

## Questions submitted at Community Meeting at Swanson Middle School

December 9, 2019

### Walk zones:

1. Will walkability zones be reconsidered so that students with a mile currently considered not walkable could be considered walkers?
2. Regarding Barrett ES, planning units #1201 and #1202 are walkable to Barrett. The school is 100% walkable. The solution is to eliminate our general bus and make the existing boundary 100% walkable. Save Barrett's neighborhood.
3. Has expanding Barrett's walk zones been considered? Currently some students are bus-eligible but opt to walk.
4. What's the average walking distance expected for neighborhood schools?
5. Are you planning to revisit potential walk zones when you create new neighborhood schools or at least assign to closest school even if busing needed (ex. Neighborhoods N of Lee Highway currently assigned to Taylor but they are within ¼ mile of Key school)?
6. What % of McKinley is walkable today compared to other options explored?
7. How can the flaws be removed from walkability data to make it better reflect reality in this process? For example, the McKinley walk zone stops at the 66 overpass in your data, but the reality is that those students DO walk to McKinley. It's close and safe. Why is that not considered part of the walk zone?

### Terminology:

1. You say you are moving whole schools with "Moves Proposal #1" but neighborhood schools will be split. Please stop saying that you are keeping schools together.
2. Given the widespread impact of the school moves, including 3-5 schools moved wholesale and 5-7 which will lose an entire grade, can you explain how proposals 1 and 2 are "keeping school communities intact"?

### Utilization

3. Reed/Ashlawn/Glebe all projected to be at/over capacity with McKinley closing while Jamestown/Discovery/Nottingham/Tuckahoe all under. Why?
4. How is it possible that proposals 1 and 2 are moving fewer students than the "representative boundary scenario"? Can you show what #'s you are using? In proposals 1&2 are you not counting school communities moving together to a new location in the total #'s of kids who are moving?
5. Why is the Representative Boundary Scenario (RBS) under consideration when
  - a. It does not achieve the stated policy goal of maximizing capacity (currently one school operates <70% and 5 operate > 100%; under RBS, 5 schools would operate <70% and 5 would still operate at >100%)
  - b. The Representative Boundary Scenario is inefficient by increasing capital and operations costs though increase in transportation costs (12 more buses under RBS) as a result of 700 walkers who would be bused) and costs related to increase in relocatable classrooms at schools that currently do not have any, and

- c. RBS results in students going to schools that are not proximate (students across the street are bused 1 mile away and students 3 miles away are bused to a new neighborhood school).

**Process:**

1. Can you summarize the general feedback you received in the “opportunities” and “challenges” from the questionnaire? I have read many that were posted and they don’t track with the level of support you listed.
2. Your marriage to the process is frustrating. Clearly, to make the community feel heard, you should let go of the established process and do boundary change at the same time of the school moves.
3. When will the final boundaries (at a street level) be announced?
4. Why don’t you answer questions asked in Facebook lives? If there’s not enough time, why not make a separate follow-up post?
5. Can you please explain why the CIP is such a driving factor in doing the school moves separately from the boundary scenario? Can’t you just put an assumption in the CIP to cover the cost?
6. If you are willing to consider the necessary boundary changes for alternate proposals made by the community, why not include the changes as part of this process?
7. Still didn’t answer WHY boundaries and moves aren’t being done together. Just recited the plan again. Reed gets walkers from Nottingham and Tuckahoe. (=more open seats at Nottingham & Tuckahoe) All the reasons not to pick other schools as options mention boundaries.
8. What if you find significant errors during planning unit review, after the option schools are decided? Would you revisit this again in a year?
9. How can you project how many students may be impacted when you don’t address boundary changes until a later date?
10. Can you please revisit or at least give more information on possible boundary changes for new neighborhood schools being created as it has direct bearing on options being considered?

**Data:**

1. How do past projections compare with actuals for enrollment numbers?
2. With Proposal #1 what would the impact on Ashlawn be with regard to overflow from McKinley students that won’t go to Reed?
3. You claim that 40% of McKinley students live in the Reed zone, however, you use 2019-20 numbers of 65% walking to Reed to justify why you are not making Reed an option school. What is the percentage that would change your approach?
4. Has analysis been done on whether McKinley has the land to support ATS’ bus parking?
5. How many “representative boundary” iterations were done prior to sharing the single boundary change map option to the general public? In last year’s South Arlington boundary change there were 6+ iterations. It would be helpful to understand and see other iterations and their impacts before diving into a school move.
6. Why are you ignoring Arlington County recent efforts to re-plan and develop EFC and Lee Hwy instead focusing on Columbia Pike, RBC and Crystal City?

7. What scientific methods e.g. optimization, Monte Carlo etc. are or will be used in planning to adjust for unknowns such as potential variability in enrollment projections? Considering resource constraints, is the planning committee leveraging graduate programs for no/low cost statistics and optimization skills?
8. None of your analysis has included PreK and you haven't mentioned it before. When did it become a consideration?
9. Are the native Spanish speaking families at Key able to move to a new location? Did you ask?
10. School Moves Proposal #1 moves 57 students from Barrett to Ashlawn and 59 students from Ashlawn to Barrett. Why?
11. In the demographics map was demographics the ONLY consideration? What was the actual metric you used?

**Clarification on moves for McKinley students:**

1. If McKinley is option, wouldn't some students go to Tuckahoe filling seats opened by Reed?
2. Where does the minority of McKinley students move when the majority moves to Reed?
3. Glebe/Ashlawn/Reed are crowded. I can't walk there but currently walk to McKinley. Could I be bused to Tuckahoe?
4. Where will the excess capacity that exists now, go if McKinley simply goes to Reed. As a reminder, McKinley has been overcapacity for years.

**McKinley and buses**

1. How is it that APS staff in April 2018 determined McKinley is not a suitable site for an option school then determine one year later that making McKinley an option school is the key to its boundary process?
2. How many buses to McKinley if option 1 is adopted?
3. Where will McKinley buses park?

**Option and Neighborhood offerings:**

1. Have you considered changing the programming to have all neighborhood schools which include immersion and Montessori in all schools? Cut down on transportation to all schools. Have teachers drive to variety of schools rather than move schools.
2. Are you considering allowing the option schools to have neighborhood preference to increase walkability?
3. Why are you prioritizing option schools above neighborhood schools? McKinley is one of the best schools in the State despite 2 years of construction and years of overcrowding. To have no options that don't keep McKinley is disrespectful to the staff and community and ignores the long term effort to build a culture of excellence.
4. Why not make ASFS and option school? It has a specific focus (unlike a neighborhood school) and it isn't located in its neighborhood (and isn't very walkable).
5. What is the point of the Dec. 9 questionnaire if you are already proposing "School moves #1" to the school board?

## Misc.:

1. Can you consider creating option where many option schools are not moved even further away from what has been identified as part of a high growth area (Roslyn-Courthouse-Clarendon)?
2. Other than “popularity” why re-open some options as neighborhood schools no explanation?
3. Two questions about demographics: Given options parents willingness to bus their children (over a walkable option), it would seem that options schools are APS’s best tool for socio economic integration. As such why aren’t demographics part of the decision to locate options? Option schools don’t look like neighborhood schools. Over half of Campbell comes from its adjacent neighborhood and VPI. Why don’t you look at VPI and discuss its impact with option moves – specifically with proposal 2 and Campbell and Carlin Springs?
4. The BLPC for the McKinley addition identified McKinley as a neighborhood school. If a BLPC charge is binding for Reed, why not McKinley?
5. Key’s population is currently too big to fit at ATS. Where will the key students, staff, teachers that don’t fit go?
6. When you open the new school at Key, won’t you face the same accreditation issues you dodging by moving McKinley to Reed?
7. What is the process for over population? At what point can we turn away new students?
8. Why haven’t you created an option (proposal) where ATS doesn’t move to far from its current location (what alternatives to McKinley)?
9. Can APS commit to moving present school bodies to no more than two schools? For example, if McKinley moves to Reed, any students who do not get into Reed would all go to only one other school. Or ASFS’s student body would either remain at ASFS or go to one other school. I believe if APS can commit to this principle, it will provide comfort and reassurance to Arlingtonians that their student bodies will not b splintered off into small segments. Though it would constrain APS’s flexibility somewhat, it would be worth it since it will allow for community buy-in for the whole move and rezoning processes.
10. There was a proposal to move Key to Long Branch. Was that considered?
11. Could school communities and school connections be maintained if the names of the schools moved along with the majority of the students? E.g., Reed becomes McKinley after the move and McKinley becomes ATS in name. After all, McKinley Road also runs to the Reed location.
12. When was the last FULL countywide redistricting?
13. You say “IPP is not shaping proposals in this process.” Why does the last question in your questionnaire ask about options moves and IPP if IPP is only draft? Double-barreled question.
14. Key to McKinley saves student moves & stability. Barrett and Barcroft are not much further than ATS they would bus to ATS or McKinley for immersion.