 10 years. 5 | Long waitlist that could fill building to capacity. 2. Option school is clearly defined in the Peak 22 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). 1 | | Neutral | Neutral | | |
| 95 | 96 | 12/16/2019 | I am the Parent or Guardian of a Child(ren) in Peak 19 APS | Too many kids assigned to new schools, changing existing boundary too much | More kids/families stay at current school | | More kids/families stay at current school | Very immersion moving too far away | Use all existing elementary schools to full capacity. 1. Meet needs for seats in high-growth areas. 2. Keep as many students together in each school community as possible. 3. Enable walking to neighborhood schools as much as possible. 4. Develop a plan that best utilizes existing school facilities located on available land in the County, which do not always match where neighborhood seats are needed for current and projected growth. 5. Consider strategies that will best address recent student enrollment projections, which indicate that up to three new elementary schools may be needed in the next 10 years. 5 | Long waitlist that could fill building to capacity. 2. Option school is clearly defined in the Peak 22 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 | | |
| 96 | 97 | 12/6/2019 | I am the Parent or Guardian of an Elementary Student in APS enrolled in an option school. I am the Parent or Guardian of a Middle or High School Student in APS | | Opportunity to create neighborhood seats with least disruption if key was moved to McKinley and leaving APS in place, which would allow an immersion in Central location (McKinley location is less than 2 miles from APS location). It will also allow for the only blue ribbon elementary school to be in a central location, which has room to grow to allow more students to attend APS. Potential of annexing to move key to McKinley accomplishes all of the benefits with the least disruption. | | Most disruption | Use all existing elementary schools to full capacity. 1. Meet needs for seats in high-growth areas. 2. Keep as many students together in each school community as possible. 3. Enable walking to neighborhood schools as much as possible. 4. Develop a plan that best utilizes existing school facilities located on available land in the County, which do not always match where neighborhood seats are needed for current and projected growth. 5. Consider strategies that will best address recent student enrollment projections, which indicate that up to three new elementary schools may be needed in the next 10 years. 5 | Long waitlist that could fill building to capacity. 2. Option school is clearly defined in the Peak 22 Instructional Pathways (IPP) Framework. 4. Moving option schools to increase access for more students. 1. Moving to a site that can accommodate current population (may include relocatable classrooms). 2 | | Do Not Support | Strongly Support | | | |
| 97 | 98 | 12/6/2019 | I am the Parent or Guardian of an Elementary Student in APS enrolled in a neighborhood school | Too many kids on buses, doesn't make sense given the current budget crunch in the county | Support this proposal as long as the walkable planning units around Reed (including those that currently attend Tuckalochee and Nottingham) are in fact assigned to Reed in the boundary process. What would not support is granting McKinley students being bused to Reed and those in the walkable planning units on the north side of Reed being bused to Tuckalochee or Nottingham. Equal importance to all of the walkable Plus Reed should be the priority as well as resources and budget to address other needs in the school system. Additionally, the Plus around Reed that will attend Reed should also attend an elementary school where the majority of those children will attend Swenson as well. | Challenges under this plan are the size of moving all of the existing McKinley students to other schools. Wonder if it was adequately considered to move the option school to Tuckalochee or Nottingham that remain under capacity after these moves. Also, if the APS philosophy/procedure changes, how can you be assured that you can fill a large school like the current McKinley building with an all option elementary school for example. Also, if you want to keep the 50/50 model for immersion and given the last 5 years of immersion latory results, why are we considering bringing 2 immersion schools? What makes us think we will be able to fill them in the future? We see that Spanish speakers want their kids in an immersion program? work with lots of people from other Spanish speaking countries and they in contrast, want to ensure their children in English and use school as the best opportunity to do that. They keep up the Spanish speaking in the evenings and weekends at home. | How the low percentages of kids that would need a bus under this option. | If you want to keep the 50/50 model for immersion and given the last 5 years of immersion latory results, why are we considering bringing 2 immersion schools? What makes us think we will be able to fill them in the future? We see that Spanish speakers want their kids in an immersion program? work with lots of people from other Spanish speaking countries and they in contrast, want to ensure their children in English and use school as the best opportunity to do that. They keep up the Spanish speaking in the evenings and weekends at home. | 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. 2. Consider strategies that will best address recent student enrollment projections, which indicate that up to three new elementary schools may be needed in the next 10 years. 3 | Long waitlist that could fill building to capacity. 4. Option school is clearly defined in the Peak 22 Instructional Pathways (IPP) Framework. 5. Moving option schools to increase access for more students. 2. Moving to a site that can accommodate current population (may include relocatable classrooms). 3 | Resource available, ensure students stay to the extent possible with peers that they will attend middle and/or high school with whom needs, the viability of the need for the option school going forward. | Support | Neutral | Strongly Support | |
| 98 | 99 | 12/6/2019 | I am an Arlington resident without school-age children | | | | | | Use all existing elementary schools to full capacity. 1. Meet needs for seats in high-growth areas. 2. Keep as many students together in each school community as possible. 3. Enable walking to neighborhood schools as much as possible. 4. Develop a plan that best utilizes existing school facilities located on available land in the County, which do not always match where neighborhood seats are needed for current and projected growth. 6. Consider strategies that will best address recent student enrollment projections, which indicate that up to three new elementary schools may be needed in the next 10 years. 5 | Long waitlist that could fill building to capacity. 4. Option school is clearly defined in the Peak 22 Instructional Pathways (IPP) Framework. 5. Moving option schools to increase access for more students. 2. Moving to a site that can accommodate current population (may include relocatable classrooms). 2 | setting magnet school/voluntary schools open to all in a CTR/TKA location. Moving APS (which is already located in the north part of the county) to McKinley, which is further in the north part of the county is a mistake. It should be centrally located. | Support | Do Not Support | | |
| 99 | 90 | 12/6/2019 | I am the Parent or Guardian of an Elementary Student in APS enrolled in a neighborhood school | Changing Arlington Science Focus boundaries makes sense. Moving it inside of a neighborhood is logical. We live closer to APS than our bus stop for Taylor. Adding a crossing guard at the cross walk by the stairs on the left side of APS would make it very walkable for a lot of my Village. Please take note of those items as they go right up to the school from the road. | Key could be a great neighborhood school for the Rosslyn and Courthouse area. I think APS also encourages APS to be inside of a neighborhood by incorporating the southwestern edge of Lyon Village and the surrounding neighborhood, around the school. Adding a crossing guard on Kirkwood would make most of Lyon Village walkable to APS. | | Campbell is such a great, creative way of learning because of it's accessibility to outdoor parks and audits. Moving Campbell to APS building would remove that benefit. | 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. 4. Consider strategies that will best address recent student enrollment projections, which indicate that up to three new elementary schools may be needed in the next 10 years. 1 | Long waitlist that could fill building to capacity. 2. Option school is clearly defined in the Peak 22 Instructional Pathways (IPP) Framework. 4. Moving option schools to increase access for more students. 2. Moving to a site that can accommodate current population (may include relocatable classrooms). 3 | | Strongly Support | Do Not Support | | | |

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| 76 | 71 | 12/6/2019 | I am the Parent or Guardian of an Elementary Student in APS enrolled in an option school. I am the Parent or Guardian of a Middle or High School Student in APS | | | | | | | Use all existing elementary schools to full capacity. 1. Meet needs for seats in high-growth areas. 2. Keep as many students together in each school community as possible. 3. Enable walking to neighborhood schools as much as possible. 4. Develop a plan that best utilizes existing school facilities located on available land in the County, which do not always match where neighborhood seats are needed for current and projected growth. 5. Consider strategies that will best address student enrollment projections, which indicate that up to three new elementary schools may be needed in the next 10 years. 1 | long-waitlist that could fill building to capacity. 2. Option school is clearly defined in the PreK-12 Instructional Pathways (IPF) Framework. 4. Moving option schools to increase access for more students. 1. Thinking to a site that can accommodate current population (may include vocational classrooms). 1 | Do Not Support | Do Not Support | Just move McKinley to Reed and then Key to McKinley and close with G. Crowe that, purchase land and build 2 or 3 new elementary schools as needed. |
| 81 | 72 | 12/6/2019 | I am the Parent or Guardian of an Elementary Student in APS enrolled in an option school. I am the Parent or Guardian of a Child(ren) not yet in PreK | I think it is FANTASTIC that many boundaries reach across fence 50 and have boundaries reaching across the other main corridors in Arlington thus solving MUCH-NEEDED DIVERSITY at many Arlington schools! | The data pointing to the dramatic increase of children, especially in the southeast and southwest, is exciting. However, the current enrollment of Arlington was available YEARS ago! I see no other challenges here, except the school board's and former Superintendent LACK OF FORESIGHT. | This proposal is, my apologies, nonsense. There are currently 1000 immersion programs...they DO NOT NEED, NOR DO THEY WANT ATIS' central location. Also there are more students than the footprint of the building. You could move key to the McKinley Building and this moving only one school. For some reason this is not among your proposals, why?? | If you are acknowledging that ATIS should be expanded because it is "so successful" and so popular" (your words) then why would you move it to the border of the county effectively trying to access to the building. You could move key to the McKinley Building and this moving only one school. For some reason this is not among your proposals, why?? | where are you getting your data from? Campbell lives in proximity to the main corridor and you also did not look at traffic needs of option schools. Why did you vote for the expansion of McKinley, only completed 2 years ago (I), WHILE THE BOARD KNEW that you were building Reed, this creating too many seats in the NW quadrant? While you KNOW we are going to be an explosion of kids south of Columbia Pike. | Use all existing elementary schools to full capacity. 1. Meet needs for seats in high-growth areas. 2. Keep as many students together in each school community as possible. 3. Enable walking to neighborhood schools as much as possible. 4. Develop a plan that best utilizes existing school facilities located on available land in the County, which do not always match where neighborhood seats are needed for current and projected growth. 5. Consider strategies that will best address student enrollment projections, which indicate that up to three new elementary schools may be needed in the next 10 years. 1 | long-waitlist that could fill building to capacity. 2. Option school is clearly defined in the PreK-12 Instructional Pathways (IPF) Framework. 4. Moving option schools to increase access for more students. 1. Thinking to a site that can accommodate current population (may include vocational classrooms). 3 | Support | Do Not Support | Yes, Your "definition of option schools" needs to be reworked!! IPF 1 is inconceivable that on one hand you state that ATIS should be expanded by 100 seats because it is so desired, but on the other hand you say that it is not a desired option (as per your IPF)!! This is completely contradictory. | |
| 76 | 73 | 12/6/2019 | I am the Parent or Guardian of a Child(ren) not yet in PreK | It's hard to see many positive opportunities | Extra buses is a negative, the extended boundaries are difficult for logistical reasons for both the county and families/students, so many children are affected. | This seems to present many positive opportunities, and much less negative impact. | Again, many positive opportunities, which much less negative impact. | Use all existing elementary schools to full capacity. 1. Meet needs for seats in high-growth areas. 2. Keep as many students together in each school community as possible. 3. Enable walking to neighborhood schools as much as possible. 4. Develop a plan that best utilizes existing school facilities located on available land in the County, which do not always match where neighborhood seats are needed for current and projected growth. 5. Consider strategies that will best address student enrollment projections, which indicate that up to three new elementary schools may be needed in the next 10 years. 1 | long-waitlist that could fill building to capacity. 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. Thinking to a site that can accommodate current population (may include vocational classrooms). 2 | Support | Strongly Support | | | |
| 76 | 74 | 12/6/2019 | I am the Parent or Guardian of an Elementary Student in APS enrolled in an option school | This scenario would keep an immersion option in the eastern half of the county and ATIS in its present, central location. | Neighborhood boundaries should be drawn to allow, to the extent possible, both who can walk to school to walk to school, and the child go to the school located in their community. This scenario does not allow for that. | Moving Key from its current location frees up needed neighborhood seats for the Housley-Balaban corridor | What is gained by Key moving to ATIS's smaller building rather than straight to McKinley with its higher seat count? What is the evidence indicating that Key would be more successful attracting Spanish-speaking applicants in this county facility compared to McKinley? Why is APS having Spanish-speaking applicants in this county facility appearing rather than appearing to Spanish speakers in a more direct and targeted location? Why is a program that hasn't been able to attract enough applicants to maintain its model for five years displacing the county's most in-demand elementary option program? Why is the county's most in-demand elementary option program being displaced into a location which will undermine its diversity (ethnic and economic) by distancing it into a richer, whiter, less accessible location? Why is APS moving the ATIS student body without committing to moving its existing program? Why hasn't APS addressed what it means that ATIS is not in the IPF? | Moving Key from its current location frees up needed neighborhood seats for the Housley-Balaban corridor | What is gained by Key moving to ATIS's smaller building rather than straight to McKinley with its higher seat count? What is the evidence indicating that Key would be more successful attracting Spanish-speaking applicants in this county facility compared to McKinley? Why is APS having Spanish-speaking applicants in this county facility appearing rather than appearing to Spanish speakers in a more direct and targeted location? Why is a program that hasn't been able to attract enough applicants to maintain its model for five years displacing the county's most in-demand elementary option program? Why is the county's most in-demand elementary option program being displaced into a location which will undermine its diversity (ethnic and economic) by distancing it into a richer, whiter, less accessible location? Why is APS moving the ATIS student body without committing to moving its existing program? Why hasn't APS addressed what it means that ATIS is not in the IPF? | 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. 2. Option school is clearly defined in the PreK-12 Instructional Pathways (IPF) Framework. 4. Moving option schools to increase access for more students. 1. Thinking to a site that can accommodate current population (may include vocational classrooms). 1 | Strongly Support | Strongly Support | (strongly) design with prioritizing keeping current student populations together over designing planning units to schools to which they are easily walk. For example, McKinley units which would have to be moved to Reed could instead be assigned to Ashburn or Takohane so that current Takohane units which are highly walkable to Reed can be assigned there without crowding Reed and/or emptying Takohane. Students walking to school are a building block of a community that endures land save resources). Promoting existing elementary friendships based on sharing a school building is short-term thinking that should not guide long-term decision making. |
| 74 | 75 | 12/6/2019 | I am the Parent or Guardian of an Elementary Student in APS enrolled in a neighborhood school. I am the Parent or Guardian of an Elementary Student in APS enrolled in an option school. I am the Parent or Guardian of a Child(ren) not yet in PreK. I am the Parent or Guardian of a Middle or High School Student in APS | Dislike this scenario. Too much buying | It allows for immersion to be closer to where speakers and allows for air to flow | Proximal is a better location for immersion | Immersion is optimally placed. It allows the most flexibility. Air can flow. | All of program moves. I feel this is necessary though. | 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. 2. Option school is clearly defined in the PreK-12 Instructional Pathways (IPF) Framework. 4. Moving option schools to increase access for more students. 1. Thinking to a site that can accommodate current population (may include vocational classrooms). 3 | Strongly Support | Strongly Support | | |
| 75 | 76 | 12/6/2019 | 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 | No schools need to move locations, no buses or challenges associated with moving program or school, including bus trips for staff leaving to handle features unique to those schools, less emotional stress on parents. Listen on APS Staff and Teachers, especially for the 5 schools that would potentially be moved | Large number of students impacted by the boundary process and would need to switch schools | School moves are a challenge to handle, and things to not families and school staff/teachers who need to move Campbell's program is unique to its current location. Immersion school would benefit from moving Key, and have an immersion program in a neighborhood that greatly values it | Provides needed neighborhood seats in the Housley corridor | Many school moves which cause emotional pain and anxiety of families and staff/teachers who need to move Campbell's program is unique to its current location. Immersion school would benefit from moving Key, and have an immersion program in a neighborhood that greatly values it | 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. 2. Option school is clearly defined in the PreK-12 Instructional Pathways (IPF) Framework. 4. Moving option schools to increase access for more students. 1. Thinking to a site that can accommodate current population (may include vocational classrooms). 1 | Support | Support | Features unique to that school (i.e. outdoor learning at Campbell) features unique to that school's community (i.e. active Spanish speakers near staff) Staff feedback and engagement to ensure the position would be as seamless as possible for them, staff morale is extremely important for the benefit of the students and school community. Cash of the actual move - make sure the benefits of moving outweigh the costs. | |
| 76 | 77 | 12/6/2019 | I am the Parent or Guardian of an Elementary Student in APS enrolled in an option school | | | | | Between the two options I favor Option 1. The discretionary learning model would become accessible to more students overall. In the Carlin Springs neighborhood, new neighborhood school with a variety option immersion school would benefit community. The garden and grounds of ATIS would allow for an easy transition for the 5 models ATIS is fairly close to Clarendon. Locating Key in Carlin Springs would serve a wider area. | Challenges would be to address transportation concerns. Train and ensure bus routes are not too wide. Identify for students. We need safer sidewalks, crosswalks with appropriately placed traffic lights especially on Carlin Springs Road. | 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. 2. Option school is clearly defined in the PreK-12 Instructional Pathways (IPF) Framework. 4. Moving option schools to increase access for more students. 1. Thinking to a site that can accommodate current population (may include vocational classrooms). 4 | Support | Strongly Do Not Support | With so many parents driving their kids to school, creating additional traffic on major county roadways (Carlin Springs and George Mason) bus transportation services should be reevaluated and enhanced. I currently drive my 2nd grader to school on designated stop. It is away on a busy road. |

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| 967 | 968 | 12/6/2019 | I am the Parent or Guardian of an Elementary Student in APS enrolled in a neighborhood school. I am the Parent or Guardian of a Middle or High School Student in APS | | | | | | | Use all existing elementary schools to full capacity. 1. Meet needs for seats in high-growth areas. 2. Keep as many students together in each school community as possible. 3. Enable walking to neighborhood schools as much as possible. 4. Develop a plan that best utilizes existing school facilities located on available land in the County, which do not always match where neighborhood seats are needed for current and projected growth. 5. Consider strategies that will best address recent student enrollment projections, which indicate that up to three new elementary schools may be needed in the next 10 years. 5 | Long waitlist that could fill building to capacity. 3. Option school is clearly defined in the PreK-12 Instructional Pathways (IPP) Framework. 2. Moving option schools to increase access for more students. 4. Moving to a site that can accommodate current population (may include relocatable classrooms). 3 | Neutral | Strongly Do Not Support | Keep McKinley School as a neighborhood public school. The proposals set by APS are very thoughtless and planning has been thoughtless for the last 13 years! The people of Madison Manor and Esplanade Hills are NOT in support of either proposal. |
| 968 | 969 | 12/6/2019 | I am the Parent or Guardian of an Elementary Student in APS enrolled in a neighborhood school | Perhaps because we read to R and top to bottom. This map looks nice and neat from West to East in the North section but this becomes very convoluted in the middle of the county. Have you considered mapping in the opposite direction? Perhaps start at the middle of the county and work outward. Read's zone is gigantic and work inward is made of 10 "Tons and intended" boundary. If any person of children have to move to make things work for the county why not look at all boundaries except those just changed by Read? So my opportunity play for this scenario is to show these maps against the opposite/different way than was done previously, accounting for increasing teachers, regardless of percentage of students needing to move. Arlington says they want to be green, let's see how green they really are when their children's school is a table. | Incongruous boundaries don't play well together. This map looks nice and neat from West to East in the North section but this becomes very convoluted in the middle of the county. Have you considered mapping in the opposite direction? Perhaps start at the middle of the county and work outward. Read's zone is gigantic and work inward is made of 10 "Tons and intended" boundary. If any person of children have to move to make things work for the county why not look at all boundaries except those just changed by Read? So my opportunity play for this scenario is to show these maps against the opposite/different way than was done previously, accounting for increasing teachers, regardless of percentage of students needing to move. Arlington says they want to be green, let's see how green they really are when their children's school is a table. | Planning for future growth is a great opportunity, but your presentation itself says most of student growth is driven by SFH. Boulder is developing for a smaller footprint, but these are much family households. Are your planners sure that many families will choose much dwelling in SFH in more modest cost areas such as South Arlington and those close to Park Shuts/Seven Corners? There are very few neighborhoods where you can get a house under \$250K and more in houses or just condos. Where do they get \$2,000, 22,205. Closing a neighborhood school that serves 2225 is likely a bad option for future growth you aren't planning for. | Without specific planning and data, it seems like Read will open our concepts. This is like dog vs from McKinley's addition. The P# numbers even 1,000 and moving such a large school to both and then adding in surrounding Glade and Fairhollow neighborhoods only adds to that concern. Traffic is a concern on McKinley Road as well with 1,200 buses. The Fairhollow been vetted as an option school? They are perfectly graded for multiple buses as 10th street has few SFH with Paul IV across the street. Some of their students live in a neighborhood that mainly attends McKinley. Some of the students will attend Read. The school is smaller and option programs can control for size. Neighborhood service. | On the flip side of my above comments - you don't have the majority of kids together your best opportunity to gain support would likely be to remove Read to McKinley and incorporate McKinley into the same, move teachers and staff as a unit as well. McKinley does have an arts integration program and teachers who have built amazing grade level teams for an excellent learning environment. The staff consistency grows largely at this school, teachers move out of state and when they return, they return to McKinley. They enjoy teaching there and to know... that an incredible student you cannot place a dollar value on. | Campbell cannot leave. How will you provide new materials for their experiential learning? This is ridiculous. APS wants to stay small - isn't that the point of the "traditional" program? A renovation intended to just service Spanish speaking families? Keeping it. | 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. 3. Option school is clearly defined in the PreK-12 Instructional Pathways (IPP) Framework. 2. Moving option schools to increase access for more students. 1. Moving to a site that can accommodate current population (may include relocatable classrooms). 1 | Strongly Support | Strongly Support | Thank you for doing a very thoughtful job! It's a difficult puzzle for sure. |
| 969 | 970 | 12/6/2019 | I am the Parent or Guardian of an Elementary Student in APS enrolled in an option school | Maximizes school use and decreases overcrowding. | Shows too many kids to different school and increases transportation costs. | Impossible to tell without abundant boundary proposals. | Impossible to tell without abundant boundary proposals. | Impossible to tell without abundant boundary proposals. | Impossible to tell without abundant boundary proposals. | 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. 3. Option school is clearly defined in the PreK-12 Instructional Pathways (IPP) Framework. 4. Moving option schools to increase access for more students. 1. Moving to a site that can accommodate current population (may include relocatable classrooms). 3 | Strongly Support | Strongly Support | Group option schools together and stagger start times so that buses can pick up groups of kids in the same area attending different schools in order to minimize transportation costs. |
| 970 | 971 | 12/6/2019 | I am the Parent or Guardian of an Elementary Student in APS enrolled in a neighborhood school | These do not seem like the only way that the boundaries could and should be drawn. It looks to me that you started at the top of the map and worked your way down. What if you start in the middle or at the bottom. | It does require more bussing than anyone would like to see. | Opening up the Key building for neighborhood seats in that area is great. 1. In addition if the area around RT5 will give you the most diverse of students that you need to make a immersion program the most successful. I am an urban how you know that the majority of McKinley students would go to Read unless you include boundary changes along with school changes. | You are moving several communities that are well established and don't want to be moved. I think more data needs to be presented and maybe another couple hearings before anyone can truly believe this is what is best for the entire county. | Similar to above except now we are moving even more of the population and I am not sure that data supports improving this many schools and families results in a better final product. | 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. 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 | Support | Support | I am not in support of options school taking priority over neighborhood schools. Think when a neighborhood has access to a school building and is surrounded by housing the people in that neighborhood should have access to that school. | |
| 971 | 972 | 12/6/2019 | I am the Parent or Guardian of a Middle or High School Student in APS | None | More kids on buses | More Countywide programs more centrally ensuring more overall bus time increases access (parents) to at least one CW program | Moving County wide programs could increase bussing needs in the short-term | Centralized CW programs - more likelihood of participation from all parts of the county | No line flux change - will face a LOT of parent resistance | Use all existing elementary schools to full capacity. 1. Meet needs for seats in high-growth areas. 2. Keep as many students together in each school community as possible. 3. Enable walking to neighborhood schools as much as possible. 4. Develop a plan that best utilizes existing school facilities located on available land in the County, which do not always match where neighborhood seats are needed for current and projected growth. 5. Consider strategies that will best address recent student enrollment projections, which indicate that up to three new elementary schools may be needed in the next 10 years. 5 | Long waitlist that could fill building to capacity. 3. Option school is clearly defined in the PreK-12 Instructional Pathways (IPP) Framework. 4. Moving option schools to increase access for more students. 1. Moving to a site that can accommodate current population (may include relocatable classrooms). 4 | Strongly Support | Strongly Support | |
| 972 | 973 | 12/6/2019 | I am the Parent or Guardian of an Elementary Student in APS enrolled in a neighborhood school | none | too many students moved to new schools today. | Moving RT5 to McKinley site makes RT5 less desirable because it is no longer centrally located in Arlington. It makes RT5 far more desirable to north and west Arlington students. This is not where the biggest net deficit is located. | RT5 moves to Carlin Springs location Carlin Springs moves to Campbell Campbell moves to McKinley Any moves to RT5 location | RT5 moves to Carlin Springs location Carlin Springs moves to Campbell Campbell moves to McKinley Any moves to 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. 6 | Long waitlist that could fill building to capacity. 3. Option school is clearly defined in the PreK-12 Instructional Pathways (IPP) Framework. 4. Moving option schools to increase access for more students. 1. Moving to a site that can accommodate current population (may include relocatable classrooms). 2 | Support | Strongly Support | RT5 moves to Carlin Springs Carlin Springs moves to Campbell Campbell moves to McKinley Any moves to RT5 location | |
| 973 | 974 | 12/6/2019 | I am the Parent or Guardian of an Elementary Student in APS enrolled in a neighborhood school. I am the Parent or Guardian of a Child(ren) not yet in track | see zero reasons why this is a good option. | Moving 40% of all APS students instead of moving choice schools that families opt into by choice is absurd. Moving more kids and making long extended school boundaries to avoid moving choice school students to the same school, with the same teachers, just in a different location is also absurd | Immersion program is in a more Spanish-speaking community. Many senior staff of McKinley moves to a brand new school that they can walk to. In students' countervailing boundaries to the same school, with the same teachers, just in a different location is also absurd | even less students are redistributed to other schools - choice programs are in more centralized areas - more walkers to Campbell | lots of school shifting. Even though it makes sense logically and what the county should do, it's not something that is happening because of all the push back | 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. 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 | | |

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| 80 | 81 | 12/6/2019 | I am the Parent or Guardian of a Child(ren) that is/are in APS, I am the Parent or Guardian of a Child(ren) not yet in PreK | McKinley is one of the highest rated & youngest schools in the county, and this would close it. You wouldn't simply be moving the school to a new location. You'd be displacing 250 kids somewhere else. I understand why we have option schools, but at what expense? Why is their wealth being given priority over thriving (or at least neighborhood schools)? The McKinley community was led to believe that the opening of Reed would eliminate overcrowding in McKinley - not close it down. This is an amazing neighborhood school with a LARGE number of walk-in students who would never be housed in what will also be a crowded school (opening Reed under prep 1 or 2 would lead to near capacity immediately). What about the expected growth in that area? Are kids going to be shuffled somewhere else in a few years because Reed will soon be over capacity? I don't want my children missing from school to school. It's crossed our minds to leave the district before our oldest enters kindergarten if this is the norm. | | | You'd be separating out even more McKinley kids in this proposal, and putting Ashlawn overcapacity Option schools (couldn't be able to just shut down a neighborhood school. We can't really control the numbers in growing neighborhood schools, but you can control the numbers in option schools. If we can't fit into their school, why can't their capacity be capped? Why does supporting their growth become more important than a thriving neighborhood school? We move into the amazing McKinley neighborhood as they're able to be able to send our kids to this school, and we now open considering spreading us, for what will only be a temporary fix. Looking at the total student numbers, it's very, very clear that an option school won't be better off there. We'll be able to push it on us and over again? These videos and informational pdfs are misleading - please stop speaking to us like we aren't smart enough to understand what is truly going on. | 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. 2 | Long waitlist that could fill building to capacity. 2. Option school is clearly defined in the PreK-12 Instructional Pathways (IPP) Framework. 3. Moving option schools to increase access for more students. 3. Moving to a site that can accommodate current population (may include relocatable classrooms). 4 | This program more important than opening a neighborhood school together? It's better to bus neighborhood children to a different, overcrowded school? Can we bus for at least some of the growth of option schools to accommodate the growth of neighborhood schools? | Do Not Support | Strongly Support | Academically | | |
| 81 | 82 | 12/6/2019 | I am the Parent or Guardian of a Child(ren) not yet in PreK | | | Make a needed systemic change that also provides an opportunity to relocate the immersion program to a neighborhood with a higher level of native Spanish speakers | 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. 3. Option school is clearly defined in the PreK-12 Instructional Pathways (IPP) Framework. 1. Moving option schools to increase access for more students. 2. Moving to a site that can accommodate current population (may include relocatable classrooms). 4 | Strongly Support | Strongly Support | | | | | |
| 82 | 83 | 12/6/2019 | I am the Parent or Guardian of a Child(ren) not yet in PreK | This seems like it will create transition issues for best of students and the idea of having schools not located in their own back zone is problematic. | It looks to potentially create long commutes for students and doesn't address the imbalance in demographics at Randolph and Drive. It also seems to be politically differing to parents who have been vocal in the past. Arlington parents got their way in the past and North Arlington parents are content to. Meanwhile parents in other parts of the county are being asked to drive their children in part because we are less likely to complete. This is transparent and troubling. | Like this option, but is there any reason why it wasn't considered to also make sure the one elementary immersion school and Clement a neighborhood school. Would this alleviate an issue at Reed and allow for one place for immersion? Could this also eliminate some issues with feelings? Putting choice schools at currently hard-to-fill schools seems smart. | The parents at Key are ATX are likely to make this a big deal and those are parents with more power traditionally, than the rest of the county. | Arlington Traditional seems like a bad location for the experiential learning program, which is currently adjacent to a future center. This is a show-away proposal. | 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. 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 | Not for projecting and grandfathering permits needs to take effect. 2 or 3 moves within an elementary school career is unacceptable if it happens because of poor planning or political weakness. | Strongly Support | Neutral | Does the kind of growth that Arlington is experiencing really allow for the kinds of choice programs that currently exist? It is increasingly hard to build community in Arlington when elementary school boundaries move so often. In areas where parents are inclined to send their children, APS should be providing incentives for the best teachers and administrators to work there. | |
| 83 | 84 | 12/6/2019 | I am the Parent or Guardian of an Elementary Student in APS enrolled in an option school | | | | | Use all existing elementary schools to full capacity. 1. Meet needs for seats in high-growth areas. 2. Keep as many students together in each school community as possible. 3. Enable walking to neighborhood schools as much as possible. 4. Develop a plan that best utilizes existing school facilities located on available land in the County, which do not always match where neighborhood seats are needed for current and projected growth. 6. Consider strategies that will best address recent student enrollment projections, which indicate that up to three new elementary schools may be needed in the next 10 years. 1 | Long waitlist that could fill building to capacity. 4. Option school is clearly defined in the PreK-12 Instructional Pathways (IPP) Framework. 1. Moving option schools to increase access for more students. 2. Moving to a site that can accommodate current population (may include relocatable classrooms). 3 | Neutral | Strongly Do Not Support | Make walkability one of a priority. This is the only way we achieve equity to APS. | | | |
| 84 | 85 | 12/6/2019 | I am the Parent or Guardian of an Elementary Student in APS enrolled in a neighborhood school. I am the Parent or Guardian of a Child(ren) not yet in PreK | This scenario moves away many students from Oldie who are currently in the walk zone and would walk to school daily. | This proposal moves fewer kids. | This moves fewer kids. | This plan doesn't match seats with demand. Some schools are still left overcrowded while others have empty seats. | 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. 4 | Long waitlist that could fill building to capacity. 2. Option school is clearly defined in the PreK-12 Instructional Pathways (IPP) Framework. 3. Moving option schools to increase access for more students. 1. Moving to a site that can accommodate current population (may include relocatable classrooms). 3 | Traffic and busing costs. Long term plan to postpone future boundary changes. | Strongly Support | Strongly Support | | | |
| 85 | 86 | 12/6/2019 | I am an APS Staff Member - I am an Arlington resident without school-age children | Some lots of people moved in just a few. Sounds more fair. | Too much shuffling! Streets are already full of parents driving their kids to/from school. This will increase all Maximum walkability instead of so many pet programs. | Option schools should be the first to move or be dissolved. This is a chance to put get rid of them and stop wasting money on boutique education schemes. We're a public school! | Dismissing McKinley sounds like shooting yourself in the foot. Why create such a hoop? | This will confuse and upset people enough that you can do anything and nobody will be able to follow. | Why own? Just dissolve the damn choice schools and keep it simple! We cannot afford that! We need seats, not school games! | Use all existing elementary schools to full capacity. 4. Meet needs for seats in high-growth areas. 2. Keep as many students together in each school community as possible. 3. Enable walking to neighborhood schools as much as possible. 5. Develop a plan that best utilizes existing school facilities located on available land in the County, which do not always match where neighborhood seats are needed for current and projected growth. 6. Consider strategies that will best address recent student enrollment projections, which indicate that up to three new elementary schools may be needed in the next 10 years. 5 | Long waitlist that could fill building to capacity. 3. Option school is clearly defined in the PreK-12 Instructional Pathways (IPP) Framework. 2. Moving option schools to increase access for more students. 1. Moving to a site that can accommodate current population (may include relocatable classrooms). 4 | Get rid of the choice program! This solves a very many problems! Pack the kids in as best you can and teach them well! | Neutral | Support | Get rid of the choice schools! Every school is a neighborhood school. Kids out of the walk zone should be bused up to two schools further away to balance enrollment (including 90 factors). |
| 86 | 87 | 12/6/2019 | I am the Parent or Guardian of an Elementary Student in APS enrolled in an option school | No punto cognar al respecto. El mapa no muestra informacion esencial para hacer comentarios. No se pueden ver los limites con nombres de las calles. | Se distancia, me da de perder al personal actual de la escuela, transporte en caso de emergencia. | Requiere | Se distancia. El tiempo de viaje en bus de un hijo. Requiere de perder a los maestros que los que en escuela hoy cuenta actualmente. Falta de transporte en caso de emergencia. Por que poner dos escuelas de inmersion en un mismo area? Involuntariamente en labor o mantenimiento del programa de inmersion en el futuro. | Use all existing elementary schools to full capacity. 6. Meet needs for seats in high-growth areas. 2. Keep as many students together in each school community as possible. 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. 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. 6. Meet needs for seats in high-growth areas. 2. Keep as many students together in each school community as possible. 4. Enable walking to neighborhood schools as much as possible. 5. Moving to a site that can accommodate current population (may include relocatable classrooms). 1 | Principales y cognar de la comunidad. Si es posible no mover la escuela a otro espacio considerablemente nueva construcciones. | Do Not Support | Do Not Support | | | |

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| 97 | 88 | 12/6/2019 | 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 | | Not considering whether other sites are better suited for option schools, removing neighborhood school capacity in rapidly growing metro corridor (RMC) | | Not considering whether other sites are better suited for option schools, removing neighborhood school capacity in rapidly growing metro corridor (RMC) | Use all existing elementary schools to full capacity. 1. Meet needs for seats in high-growth areas. 4. Keep as many students together in each school community as possible. 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 recent student enrollment projections, which indicate that up to three new elementary schools may be needed in the next 10 years. 2 | long waitlist that could fill building to capacity. 3. Option school is clearly defined in the PreK-12 Instructional Pathways (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). 3 | taking seats away from growing neighborhoods, bus traffic in residential neighborhoods in McKinley's | Support | Strongly Support | Neutral | |
| 88 | 89 | 12/6/2019 | I am the Parent or Guardian of an Elementary Student in APS enrolled in an option school | None for existing ATS community nor McKinley's | Disrupt the entire ATS community which currently thriving with no guarantee of maintaining its name or program. | None | ATS as we know it has never got started or safeguarded. | Use all existing elementary schools to full capacity. 1. Meet needs for seats in high-growth areas. 4. Keep as many students together in each school community as possible. 2. Enable walking to neighborhood schools as much as possible. 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 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 (IP) Framework. 1. Moving option schools to increase access for more students. 3. Moving to a site that can accommodate current population (may include relocatable classrooms). 4 | Maintain All aspects of ATS Options program | Strongly Do Not Support | Neutral | Address the miscommunication the ATS community is feeling and get something in writing that shows you agree NOT to change any aspects of ATS Program under any circumstances. | |
| 89 | 90 | 12/6/2019 | I am the Parent or Guardian of an Elementary Student in APS enrolled in a neighborhood school | Public outcry because more students would have to change schools, busing costs | Eliminating a prized neighborhood school McKinley. They're moving capacity growth at McKinley to Reed, potentially breaking up amazing educational team at McKinley or losing members of this amazing team due to stress and uncertainty of move, busing stress on streets surrounding McKinley, inefficiencies due to moving three schools (ATS, Kin, and McKinley) to gain space of one, unclear whether will eliminate capacity growth in Buckley/Carson quarter, fails to utilize all seats by leaving some schools under capacity (e.g., Discovery, Touchback and others over capacity (e.g., Clifde, probably Ravelle) fails to account for study from previous year noting that McKinley would not be an optimal option school, creates distrust from community because APS previously noted McKinley was not a good option for an option school and now changes course with no explanation | Eliminating a prized neighborhood school McKinley. They're moving capacity growth at McKinley to Reed, potentially breaking up amazing educational team at McKinley or losing members of this amazing team due to stress and uncertainty of move, busing stress on streets surrounding McKinley, inefficiencies due to moving three schools (ATS, Carman, and McKinley) to gain space of one, unclear whether will eliminate capacity 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 | Eliminating a prized neighborhood school McKinley. They're moving capacity growth at McKinley to Reed, potentially breaking up amazing educational team at McKinley or losing members of this amazing team due to stress and uncertainty of move, busing stress on streets surrounding McKinley, inefficiencies due to moving three schools (ATS, Carman, and McKinley) to gain space of one, unclear whether will eliminate capacity growth. 5. Consider strategies that will best address recent student enrollment projections, which indicate that up to three new elementary schools may be needed in the next 10 years. 2 | long waitlist that could fill building to capacity. 3. Option school is clearly defined in the PreK-12 Instructional Pathways (IP) Framework. 4. Moving option schools to increase access for more students. 2. Moving to a site that can accommodate current population (may include relocatable classrooms). 1 | Cost. Why move schools at all? Whether we should continue option program. We have amazing neighborhood schools. That's performing here are destroying a neighborhood school that is better performing than all of the option schools, that you can preserve the option program. This is a ridiculous choice that should be considered carefully. | Strongly Support | Do Not Support | If it is necessary to eliminate a neighborhood school to favor an option school, consider one that is on the edge of the county that is under capacity, e.g., Touchback or Discovery. They will never have enough waitlist to fill those schools. Discovery is also well set up for retaining a lot of buses. It is also a beautiful school that people would be drawn to. And it is not performing as well as McKinley. | | |
| 90 | 91 | 12/6/2019 | I am the Parent or Guardian of a Middle or High School Student in APS | I'm not sure I understand the opportunities | More busing, too much change | Logistics of facility moves | Not sure why we would have two immersion schools within close proximity of each other. | Use all existing elementary schools to full capacity. 1. Meet needs for seats in high-growth areas. 5. Keep as many students together in each school community as possible. 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 when neighborhood seats are needed for current and projected growth. 5. Consider strategies that will best address recent student enrollment projections, which indicate that up to three new elementary schools may be needed in the next 10 years. 2 | long waitlist that could fill building to capacity. 4. Option school is clearly defined in the PreK-12 Instructional Pathways (IP) 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). 2 | Strongly Support | Neutral | | | |
| 91 | 92 | 12/6/2019 | I am the Parent or Guardian of an Elementary Student in APS enrolled in a neighborhood school | You have so many children changing schools. This seems chaotic and not in the best interests of children. Also, you're adding additional buses for kids who were previously walkable. I don't get why we would have so many schools being walkable planning units. Parents want their children in neighborhood schools. This builds communities for children and parents. | Why becomes a neighborhood school which is great. | This still moves a ton of students to new schools and puts some former walkable on-bus, APS MCTD job parents to determine if these option schools are even important to them. How deeply are they really committed to any one option school? Could ATS parents be just as happy at Campbell or an immersion program? Why do we full their kids are selected for schools they don't want them attending... Barcroft (with the year round school), or several others with over crowding and lower test scores. We need APS to correct to identifying and addressing these concerns first before they can shuffle so many students, families, and schools around. What if you move ATS to McKinley and enrollment actually drops? Why not just focus their program within McKinley along with neighborhood schools? | Good for key | Way too many moves in this scenario. You are destroying programs like Campbell, shuffling kids around, and closing schools just for one neighborhood school (Reed). | Use all existing elementary schools to full capacity. 1. Meet needs for seats in high-growth areas. 5. Keep as many students together in each school community as possible. 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 when neighborhood seats are needed for current and projected growth. 2. Consider strategies that will best address recent student enrollment projections, which indicate that up to three new elementary schools may be needed in the next 10 years. 1 | long waitlist that could fill building to capacity. 4. Option school is clearly defined in the PreK-12 Instructional Pathways (IP) 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 | APS should consider alternatives such as preschool centers that house more grade 4 classrooms in low enrollment schools. Could this come to McKinley or Reed and then enable them both to remain open as neighborhood schools? Other school districts have upper elementary schools, when I was a kid elementary school got overcrowded so we had a spare wide upper elementary (3-6) and three middle school (7-8). Think outside the box. Could this occur for parts of the county? How? Could this alleviate the middle school overcrowding too? | Support | Strongly Support | Please see my answer above about looking at creative alternatives like upper elementary schools, preschool centers, housing programs within neighborhood schools instead of separating them and bumping one for another that will not have the staying power |
| 92 | 93 | 12/6/2019 | I am an APS Staff Member | The scenario seems to misrepresent true boundaries. You created boundaries that had some schools over 100 in the start of the change and that goes against the true balance. | This significantly reduces bus costs and moves a large group of students together. Given that McKinley was going to be split up anyway, this is best case scenario. | Do we really need 2 immersion schools? | This significantly reduces bus costs and moves a large group of students together. Given that McKinley was going to be split up anyway, this is best case scenario. | Use all existing elementary schools to full capacity. 1. Meet needs for seats in high-growth areas. 5. Keep as many students together in each school community as possible. 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 recent student enrollment projections, which indicate that up to three new elementary schools may be needed in the next 10 years. 6 | long waitlist that could fill building to capacity. 4. Option school is clearly defined in the PreK-12 Instructional Pathways (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). 3 | Option schools really should be given the smallest schools. Cramping neighboring schools without a choice into smaller schools or trailers isn't right. Parents can opt out if they don't like conditions of option schools. The one caveat is the time McKinley program is probably better for option schools than neighborhood schools. | Support | Strongly Support | Integration cost is a HUGE issue. Staff, especially the support staff within the building, are underpaid compared to other districts. We can't even get enough subs because the pay is too low. I'd like to see APS just move towards staffing and not busing. | |
| 93 | 94 | 12/6/2019 | I am the Parent or Guardian of a Middle or High School Student in APS | If these properties could be used to truly balance school capacity in a thoughtful way, that will be beneficial and do what needs to be done. The most minimal concern should be keeping kids together in groups just for the sake of that. Within a couple of years, people cycle out and the new communities will be formed. | Everyone is going to complain about something. Would need a fair amount of buses. Distances of some students from their schools would be great enough that that would be a concern. But on those who need to be protected day and fill get in a commute and a full work day. I moved out of the suburban area for that reason. Single parent and adding another 20 minutes round trip to go away from my job to do a morning drop off, circle back and then someone to work just isn't feasible. Have enough time in my day to get it all done. | Opens up key for local students and alleviates crowding at APS. My child just finished at APS, and we need more seats on buses. Option programs should not take location preference over gross overcrowding in an area not. | Nothing major. | Use all existing elementary schools to full capacity. 1. Meet needs for seats in high-growth areas. 5. Keep as many students together in each school community as possible. 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 recent student enrollment projections, which indicate that up to three new elementary schools may be needed in the next 10 years. 4 | long waitlist that could fill building to capacity. 3. Option school is clearly defined in the PreK-12 Instructional Pathways (IP) 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 | How can't I fill an option school, consider doing it. At this point should be only a single immersion school. We don't have enough native Spanish speakers who want to fill the program (requested by the instructional model) to go down to one school. | Strongly Support | Support | | |

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| 94 | 95 | 12/6/2019 | I am the Parent or Guardian of an Elementary Student in APS enrolled in a neighborhood school. I am the Parent or Guardian of a middle or high school student in APS. | | | | | | Use all existing elementary schools to full capacity. 4. Meet needs for seats in high-growth areas. 5. Keep as many students together in each school community as possible. 6. Enable walking to neighborhood schools as much as possible. 7. 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. 8. Consider strategies that will best address recent student enrollment projections, which indicate that up to three new elementary schools may be needed in the next 10 years. 4 | long waitlist that could fill building to capacity. 4. Option school is clearly defined in the PreK-12 Instructional Pathways (IP) Framework. 2. Moving option schools to increase access for more students. 3. Moving to a site that can accommodate current population (may include relocatable classrooms). 1 | No school should open at Max capacity which eliminates any future growth | Support | Support | | | |
| 95 | 96 | 12/6/2019 | I am the Parent or Guardian of an Elementary Student in APS enrolled in a neighborhood school | | | | | | Use all existing elementary schools to full capacity. 4. Meet needs for seats in high-growth areas. 5. Keep as many students together in each school community as possible. 7. 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. 8. 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. 2. Moving to a site that can accommodate current population (may include relocatable classrooms). 1 | It is important to keep neighborhood schools so there is a sense of community. | Do Not Support | Support | Get rid of option schools. | | |
| 96 | 97 | 12/6/2019 | I am the Parent or Guardian of an Elementary Student in APS enrolled in a neighborhood school | It prevents the idea of a neighborhood school even if those neighborhoods are nearby. | It adds some buses, which will likely happen anyway as the county becomes more populous and more roads become yellow or red, limiting current work zones. | The county can reassign its numbers in a way that appears to maximize utilization and anticipate some growth patterns while not eliminating those schools. | There are many. The past of growth is focused on part of the county in an intense way. McKinley, Ivy, AFS, Reed (post overcrowded years) and Ardmore (pre-overcrowded years) and Ardmore (pre-overcrowded years) are the main focus. From utilization are reorganized as teachers who had moved into a new building have to relocate. From school to school to school. There is no single room for the additional population moving to the areas leaving the discussion on overcrowding will happen again. The main strain back is loss of a strong neighborhood school in McKinley. The soft benefits of having a continuous school presence drawing from the neighborhood is hard to quantify but I certainly hope APS holds this as a value, especially as disruption and chaos are in no one's interest. A crowded Classroom and key resources moved from its current location seem to harm the most vulnerable people in Arlington. | More AFS participants? Though recently seemed like the county was moving away from models like AFS. I am confused by the messaging. I have family who have attended there and who teach there. | So many, the buses crowding Madison senior and dormition hills which cannot handle them to be made for the county bus was recently defuncted. It might seem like population growth in the mid-county area where apartments are planned. Worst effort for many teachers in setting up classrooms (some through parent construction) just to dislocate them. And the loss of neighborhood schools and their soft benefits. | Use all existing elementary schools to full capacity. 4. Meet needs for seats in high-growth areas. 5. Keep as many students together in each school community as possible. 7. Enable walking to neighborhood schools as much as possible. 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. 8. 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. 3. Moving option schools to increase access for more students. 1. Moving to a site that can accommodate current population (may include relocatable classrooms). 4 | Think the whole option school concept needs to be reviewed. | Strongly Do Not Support | Strongly Do Not Support | Please send the boundaries through traditional patterns, fund new construction in high growth areas, and consider Arlington county building/school properties for expansion. This item will not slow down for some. | |
| 97 | 98 | 12/6/2019 | I am the Parent or Guardian of an Elementary Student in APS enrolled in a neighborhood school | none-shifting people around does not use the issue of insufficient neighborhood schools. Option schools are only advantageous when neighborhood schools are thriving. | none-shifting people around does not use the issue of insufficient neighborhood schools. Option schools are only advantageous when neighborhood schools are thriving. | none-shifting people around does not use the issue of insufficient neighborhood schools. Option schools are only advantageous when neighborhood schools are thriving. | none-shifting people around does not use the issue of insufficient neighborhood schools. Option schools are only advantageous when neighborhood schools are thriving. | Use all existing elementary schools to full capacity. 4. Meet needs for seats in high-growth areas. 5. Keep as many students together in each school community as possible. 7. Enable walking to neighborhood schools as much as possible. 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. 8. Consider strategies that will best address recent student enrollment projections, which indicate that up to three new elementary schools may be needed in the next 10 years. 5 | long waitlist that could fill building to capacity. 3. Option school is clearly defined in the PreK-12 Instructional Pathways (IP) Framework. 2. Moving option schools to increase access for more students. 1. Moving to a site that can accommodate current population (may include relocatable classrooms). 4 | Keep walking schools available for neighborhood! | Do Not Support | Neutral | Keep walking schools available! It makes no sense to move a neighborhood that is a 1.5 mile walk (McKinley to Dominion Hills) to need 1.7 minute walk. | | | |
| 98 | 99 | 12/6/2019 | I am the Parent or Guardian of an Elementary Student in APS enrolled in a neighborhood school | | | | | | Use all existing elementary schools to full capacity. 4. Meet needs for seats in high-growth areas. 5. Keep as many students together in each school community as possible. 7. 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. 8. Consider strategies that will best address recent student enrollment projections, which indicate that up to three new elementary schools may be needed in the next 10 years. 5 | long waitlist that could fill building to capacity. 3. Option school is clearly defined in the PreK-12 Instructional Pathways (IP) Framework. 2. Moving option schools to increase access for more students. 1. Moving to a site that can accommodate current population (may include relocatable classrooms). 4 | Strongly Support | Strongly Support | | | | |
| 99 | 100 | 12/6/2019 | I am an APS Staff Member. I am the Parent or Guardian of a Child(ren) not yet in PreK | one that I would add an element of choice to the lives of 40% of Arlington schoolchildren and parents' is that an opportunity? | flexibility and neighborhood schools are key. I want my son and daughter to be independent and one aspect of that is to be able to safely walk to school when they are old enough. I find it troublesome that APS would consider moving 6000+ students and using walkability in order to accommodate option programs. Kids need to go to school where they live, where their friends live, and where they feel like school is a part of their communities and lives. | flexibility and neighborhood schools are key. I want my son and daughter to be independent and one aspect of that is to be able to safely walk to school when they are old enough. I find it troublesome that APS would consider moving 6000+ students and using walkability in order to accommodate option programs. Kids need to go to school where they live, where their friends live, and where they feel like school is a part of their communities and lives. | flexibility and neighborhood schools are key. I want my son and daughter to be independent and one aspect of that is to be able to safely walk to school when they are old enough. I find it troublesome that APS would consider moving 6000+ students and using walkability in order to accommodate option programs. Kids need to go to school where they live, where their friends live, and where they feel like school is a part of their communities and lives. | I think we should eliminate all option programs so I'm not troubled by micro-managing people who have already chosen to be inconvenienced by their school choices. | I would minimize additional busing, minimize moves, create neighborhood seats where we need them and create future opportunities for growth. It would also reduce the number of families impacted by redistricting. | I think we should eliminate all option programs so I'm not troubled by micro-managing people who have already chosen to be inconvenienced by their school choices. | Use all existing elementary schools to full capacity. 4. Meet needs for seats in high-growth areas. 5. Keep as many students together in each school community as possible. 7. Enable walking to neighborhood schools as much as possible. 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. 8. Consider strategies that will best address recent student enrollment projections, which indicate that up to three new elementary schools may be needed in the next 10 years. 2 | long waitlist that could fill building to capacity. 4. Option school is clearly defined in the PreK-12 Instructional Pathways (IP) Framework. 4. Moving option schools to increase access for more students. 3. Moving to a site that can accommodate current population (may include relocatable classrooms). 2 | option schools are just programs. We need neighborhood schools. | Strongly Support | Strongly Support | Eliminates the jet option programs and focus on improving neighborhood schools. |
| 100 | 101 | 12/6/2019 | I am the Parent or Guardian of an Elementary Student in APS enrolled in an option school | | | | | | Use all existing elementary schools to full capacity. 4. Meet needs for seats in high-growth areas. 5. Keep as many students together in each school community as possible. 7. Enable walking to neighborhood schools as much as possible. 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. 8. Consider strategies that will best address recent student enrollment projections, which indicate that up to three new elementary schools may be needed in the next 10 years. 1 | long waitlist that could fill building to capacity. 4. Option school is clearly defined in the PreK-12 Instructional Pathways (IP) 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 | | Support | Neutral | | | |