

ES Planning Questionnaire Responses 801\_822

Gr No.	Response No.	Participation Date	Q 1 What is your relationship to APS? You may select more than one.	Q 2 What are the opportunities with the above Representative Boundaries Scenario?	Q 3 What are the challenges faced with the above Representative Boundaries Scenario?	Q 4 What are the opportunities with the above School Moves Proposal 1?	Q 5 What are the challenges faced with the above School Moves Proposal 1?	Q 6 What are the opportunities with the above School Moves Proposal 2?	Q 7 What are the challenges faced with the above School Moves Proposal 2?	Q 8 As we look at moving some of our schools given our challenges in creating neighborhood elementary boundaries in fall 2020, which goals should take priority? Please rank each of the following items in order of importance with #1 being the most important to #6 being the least important.	Q 9 As we look at moving some of our option schools, and the framework of the PreK-12 Instructional Program Pathways, which factors should take priority? Please rank each of the following items in order of importance with #1 being the most important to #4 being the least important.	Q 10 What else should be considered when moving a school to another site?	Q 11 To what degree do you support moving some schools, so APS can: Please select below. 11 a Provide neighborhood seats in parts of the county where these are needed and APS doesn't have additional land for a new school 11 b Limit the growth of APS transportation so annual operating costs can be focused on other needs	Q 12 Do you have other suggestions?	
801	802	12/6/2019	I am the Parent or Guardian of an Elementary Student in APS enrolled in an option school	None.	Stop this madness of messing with the boundaries and actually solve the problem by building more elementary schools. The population of Arlington is going to continue to grow. Also find it odd that there is no mention of the north Arlington schools where this is less diversity.	None.	Stop this madness of messing with the boundaries and actually solve the problem by building more elementary schools. The population of Arlington is going to continue to grow. Also find it odd that there is no mention of the north Arlington schools where this is less diversity.	None.	Stop this madness of messing with the boundaries and actually solve the problem by building more elementary schools. The population of Arlington is going to continue to grow. Also find it odd that there is no mention of the north Arlington schools where this is less diversity.	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; 6, Enable walking to neighborhood schools as much as possible; 5, Develop a plan that best utilizes existing school facilities located on available land in the County, which do not always match where neighborhood seats are needed for current and projected growth; 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; 1, Option school is clearly defined in the PreK-12 Instructional Pathways (IPP) framework; 2, Moving option schools to increase access for more students; 4, Moving to a site that can accommodate current population (may include relocatable classrooms): 3	Stop this madness of messing with the boundaries and actually solve the problem by building more elementary schools. The population of Arlington is going to continue to grow. Also find it odd that there is no mention of the north Arlington schools where this is less diversity.	Strongly Do Not Support	Strongly Do Not Support	Stop this madness of messing with the boundaries and actually solve the problem by building more elementary schools. The population of Arlington is going to continue to grow. Also find it odd that there is no mention of the north Arlington schools where this is less diversity.
802	803	12/6/2019	I am the Parent or Guardian of a Middle or High School Student in APS	Discontinue option schools entirely and reevaluate. Stop pressuring children to choose the college major in elementary school.	Discontinue option schools entirely and reevaluate. Stop pressuring children to choose the college major in elementary school.	Discontinue option schools entirely and reevaluate. Stop pressuring children to choose the college major in elementary school.	Discontinue option schools entirely and reevaluate. Stop pressuring children to choose the college major in elementary school.	Discontinue option schools entirely and reevaluate. Stop pressuring children to choose the college major in elementary school.	Discontinue option schools entirely and reevaluate. Stop pressuring children to choose the college major in elementary school.	Use all existing elementary schools to full capacity; 1, Meet needs for seats in high-growth areas; 3, Keep as many students together in each school community as possible; 6, Enable walking to neighborhood schools as much as possible; 5, Develop a plan that best utilizes existing school facilities located on available land in the County, which do not always match where neighborhood seats are needed for current and projected growth; 4, Consider strategies that will best address recent student enrollment projections, which indicate that up to three new elementary schools may be needed in the next 10 years: 2	Long waitlist that could fill building to capacity; 2, Option school is clearly defined in the PreK-12 Instructional Pathways (IPP) framework; 4, Moving option schools to increase access for more students; 3, Moving to a site that can accommodate current population (may include relocatable classrooms): 1	Discontinue option schools entirely and reevaluate. Stop pressuring children to choose the college major in elementary school.	Support	Support	Discontinue option schools entirely and reevaluate. Stop pressuring children to choose the college major in elementary school. Encourage use of ART and WMATA buses for middle and high school students to spread the load.
803	804	12/6/2019	I am the Parent or Guardian of an Elementary Student in APS enrolled in a neighborhood school		Too much boundary changes. Communities will find it unacceptable. People buy houses in a certain neighborhood expected to go to a good school but find out they are reassigned to a different school will be really pissed.	This is the best proposal among all three. People prefer a fewer changes in their neighborhood schools as possible		It's better than the representative scenario and almost as good as the other proposal.	Campbell is a great option school serving many families in need. Moving it to a different location may be hard for those families.	Use all existing elementary schools to full capacity; 3, Meet needs for seats in high-growth areas; 5, Keep as many students together in each school community as possible; 2, Enable walking to neighborhood schools as much as possible; 1, Develop a plan that best utilizes existing school facilities located on available land in the County, which do not always match where neighborhood seats are needed for current and projected growth; 6, Consider strategies that will best address recent student enrollment projections, which indicate that up to three new elementary schools may be needed in the next 10 years: 4	Long waitlist that could fill building to capacity; 3, Option school is clearly defined in the PreK-12 Instructional Pathways (IPP) framework; 4, Moving option schools to increase access for more students; 1, Moving to a site that can accommodate current population (may include relocatable classrooms): 2	It's better to move option schools, not neighborhood schools. Neighborhood schools affects house values. People who get pissed that their house value may drop won't vote you.	Neutral	Strongly Support	
804	805	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; 5, Meet needs for seats in high-growth areas; 4, Keep as many students together in each school community as possible; 3, Enable walking to neighborhood schools as much as possible; 2, Develop a plan that best utilizes existing school facilities located on available land in the County, which do not always match where neighborhood seats are needed for current and projected growth; 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; 1, Option school is clearly defined in the PreK-12 Instructional Pathways (IPP) framework; 3, Moving option schools to increase access for more students; 2, Moving to a site that can accommodate current population (may include relocatable classrooms): 4		Support	Strongly Support	
805	806	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	Crossing boundaries over Route 50 would benefit the County. Using creative means to break up concentrations of poverty in elementary schools would reduce the racial segregation in high schools such as W-L. Drew would actually be utilized rather than filled with preschool children due to APS prior refusals to actually integrate schools.	Barcroft loses single family homeowners and becomes an even higher poverty school.	Rosslyn and Courthouse have a neighborhood school. ASFS boundaries make more sense.	McKinley is a bit farther from several neighborhoods and does not have a good place for buses. Does the Buckingham neighborhood actually want to go to an immersion school or is APS just making that assumption for that community? That community is very invested in Barrett so no move should be made until that data is known. Would it make more sense to look at immersion at Barrett or Barcroft?	It gives more seats to ATS and could open up more opportunities for low income children to make academic gains if APS created more VPI seats with that excess capacity. This really could be used to promote equity via ATS. It could help with APS achievement gaps and not just move white upper middle class people like me (that checked on all options for kindergarten) up the waitlist.	If Campbell becomes a neighborhood school, it will be limited to its walk zone. This is a terrible idea APS. Do you really want another high poverty school (likely higher than Randolph or current Carlin Springs). The Glen Carlyn neighborhood would not fit. Therefore, this proposal is essentially a proposal that promotes even greater racial segregation. If the Latino community actually wants Carlin Springs to be an immersion school, Campbell should still be left as an option as well. Consider alternatives such as extending the Ashlawn boundary or turning Claremont into a neighborhood school.	Use all existing elementary schools to full capacity; 1, Meet needs for seats in high-growth areas; 4, Keep as many students together in each school community as possible; 5, Enable walking to neighborhood schools as much as possible; 6, Develop a plan that best utilizes existing school facilities located on available land in the County, which do not always match where neighborhood seats are needed for current and projected growth; 2, Consider strategies that will best address recent student enrollment projections, which indicate that up to three new elementary schools may be needed in the next 10 years: 3	Long waitlist that could fill building to capacity; 4, Option school is clearly defined in the PreK-12 Instructional Pathways (IPP) framework; 2, Moving option schools to increase access for more students; 3, Moving to a site that can accommodate current population (may include relocatable classrooms): 1	Demographics matter. Decades of data have shown that there is a tipping point around 40 to 50% for all students performance. Furthermore, I want my white children to grow up in a diverse schools, not mono culture. How else will they navigate a very diverse world if APS keeps segregating its schools? I also want all children in this community to have equity, including PTA resources and access to parents that are able to volunteer for their schools because they aren't working two low wage jobs. Everyone benefits from diversity. This is a wonderful opportunity for APS to change its schools' demographics and therefore close achievement gaps.	Do Not Support	Do Not Support	Look at Barcroft or Barrett for immersion. Consider Claremont as a neighborhood school. Fill Drew and Fleet to capacity with elementary school students. Consider moving Montessori to NW (Nottingham or Reed) if there are extra seats there and extra desire for that program.
806	807	12/6/2019	I am the Parent or Guardian of a Middle or High School Student in APS	Why are we keeping option schools when we are forcing kids who "could walk" ride a bus to a neighboring community? Seems simple. Make all schools NEIGHBORHOOD schools.	You are adding bus fleets to current walk zones. Seems like a waste of money.	This again seems like trying to fit a square peg into a round hole. You are forcing communities that have families that can walk to their neighborhood schools to ride a bus to school. That's dumb!	Transportation, transportation. Transportation. You are adding more buses to the rotation.	See comments above	See comments above	Use all existing elementary schools to full capacity; 3, Meet needs for seats in high-growth areas; 2, Keep as many students together in each school community as possible; 4, Enable walking to neighborhood schools as much as possible; 1, Develop a plan that best utilizes existing school facilities located on available land in the County, which do not always match where neighborhood seats are needed for current and projected growth; 5, Consider strategies that will best address recent student enrollment projections, which indicate that up to three new elementary schools may be needed in the next 10 years: 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; 2, Moving to a site that can accommodate current population (may include relocatable classrooms): 1		Support	Support	Get rid of Option schools. APS can no longer sustain it and the need for walkable schools exceeds the need for options (let's face it) a very small percentage of students benefit from option schools. It's not need based, it's lottery based. Unless you are lucky enough to get in, you don't have a choice as to where you go.

807	808	12/6/2019	I am the Parent or Guardian of an Elementary Student in APS enrolled in a neighborhood school	Don't push this consultant language on me. I am a consultant myself.	A revolt is the challenge.	Is this an MBA case study? When is this due? Can I get an extension?		You're just wasting my time here.		Use all existing elementary schools to full capacity; 2, Meet needs for seats in high-growth areas; 4, Keep as many students together in each school community as possible; 3, Enable walking to neighborhood schools as much as possible; 1, Develop a plan that best utilizes existing school facilities located on available land in the County, which do not always match where neighborhood seats are needed for current and projected growth; 5, Consider strategies that will best address recent student enrollment projections, which indicate that up to three new elementary schools may be needed in the next 10 years; 6	Long waitlist that could fill building to capacity; 3, Option school is clearly defined in the PreK-12 Instructional Pathways (IPP) framework; 2, Moving option schools to increase access for more students; 4, Moving to a site that can accommodate current population (may include relocatable classrooms); 1	Neutral	Strongly Support	First question doesn't make sense
808	809	12/6/2019	I am the Parent or Guardian of an Elementary Student in APS enrolled in a neighborhood school	Kids get to go to neighborhood schools...one of the most important and noteworthy part of arlington	Obviously the long borders. But this is one map interpretation starting on one end. Start the map in different places and it looks different every time	None		None	Lots of kids displaced, more busing and churn. Moving McKinley to reed creates a capacity problem at a brand new school (Reed)	Use all existing elementary schools to full capacity; 3, Meet needs for seats in high-growth areas; 2, Keep as many students together in each school community as possible; 4, Enable walking to neighborhood schools as much as possible; 1, Develop a plan that best utilizes existing school facilities located on available land in the County, which do not always match where neighborhood seats are needed for current and projected growth; 6, Consider strategies that will best address recent student enrollment projections, which indicate that up to three new elementary schools may be needed in the next 10 years; 5	Long waitlist that could fill building to capacity; 1, Option school is clearly defined in the PreK-12 Instructional Pathways (IPP) framework; 2, Moving option schools to increase access for more students; 3, Moving to a site that can accommodate current population (may include relocatable classrooms); 4	Neutral	Neutral	Use the schools that are not at capacity in Nw arlington. It's too bad the politics don't allow reasonable restructuring of schools. Further, has any consideration been made to repurpose/renovate community center space to make elementary school space in growing districts?
809	810	12/6/2019	I am an APS Staff Member, I am the Parent or Guardian of a Middle or High School Student in APS	1) Historically neighborhood school communities would remain as neighborhood school communities. 2) There would be minimal impact on additional busing.	1) Boundaries would be too extended for 2 neighborhood schools (Ashlawn and McKinley), which would also affect other neighborhood schools. 2) There would continue to be 2 option schools (Campbell and Claremont) located in too-close proximity to each other, which creates a domino effect on the attendance lines for at least 2 neighborhood schools (Ashlawn and McKinley). ***A potential solution: moving 1 countywide option school (Campbell), to Reed - in order to allow both Campbell and Carlin Springs to serve as neighborhood schools and in turn provide relief to the extended boundary domino effect situation.	1) Key would become a neighborhood school. 2) The Immersion program would receive a more central location.	1) A neighborhood arts-focused learning program (McKinley) would be moved out of a building that was (recently) specifically designed to support it; and would be replaced by an option school whose program would not be commensurate with the building's arts-focused resources. 2) A new facility (Reed) that has no pre-existing neighborhood affiliation would not be the logical destination for a non-neighborhood program (i.e. a countywide option school). ***A potential solution: moving 2 countywide option schools: ATS to Reed, and Campbell and Immersion to ATS.	1) Key and Campbell would become neighborhood schools.	1) A neighborhood arts-focused learning program (McKinley) would be moved out of a building that was (recently) specifically designed to support it; and would be replaced by an option school whose program would not be commensurate with the building's arts-focused resources. 2) A new facility (Reed) that has no pre-existing neighborhood affiliation would not be the logical destination for a non-neighborhood program (i.e. a countywide option school). 3) The Immersion program would be moved unnecessarily: it would not be receiving additional seats thus providing benefit the area with a high number of Spanish speakers'. ***A potential solution: moving 2 countywide option schools: ATS to Reed, and Campbell and Immersion to ATS	Use all existing elementary schools to full capacity; 5, Meet needs for seats in high-growth areas; 2, Keep as many students together in each school community as possible; 4, Enable walking to neighborhood schools as much as possible; 3, Develop a plan that best utilizes existing school facilities located on available land in the County, which do not always match where neighborhood seats are needed for current and projected growth; 6, Consider strategies that will best address recent student enrollment projections, which indicate that up to three new elementary schools may be needed in the next 10 years; 1	Long waitlist that could fill building to capacity; 4, Option school is clearly defined in the PreK-12 Instructional Pathways (IPP) framework; 2, Moving option schools to increase access for more students; 3, Moving to a site that can accommodate current population (may include relocatable classrooms); 1	Support	Support	McKinley should not be the destination for a countywide program; it should remain a neighborhood school that provides an arts-focused learning program in a building recently and specifically renovated to support it, surrounded by its community that also supports it.
810	811	12/6/2019	I am the Parent or Guardian of a Middle or High School Student in APS			This looks like a good proposal. It creates neighborhood seats in the east. It keeps an option school at the ATS site, which isn't very walkable.	how many Spanish speakers live around the ATS building?		Can Campbell program thrive in a different location?	Use all existing elementary schools to full capacity; 1, Meet needs for seats in high-growth areas; 3, Keep as many students together in each school community as possible; 6, Enable walking to neighborhood schools as much as possible; 5, Develop a plan that best utilizes existing school facilities located on available land in the County, which do not always match where neighborhood seats are needed for current and projected growth; 4, Consider strategies that will best address recent student enrollment projections, which indicate that up to three new elementary schools may be needed in the next 10 years; 2	Long waitlist that could fill building to capacity; 1, Option school is clearly defined in the PreK-12 Instructional Pathways (IPP) framework; 4, Moving option schools to increase access for more students; 2, Moving to a site that can accommodate current population (may include relocatable classrooms); 3	Strongly Support	Neutral	Put option programs at sites that lack room for trailers or growth and that are not that walkable. Preserve as neighborhood schools the buildings that can handle trailers or additions, because given forecasts, we are going to need the room. Also neighborhood schools should be in walkable locations. I am a strong supporter of our choice schools. They are some of the most successful schools in APS and they are what makes APS a strong school district. We must preserve our choice schools.
811	812	12/6/2019	I am the Parent or Guardian of a Middle or High School Student in APS	None	Completely wrong premises lead to completely wrong "solutions".	Completely wrong premises lead to completely wrong "solutions".	Did you even read what you are proposing?	What on earth are you thinking?	When you propose viable solutions, you will get viable comments.	Use all existing elementary schools to full capacity; 2, Meet needs for seats in high-growth areas; 4, Keep as many students together in each school community as possible; 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; 1	Long waitlist that could fill building to capacity; 2, Option school is clearly defined in the PreK-12 Instructional Pathways (IPP) framework; 1, Moving option schools to increase access for more students; 4, Moving to a site that can accommodate current population (may include relocatable classrooms); 3	Strongly Do Not Support	Strongly Do Not Support	APS has paid a lot of money to come up with these "plans". Money wasted!
812	813	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	I believe that a better representative boundary scenario could be drawn than the example offered. Long, skinny N-S boundaries may increase diversity. Converting ATS to a neighborhood school would also ease crowding near dense population without creating long bus rides.			This seems ridiculously disruptive and costly, with a net effect of opening Reed at near capacity and stressing Ashlawn more. Based on where ATS draws students from (e.g., the surrounding neighborhoods), it is not realistic to assume that all ATS will continue to be as attractive to parents in the future. McKinley was recently renovated to support the arts focused curriculum. They will be deprived of these (expensive) resources, like art and music rooms and the theater space, in the Reed building. Likewise, Campbell's EL curriculum depends on the physical plant, which they have invested in deeply. All these hopscotch moves and the retrofitting that will be required seems like it will be very expensive, and the resulting scenario seems like another bandaid solution to a deeper and longer-term problem of (1) the NW schools being underutilized and (2) APS needing to build more elementary schools.	McKinley was recently renovated to support the arts focused curriculum. They will be deprived of these (expensive) resources, like art and music rooms and the theater space, in the Reed building. Likewise, Campbell's EL curriculum depends on the physical plant, which they have invested in deeply. All these hopscotch moves and the retrofitting that will be required seems like it will be very expensive, and the resulting scenario seems like another bandaid solution to a deeper and longer-term problem of (1) the NW schools being underutilized and (2) APS needing to build more elementary schools.	Use all existing elementary schools to full capacity; 1, Meet needs for seats in high-growth areas; 2, Keep as many students together in each school community as possible; 6, Enable walking to neighborhood schools as much as possible; 3, Develop a plan that best utilizes existing school facilities located on available land in the County, which do not always match where neighborhood seats are needed for current and projected growth; 4, Consider strategies that will best address recent student enrollment projections, which indicate that up to three new elementary schools may be needed in the next 10 years; 5	Long waitlist that could fill building to capacity; 4, Option school is clearly defined in the PreK-12 Instructional Pathways (IPP) framework; 2, Moving option schools to increase access for more students; 1, Moving to a site that can accommodate current population (may include relocatable classrooms); 3	Strongly Support	Neutral	These last two questions were difficult for me to interpret. I wouldn't trust the data that results. "Provide neighborhood seats in parts of the county where these are needed and APS doesn't have additional land for a new school." How are you going to provide neighborhood seats where APS doesn't have additional land? (think you mean "convert option seats" (i.e., Key) but this item is not clear at all. The last survey item "Limit the growth..." is very valuable. If you said instead, "Enable adequate transportation funding to ensure short bus routes for students, even if it comes at the expense of other programs" you would get a different answer.	

813	814	12/6/2019	I am the Parent or Guardian of an Elementary Student in APS enrolled in a neighborhood school	None	It is too expensive and unsettling.	This is the least worst option. Least disruption.	I don't like an well regarded and relatively diverse option school move too far NW, but this is okay.	None—this is a terrible option.	Use all existing elementary schools to full capacity: 3, Meet needs for seats in high-growth areas: 4, Keep as many students together in each school community as possible: 1, Enable walking to neighborhood schools as much as possible: 5, Develop a plan that best utilizes existing school facilities located on available land in the County, which do not always match where neighborhood seats are needed for current and projected growth: 6, Consider strategies that will best address recent student enrollment projections, which indicate that up to three new elementary schools may be needed in the next 10 years: 2	Long waitlist that could fill building to capacity: 1, Option school is clearly defined in the PreK-12 Instructional Pathways (IPP) framework: 4, Moving option schools to increase access for more students: 2, Moving to a site that can accommodate current population (may include relocatable classrooms): 3	Not moving too far away from underprivileged children.	Support	Do Not Support	
814	815	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	Not many. Thought it doesn't look like anyone has an annex... or island	Does not allow kids to attend the closest schools Favors and prioritizes the location of option schools OVER neighborhood schools.	Allows Rosslyn kids to attend a school in their neighborhood. Addresses the issue of having a NEW school in an area without a ton of need.	ATS location doesn't really seem to address the native population issue for Key. ATS should be in a central location as should all options schools. Leaves out Clarendon which should be relocated to a central location.	Restructure struggling schools with a new model that may be beneficial to boosting achievement of EL students. An opportunity to look and relocate Clarendon.	Use all existing elementary schools to full capacity: 6, Meet needs for seats in high-growth areas: 5, Keep as many students together in each school community as possible: 2, Enable walking to neighborhood schools as much as possible: 1, Develop a plan that best utilizes existing school facilities located on available land in the County, which do not always match where neighborhood seats are needed for current and projected growth: 3, Consider strategies that will best address recent student enrollment projections, which indicate that up to three new elementary schools may be needed in the next 10 years: 4	Long waitlist that could fill building to capacity: 3, Option school is clearly defined in the PreK-12 Instructional Pathways (IPP) framework: 4, Moving option schools to increase access for more students: 2, Moving to a site that can accommodate current population (may include relocatable classrooms): 1	Would the site better serve as a neighborhood school? Choice schools were created to attract students in low enrolling schools. In times of growth, schools should be converted back to neighborhood schools to meet the needs of students that may not have gotten in.	Strongly Support	Strongly Support	Relocate Clarendon ATS and all choice schools to office space and urban solutions to free up classrooms and minimize class sizes in neighborhoods.
815	816	12/6/2019	I am the Parent or Guardian of an Elementary Student in APS enrolled in an option school. Other (Please specify) : Our Neighborhood school that our family has been attending for 9 year was changed from a neighborhood school to an option school 2 years ago.	I cannot answer this question without more information. The map of boundaries would need to have readable street names and I would need a sense of how many students are in various places. Additionally, I would want to know the demographic breakdown of schools to answer this question. Finally and most importantly, it is clear Arlington needs more elementary seats, and I would need to know where those will be located.	I would need the additional information mentioned above I cannot answer this question without more information. The map of boundaries would need to have readable street names and I would need a sense of how many students are in various places. Additionally, I would want to know the demographic breakdown of schools to answer this question. Finally and most importantly, it is clear Arlington needs more elementary seats, and I would need to know where those will be located.	Most importantly, I would need to how APS expects to transition the families who walk to extended day at Key. Would they be guaranteed transportation to extended day and all school events? Would their parents have transportation to school events? If not, will they move with the school? If not, will the move make other schools more overcrowded? How will APS fill the seats, particularly the 3-5 seats, where students are expected to be literate in Spanish? Will this move kill immersion? How much will the moves cost? Will those costs make it harder for APS to build the additional seats it needs? I would also need the additional information mentioned above.	I cannot answer this question without more information. The map of boundaries would need to have readable street names and I would need a sense of how many students are in various places. Additionally, I would want to know the demographic breakdown of schools to answer this question. Finally and most importantly, it is clear Arlington needs more elementary seats, and I would need to know where those will be located	Use all existing elementary schools to full capacity: 4, Meet needs for seats in high-growth areas: 6, Keep as many students together in each school community as possible: 5, Enable walking to neighborhood schools as much as possible: 3, Develop a plan that best utilizes existing school facilities located on available land in the County, which do not always match where neighborhood seats are needed for current and projected growth: 2, Consider strategies that will best address recent student enrollment projections, which indicate that up to three new elementary schools may be needed in the next 10 years: 1	Long waitlist that could fill building to capacity: 4, Option school is clearly defined in the PreK-12 Instructional Pathways (IPP) framework: 3, Moving option schools to increase access for more students: 2, Moving to a site that can accommodate current population (may include relocatable classrooms): 1	Any discussion of moving schools should be done in conjunction with proposed boundary changes, so the process is transparent. More importantly, APS should be focusing on finding ways to build more seats. Threatening to move Key, and hurt the vulnerable immigrant families that benefit from dual language instruction, with no transition plan, is a waste of APS resources.	Strongly Do Not Support	Strongly Do Not Support	Science Focus should not be considered a Neighborhood school. No other school in the county has a \$250,000 science lab or a \$250,000 anything and all APS families should have an option to use that lab. Science Focus should become an option program, be moved to the new school building and it's current building should be used to provide neighborhood seats in parts of the county where these are needed and APS doesn't have additional land for a new school. It is clear to all APS families that the reason Key was made an option program and Science focus was not is only because ASFS has more wealthy families than key does. If APS takes the Immersion program out of the Key building, APS will be abandoning the APS students and families who rely on the Immersion program to thrive in Arlington. APS is known nationally for it's Immersion program and Key is the foundation of this outstanding program. APS should start a 3rd and 4th Immersion program at CS and Barrett.	
816	817	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) in PreK in APS	This question doesn't make sense to me. You're asking for pros of the rep scenario above? I would need a lot more information to be able to comment on these moves. Both of them put two Spanish immersion schools closer together, which makes little sense to me. It seems that moving schools is likely to be a wasteful idea. How big are these populations? Can we have more option schools? Everyone wants more ATS spots—can we turn a neighborhood school into ATS like? Why would we move schools before we decide where we're going to build new ones? It doesn't make sense to me to do it piece meal like this.	See answer above. I'm worried about having no Spanish immersion school in the northeast where so many Spanish speakers live and walk to Key. It seems like doing these decisions piece meal results in more problems, not fewer. We need a whole plan with new buildings, creative options, and charter schools to take some of the burden off of APS.	This question is so weird. We need so much more information! How many students are currently in each school? How many are projected? What are their demographics? How is equity served? Diversity?	See above.	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: 3, Develop a plan that best utilizes existing school facilities located on available land in the County, which do not always match where neighborhood seats are needed for current and projected growth: 5, Consider strategies that will best address recent student enrollment projections, which indicate that up to three new elementary schools may be needed in the next 10 years: 1	Long waitlist that could fill building to capacity: 3, Option school is clearly defined in the PreK-12 Instructional Pathways (IPP) framework: 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	These values above are so much about the administration and so little about the students, it seems to me. We should consider equity. We should consider access to high quality facilities for all students, but especially low income ones. We should consider diversity. We should consider the needs of sensitive populations. Cost! Academic achievement! Access to good play areas and restful green space for kids who may not have it at home! Extended day needs! We should consider creative solutions instead of playing hide the penny under the nut shell game (or whatever that's called)—moving stuff around hoping it will solve our problems when it for sure will just create new ones and cost too much money. Please ignore my rankings above. I would have left the rankings questions blank but they were required. They are essentially meaningless because none of those are my top priorities.	Do Not Support	Neutral	It feels likely the increased transportation costs of not moving will ultimately be dwarfed by the expenses of moving (plus the increased transportation costs in those proposals). Am I wrong? I want to see those numbers. Moving schools should be a WORST case scenario. The last option. Not the first. The boundary process and building plans and moving schools should all be decisions made together. It's called a Master Plan. Institutions create them. They are hard work. But they are necessary.	
817	818	12/6/2019	I am the Parent or Guardian of an Elementary Student in APS enrolled in a neighborhood school	Even out school populations across the county	More buses, increased congestion and safety concerns. Seems Ashlawn and Carlin Springs communities get screwed.	Keeps some of Mckinlye community together after other years when they had to move/split up a lot. Centralized choice school seems smart	Seems like making some changes just to avoid disrupting one school community.	Less movement and reassignment of students overall.	Use all existing elementary schools to full capacity: 3, Meet needs for seats in high-growth areas: 5, Keep as many students together in each school community as possible: 4, Enable walking to neighborhood schools as much as possible: 1, Develop a plan that best utilizes existing school facilities located on available land in the County, which do not always match where neighborhood seats are needed for current and projected growth: 6, Consider strategies that will best address recent student enrollment projections, which indicate that up to three new elementary schools may be needed in the next 10 years: 2	Long waitlist that could fill building to capacity: 2, Option school is clearly defined in the PreK-12 Instructional Pathways (IPP) framework: 4, Moving option schools to increase access for more students: 1, Moving to a site that can accommodate current population (may include relocatable classrooms): 3	Where is the data? Have professionals from outside, without the political pressures and history clouding their judgement, been consulted or hired?	Support	Support	Publish the data and the numbers early, and clearly. If you don't have the data, tell us. Don't make the data fit what you want. Let the data tell us where to go.
818	819	12/6/2019	I am the Parent or Guardian of a Middle or High School Student in APS	Minimal	More pollution. Unneeded option schools.	Please eliminate the option schools. Other than immersion programs, they promote a caste system within aps	More pollution. A non green community.	Seems like more walkers. But again option schools are not needed. Stop promoting the caste system, and make all but immersion programs neighborhood schools	Use all existing elementary schools to full capacity: 2, Meet needs for seats in high-growth areas: 5, Keep as many students together in each school community as possible: 6, Enable walking to neighborhood schools as much as possible: 1, Develop a plan that best utilizes existing school facilities located on available land in the County, which do not always match where neighborhood seats are needed for current and projected growth: 4, Consider strategies that will best address recent student enrollment projections, which indicate that up to three new elementary schools may be needed in the next 10 years: 3	Long waitlist that could fill building to capacity: 3, Option school is clearly defined in the PreK-12 Instructional Pathways (IPP) framework: 4, Moving option schools to increase access for more students: 2, Moving to a site that can accommodate current population (may include relocatable classrooms): 1	Get rid of option schools and this would be alot easier	Strongly Support	Strongly Support	Dump option schools

819	820	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: 3, Meet needs for seats in high-growth areas: 4, Keep as many students together in each school community as possible: 1, Enable walking to neighborhood schools as much as possible: 2, Develop a plan that best utilizes existing school facilities located on available land in the County, which do not always match where neighborhood seats are needed for current and projected growth: 6, Consider strategies that will best address recent student enrollment projections, which indicate that up to three new elementary schools may be needed in the next 10 years: 5	Long waitlist that could fill building to capacity: 2, Option school is clearly defined in the PreK-12 Instructional Pathways (IPP) framework: 4, Moving option schools to increase access for more students: 3, Moving to a site that can accommodate current population (may include relocatable classrooms): 1	Not to displace current neighborhood school children	Support	Strongly Support	Replace choice schools with neighborhood schools. We have too much growth and seats needed to offer choices.
820	821	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	There are no opportunities. This option is a terrible idea. You would effectively be creating a system of option schools as everyone would be driving or taking the bus.	Traffic. Dislocation of students from general school community and friends. Likelihood of increased cadence of boundary changes as development occurs. Having options schools but no local schools in areas of the county makes no sense and effectively gives non locals an outsized say in infrastructure related implications of current and future school changes.	It's somewhat difficult to compare options 1 & 2 without seeing actual boundaries.	It's somewhat difficult to compare options 1 & 2 without seeing actual boundaries. There is nothing inherently impossible in shifting school locations.	It's somewhat difficult to compare options 1 & 2 without seeing actual boundaries. Option 2 seems to be the best option as it represents the least busing and maximizes attendance at local schools.	There don't seem to be any challenges that can't be overcome that make either option 1 or 2 markedly different.	Use all existing elementary schools to full capacity: 5, Meet needs for seats in high-growth areas: 3, Keep as many students together in each school community as possible: 2, Enable walking to neighborhood schools as much as possible: 1, Develop a plan that best utilizes existing school facilities located on available land in the County, which do not always match where neighborhood seats are needed for current and projected growth: 6, Consider strategies that will best address recent student enrollment projections, which indicate that up to three new elementary schools may be needed in the next 10 years: 4	Long waitlist that could fill building to capacity: 1, Option school is clearly defined in the PreK-12 Instructional Pathways (IPP) framework: 2, Moving option schools to increase access for more students: 4, Moving to a site that can accommodate current population (may include relocatable classrooms): 3	Attractiveness to residents as indicated by waitlist or survey.	Strongly Support	Strongly Support		
821	822	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 Middle or High School Student in APS	There are no good things about this scenario.	It looks very inefficient, the bus costs seem like they would be high. The boundaries are not natural and it is very disruptive to school communities.	I like that it creates neighborhood seats in the ne where they are needed. I like that it allows for ATS to grow to meet demand. There should not be waiting lists for option programs at APS since they are not merit based admission.	I do not think it does enough to break up poverty centers in South Arlington. I think that moving immersion to an area with more native speakers would improve the program.	I like this proposal the most. It moves the fewest kids, breaks up the area of poverty around carlin springs into possibly 3 schools (ashlawn, barcroft, and campbell). I like that so many kids can walk. I like that campbell moves to a more accessible area.	There are a lot of moves which will cause push back because people do not like change. Please disregard this -- they are not looking out for the good of the county, I feel like this proposal is best positioning APS to respond to future growth.	Use all existing elementary schools to full capacity: 5, Meet needs for seats in high-growth areas: 1, Keep as many students together in each school community as possible: 2, Enable walking to neighborhood schools as much as possible: 3, Develop a plan that best utilizes existing school facilities located on available land in the County, which do not always match where neighborhood seats are needed for current and projected growth: 6, Consider strategies that will best address recent student enrollment projections, which indicate that up to three new elementary schools may be needed in the next 10 years: 4	Long waitlist that could fill building to capacity: 1, Option school is clearly defined in the PreK-12 Instructional Pathways (IPP) framework: 4, Moving option schools to increase access for more students: 3, Moving to a site that can accommodate current population (may include relocatable classrooms): 2		Strongly Support	Strongly Support		