Arlington Public Schools

Elementary School Planning: 2019-2021

July 15, 2019

Agenda

Time	Topic	Facilitator
1:00	Welcome and Introductions	Lisa Stengle
1:15	Setting the Foundation for Change	Corina Coronel and Terry Bratt
1:20	Role of the PreK12 Instructional Program Pathways	Sarah Putman
1:25	Long-term Tools for Managing Enrollment Growth	Lisa Stengle
1:35	Managing Enrollment Tool: Boundary Changes	Sarah Johnson and Zach Larnard
1:50	Small Group Discussion on Boundary Considerations	Terry Bratt
2:10	Break	
2:15	Managing Enrollment Tool: Boundary Considerations, cont'd	Terry Bratt and Zach Larnard
2:20	Managing Enrollment Tool: Program Moves	Lisa Stengle
2:25	Small Group Discussion: Program Move Considerations	Terry Bratt and Corina Coronel
2:45	Wrap-up and Next Steps	Lisa Stengle

Setting the Foundation for Change

Across the school system, we need to:

- Balance enrollment across the district
- Be efficient with resources
- Ensure schools have the resources needed to supports our schools, our instruction, and our students

Discussion:

- **What are your concerns as we go through this process?**

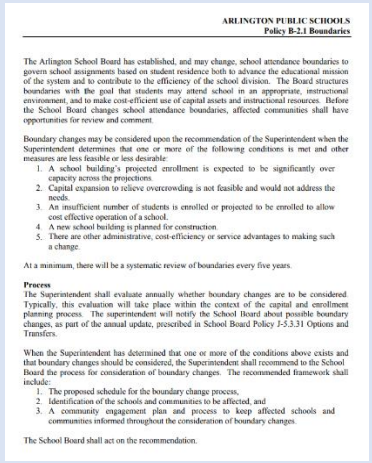
Guidance for planning processes

2018-24 Strategic Plan

PreK12 Instructional Program Pathways

Arlington Facilities and Student Accommodation Plan (AFSAP)

Policy B-2.1 Boundaries



ARLINGTON PUBLIC SCHOOLS
Policy B-2.1 Boundaries

The Arlington School Board has established, and may change, school attendance boundaries to govern school assignments based on student residence both to advance the educational mission of the system and to contribute to the efficiency of the school division. The Board structures boundaries with the goal that students may attend school in an appropriate, instructional environment, and to make cost-efficient use of capital assets and instructional resources. Before the School Board changes school attendance boundaries, affected communities shall have opportunities for review and comment.

Boundary changes may be considered upon the recommendation of the Superintendent when the Superintendent determines that one or more of the following conditions is met and other measures are less feasible or less desirable:

1. A school building's projected enrollment is expected to be significantly over capacity across the projections.
2. Capital expansion to relieve overcrowding is not feasible and would not address the needs.
3. An insufficient number of students is enrolled or projected to be enrolled to allow cost effective operation of a school.
4. A new school building is planned for construction.
5. There are other administrative, cost-efficiency or service advantages to making such a change.

At a minimum, there will be a systematic review of boundaries every five years.

Process

The Superintendent shall evaluate annually whether boundary changes are to be considered. Typically, this evaluation will take place within the context of the capital and enrollment planning process. The superintendent will notify the School Board about possible boundary changes, as part of the annual update, prescribed in School Board Policy J-5.3.31 Options and Transfers.

When the Superintendent has determined that one or more of the conditions above exists and that boundary changes should be considered, the Superintendent shall recommend to the School Board the process for consideration of boundary changes. The recommended framework shall include:

1. The proposed schedule for the boundary change process,
2. Identification of the schools and communities to be affected, and
3. A community engagement plan and process to keep affected schools and communities informed throughout the consideration of boundary changes.

The School Board shall act on the recommendation.

2018-24 Strategic Plan: Goals

The 2018-24 Strategic Plan goals provide the areas of focus that guide operations and planning, and keep students at the center of every thing APS does:

- **STUDENT SUCCESS:** Multiple Pathways to Student Success
- **STUDENT WELL-BEING:** Healthy, Safe, and Supported Students
- **ENGAGED WORKFORCE**
- **OPERATIONAL EXCELLENCE**
- **PARTNERSHIPS:** Strong and Mutually Supportive Partnerships

Role of the PreK-12 IPP

Strategic Plan: Multiple Pathways to Student Success

Ensure that every student is challenged and engaged while providing multiple pathways for student success by broadening opportunities, building support systems and eliminating barriers. APS will eliminate opportunity gaps so all students achieve excellence.

How the IPP will be used:

- Guidance for development of long-term planning for Arlington Public Schools (i.e. Arlington Facilities & Student Accommodation Plan (AFSAP), Capital Improvement Plan (CIP))
- Instructional framework for considering programs and identifying priorities before opening new schools and beginning boundary processes

Definition of “Options”

School Board policy for APS options and transfers is explained in Policy J-5.3.31

Options and Transfers. As of June 2019, the proposed definition of “options” for APS was as follows:

Arlington Public Schools educational options provide specialized and proven instructional models that supp ort different learning styles while meeting APS core curriculum requirements.

**Options are available via an application process to all Arlington students based on allocated space an d specific*

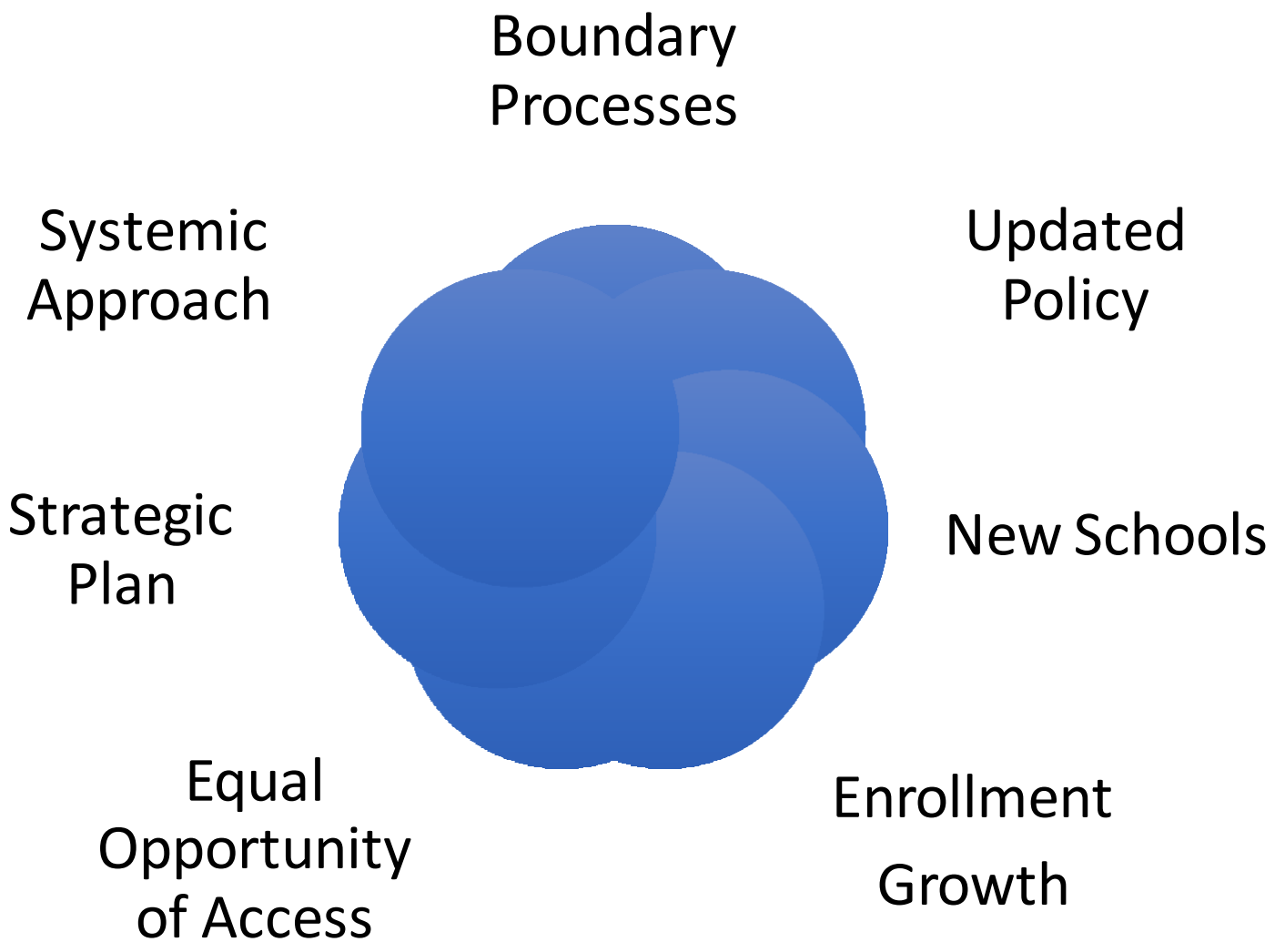
program criteria.

Options may also include:

- *A unique philosophy,*
- *Staff with specific training, and/or*
- *Recognition by an outside agency*

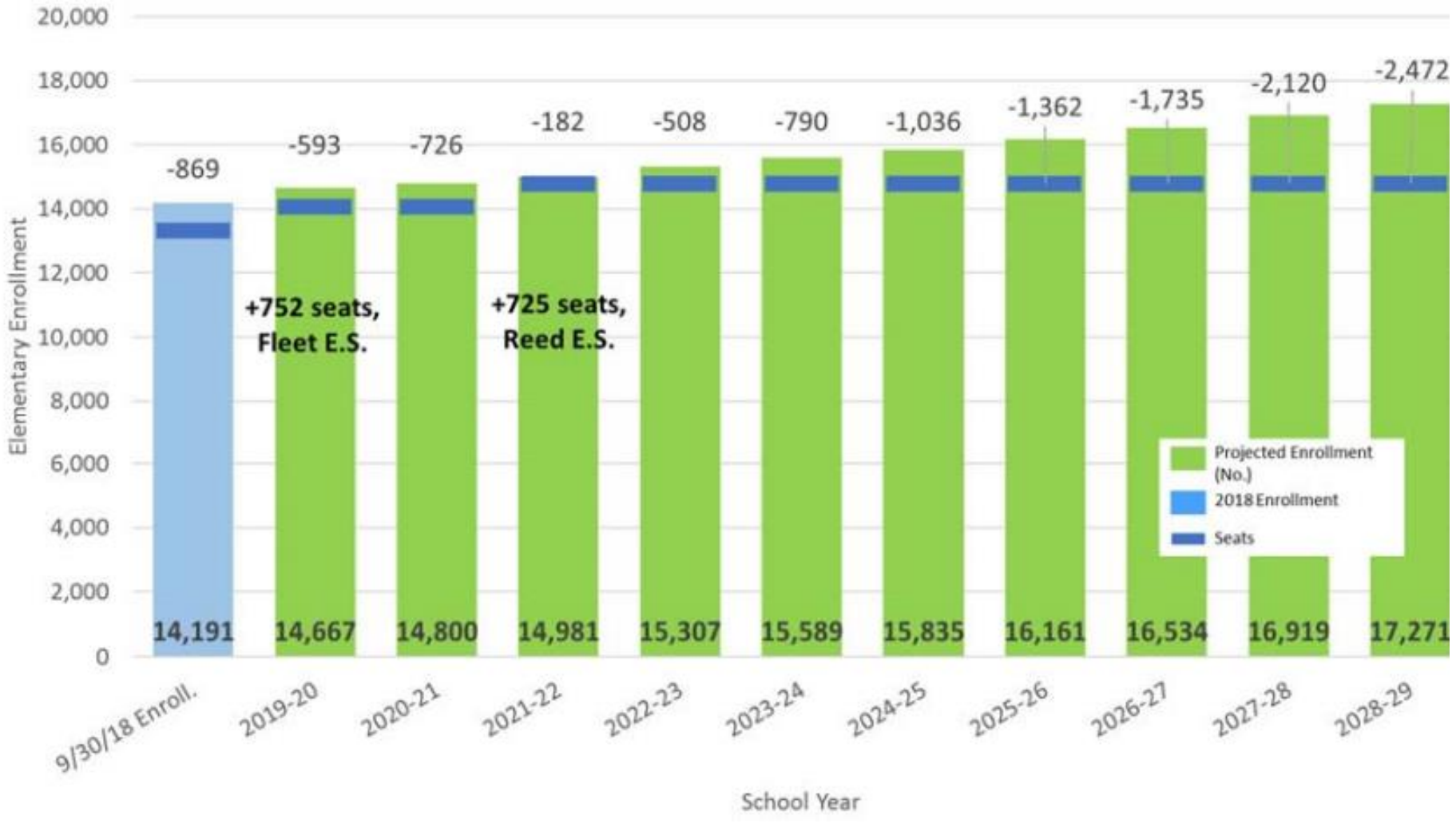
(*Note: Sentence may be deleted if found to be repetitive with the relevant policy.)

Issues and Decisions Impacted by the IPP



Enrollment Growth

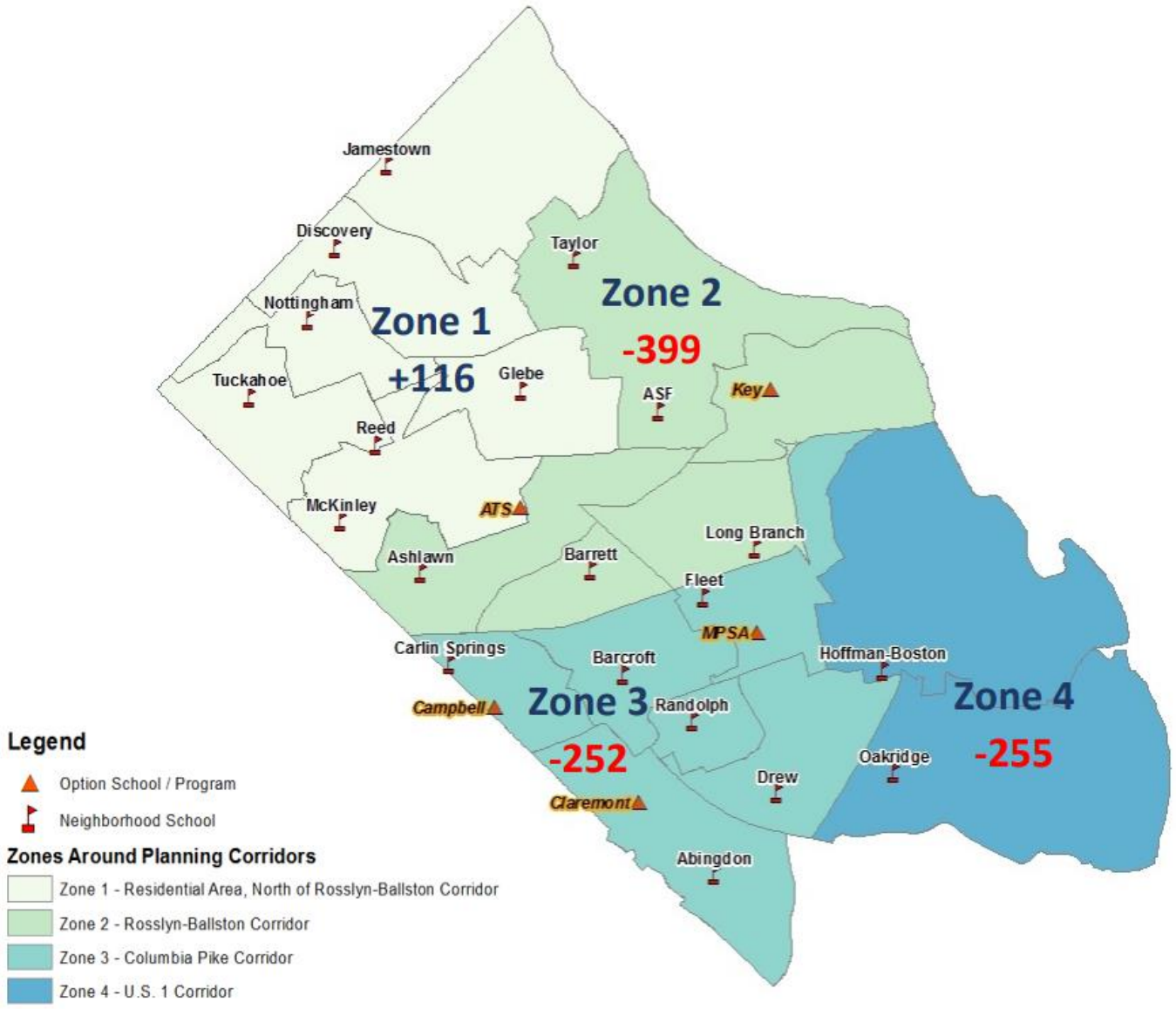
Projected Gap Between elementary Students and Seats Over the Next Decade



NOTES:
For capacity planning purposes, 112 dual enrolled PreK students are excluded from enrollment totals to avoid double-counting
School building capacity data provided by APS, Facilities & Operations Department.
Fall ten-year student enrollment projections provided by APS, Planning & Evaluation Department.
Spring 1-Year Projections Update for the 2019-20 School Year.

Enrollment Growth

Gap Between Projected Elementary Students and Future Seats in School Year 2023-24



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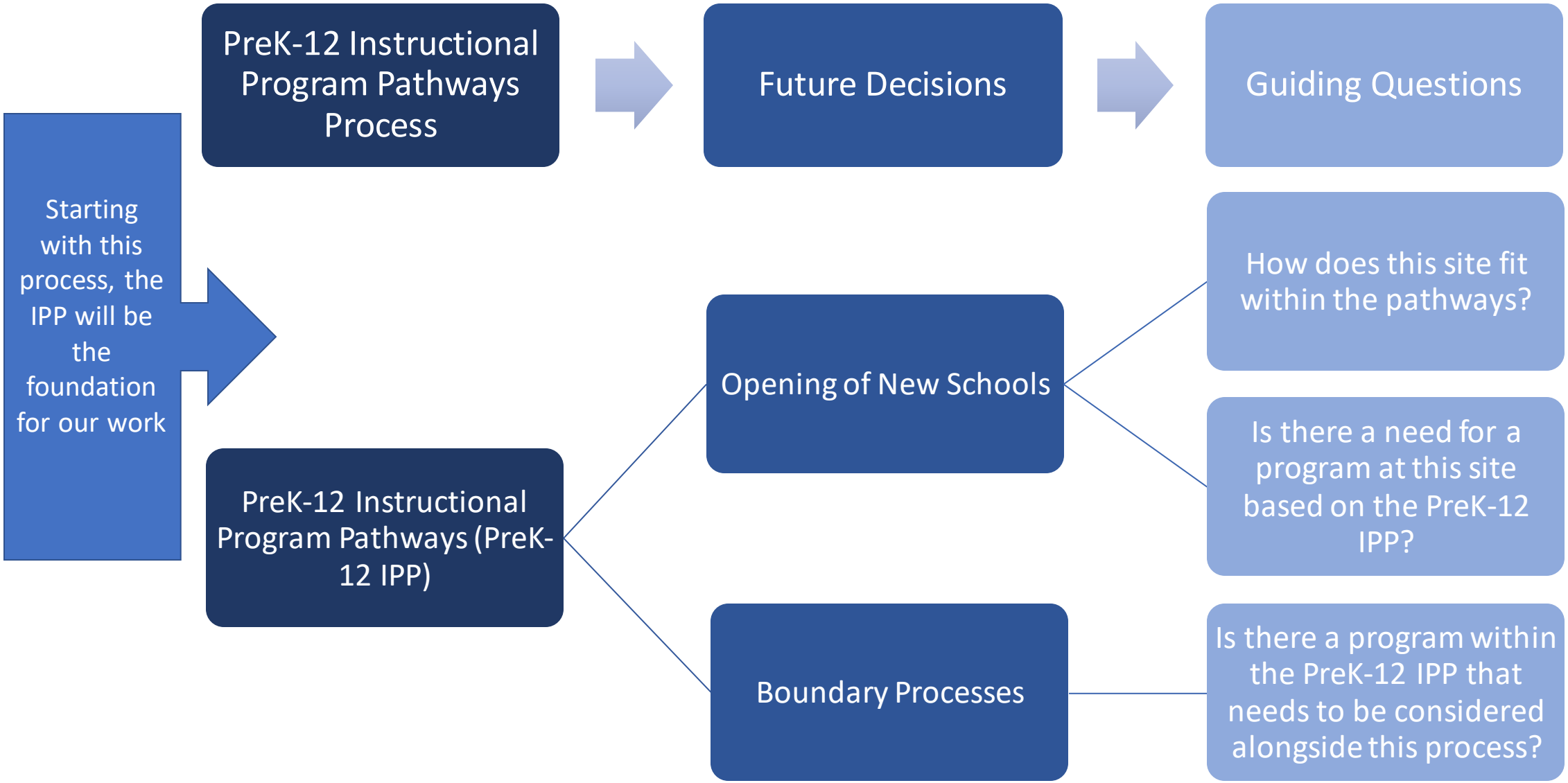
PreK-12 Instructional Program Pathways



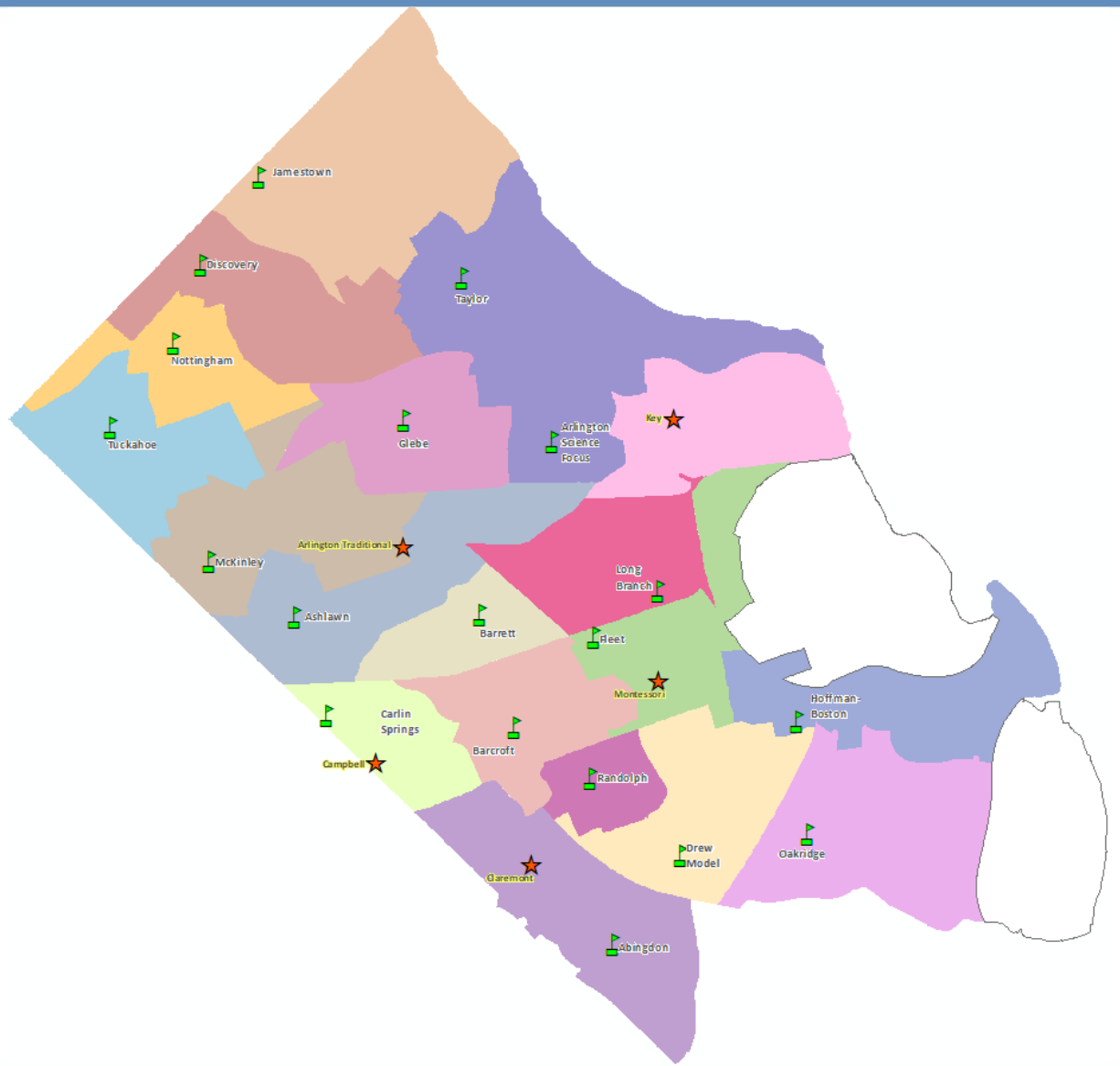
Small Group: Prioritize Boundary Considerations

There are six considerations that staff must consider when proposing new boundaries:

1. **Efficiency** – minimizing future capital and operating costs.
2. **Proximity** – encouraging the relationship between schools and the community by keeping students close to the schools that they attend so that they can walk safely to school or, if they are eligible for bus service, so that bus ride times are minimized.
3. **Stability** – minimizing the number of times that boundary changes affect an individual student who has continued to reside in a particular attendance area, and minimizing the number of students moved to a different school, within a school level, while achieving the objective of the boundary change.
4. **Alignment** – minimizing separation of small groups of students from their classmates when moving between school levels.
5. **Demographics** – promoting demographic diversity.
6. **Contiguity** – maintaining attendance zones that are contiguous and contain the school to which students are assigned.

In small groups, talk about and rank the policy considerations. Are there other factors to consider?

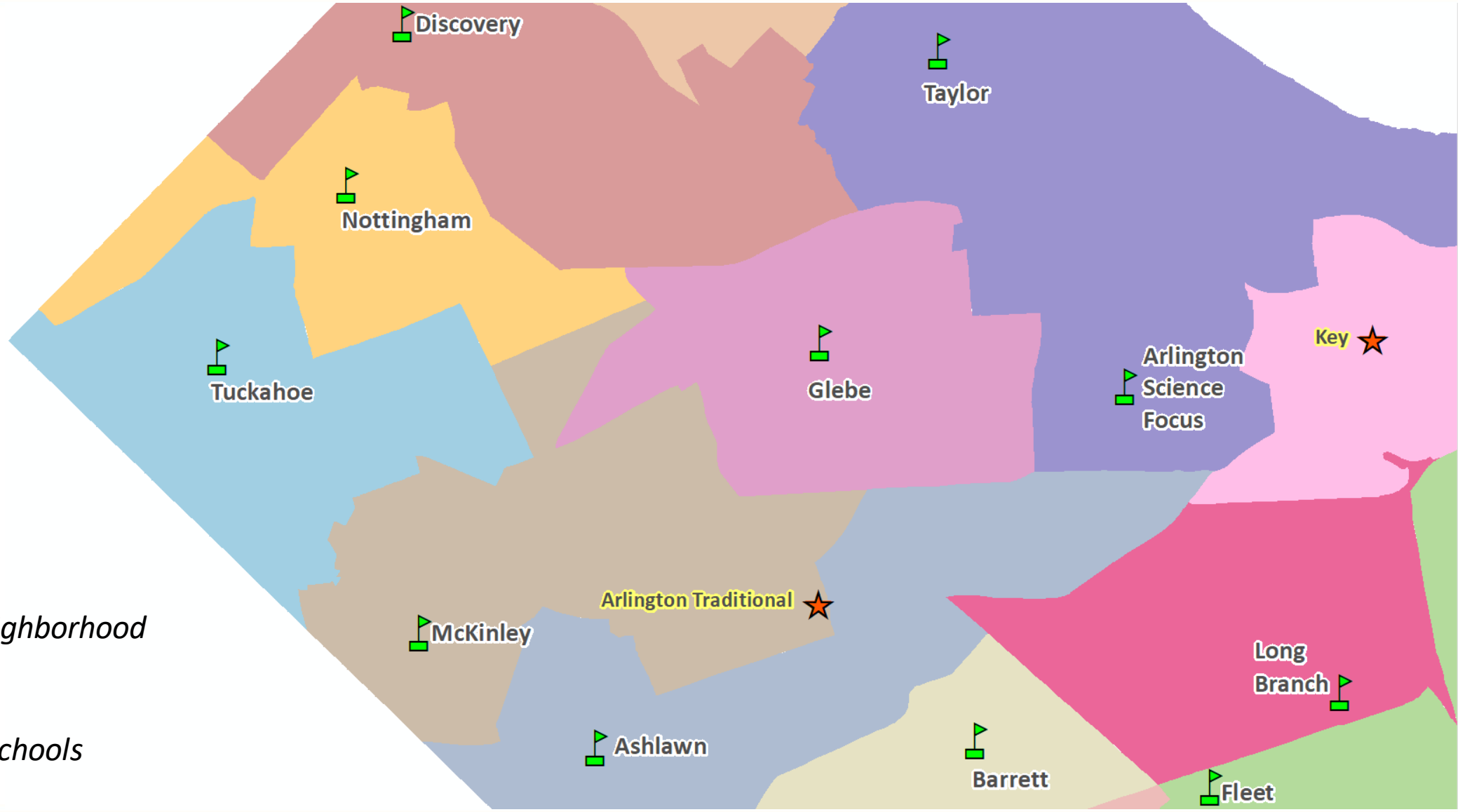
Elementary School Boundaries for SY 2019-20



Green Schools= Neighborhood Schools

Red Stars= Option Schools

SY2019-20 Boundaries for Elementary Schools Adjacent to the New ES at the Reed Site



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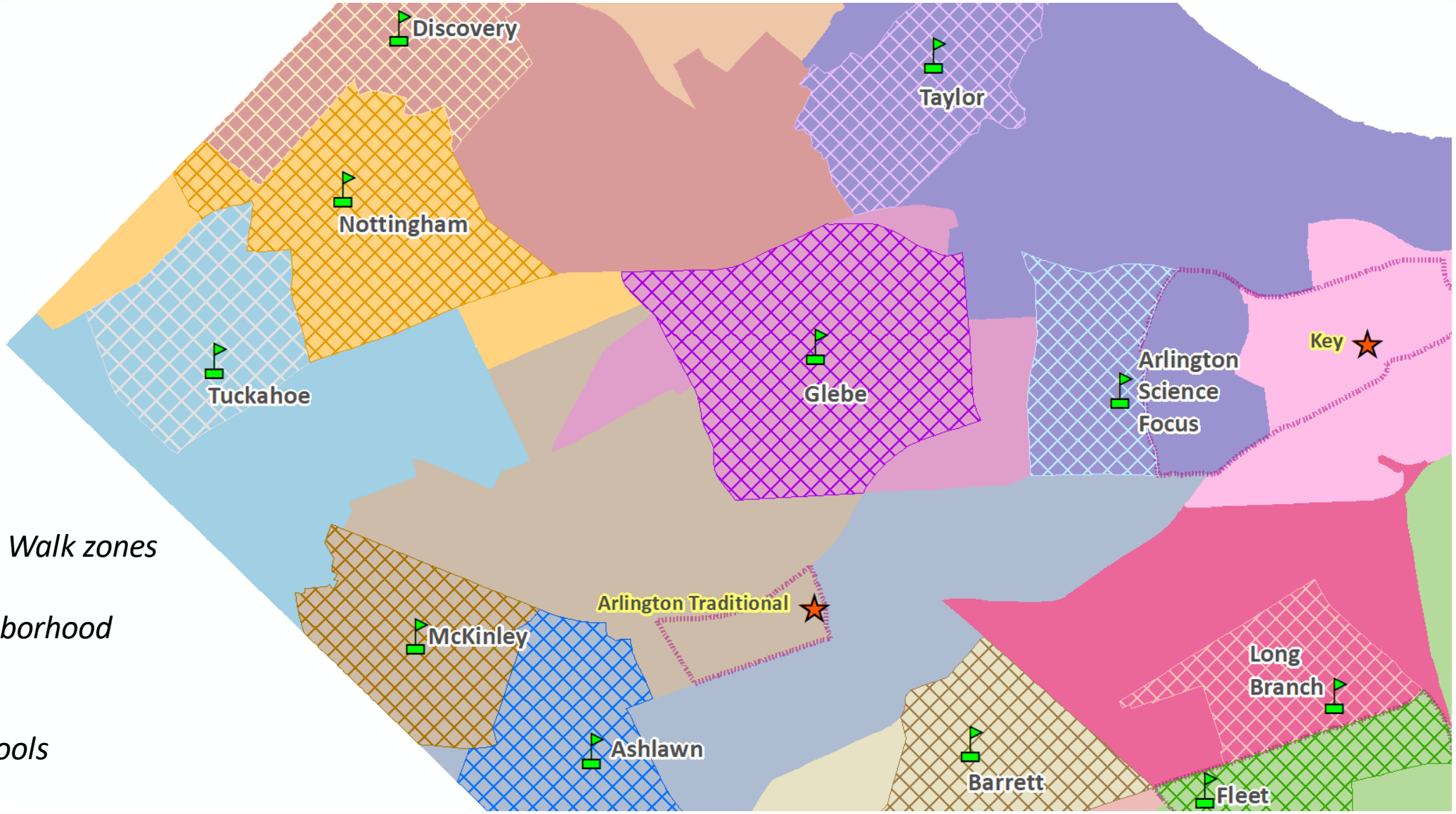
SY2019-20 Walk Zones for Elementary Schools Adjacent to the New ES at the Reed Site



Crosshatch = 2019-20 Walk zones

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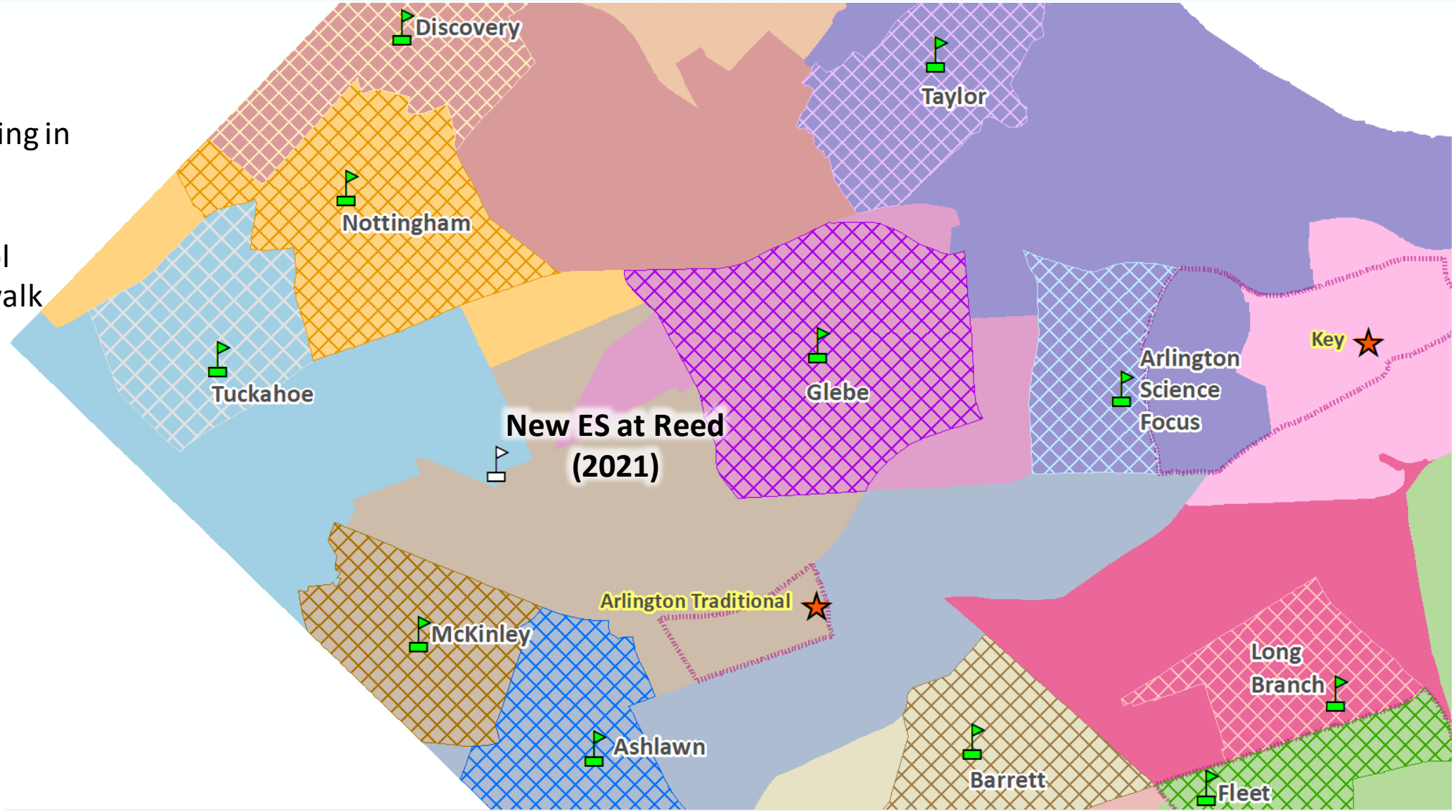
New ES at Reed Site in 2021

This map shows:

- The New ES opening in 2021
- SY 2019-20 elementary school boundaries and walk zones adjacent to the New ES

Crosshatch = 2019-20 Walk Zones



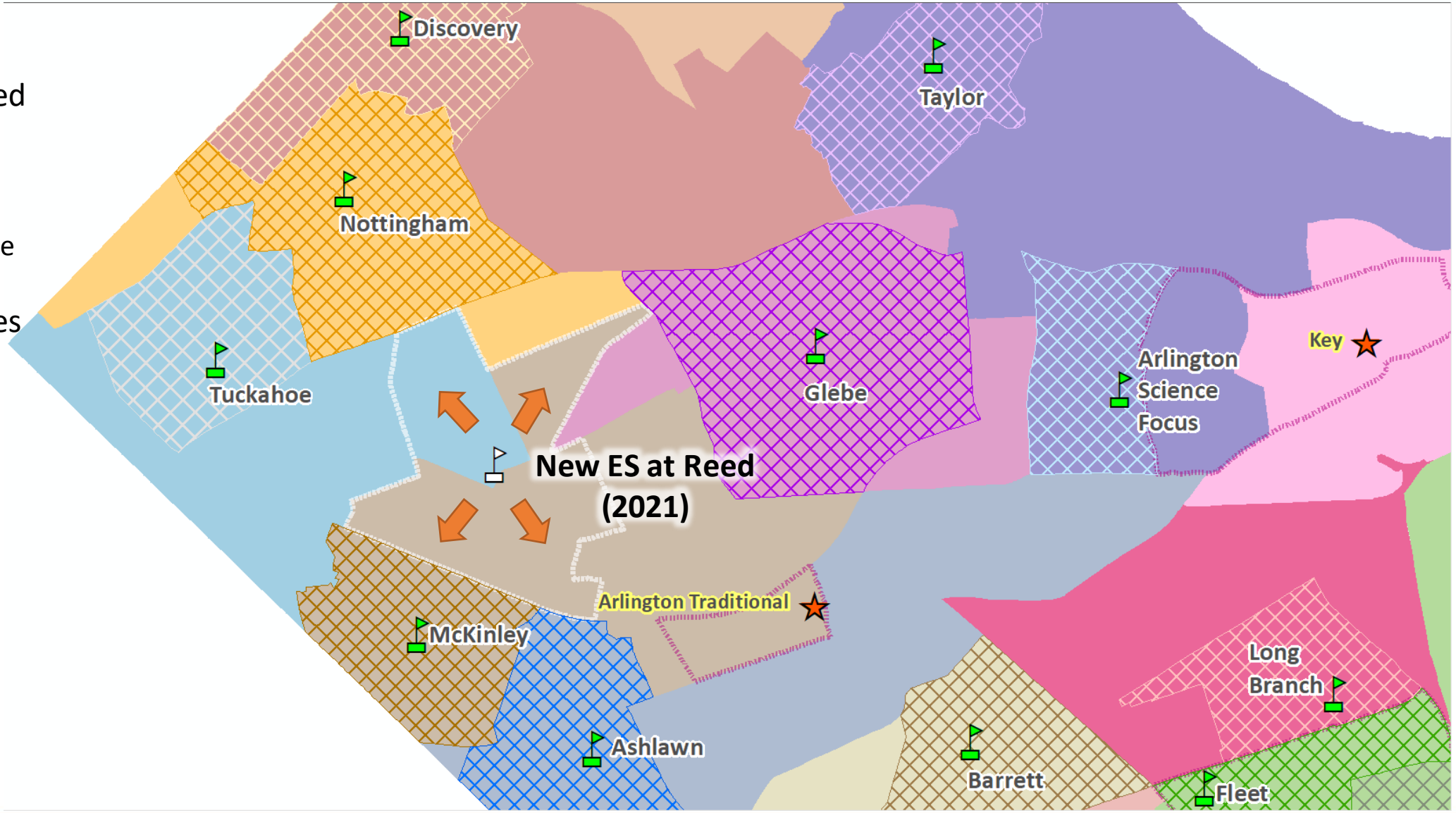
Proposed Walk Zone for New ES at Reed Site

This map shows the:

- Proposed walk zone for the New ES at Reed Site
  - After Reed boundaries are adopted, walk zone will be confirmed
- SY2019-20 boundaries and walk zones for elementary schools adjacent to the New ES

Dotted white line = Proposed walk zone for New ES

Crosshatch = 2019-20 walk zones



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In small groups, talk about and rank the policy considerations. Are there other factors to consider?

Break

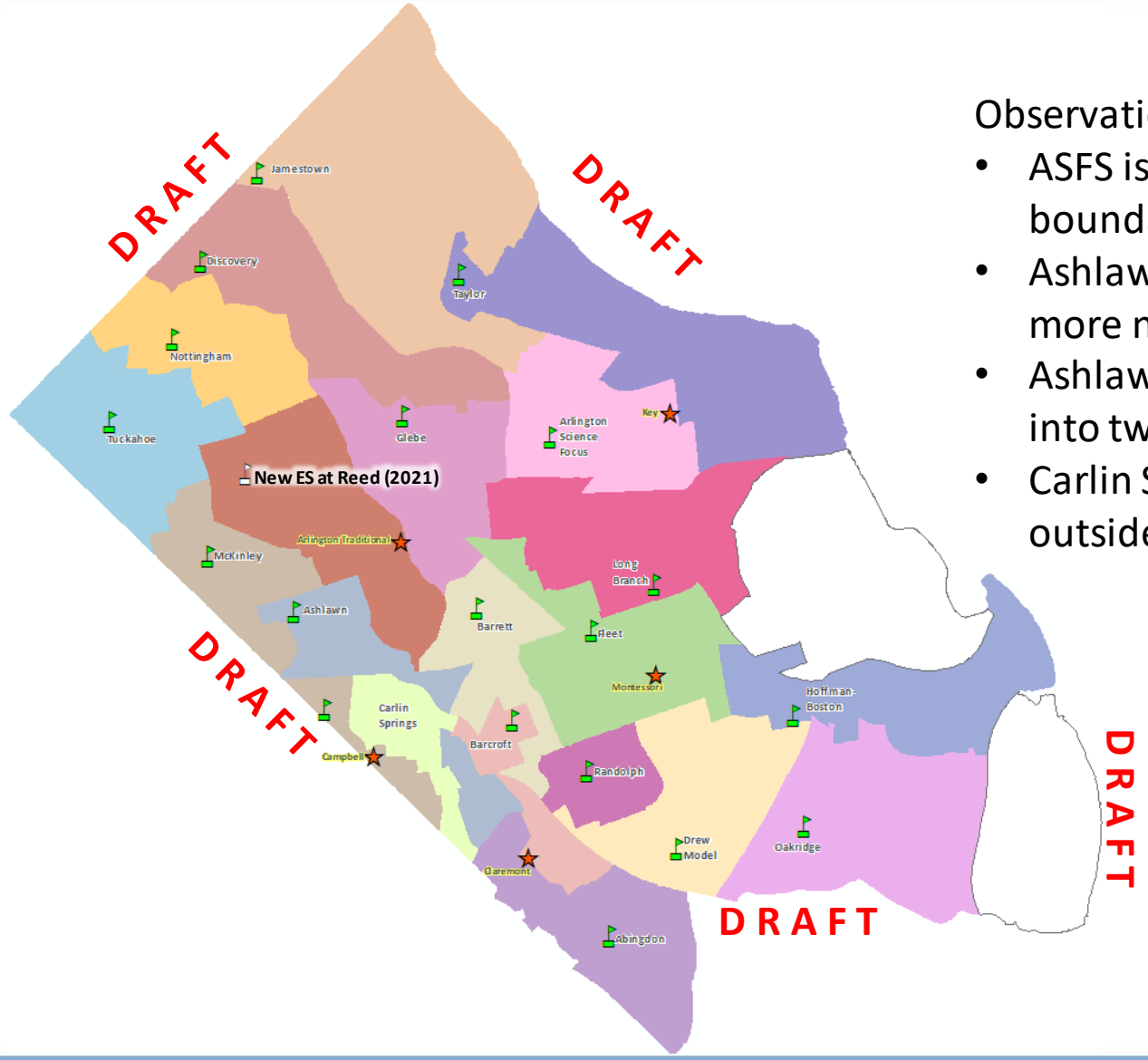
DRAFT "What-If" Boundary Map Scenario *(for discussion purposes)*

When a new school opens, School Board policy requires a boundary change.

This map depicts a *hypothetical scenario* of what could happen when:

- a boundary is created to fill the New ES and
- there are no program moves

Note: This map is for discussion purposes only



Observations:

- ASFS is located within its boundary
- Ashlawn and McKinley have more north-south boundaries
- Ashlawn's boundary is split into two separate sections
- Carlin Springs is located outside of its boundary

Enrollment Management Tool: Program Moves

Program moves are a way to address district needs

Examples of issues at the elementary school level that could be addressed through program moves:

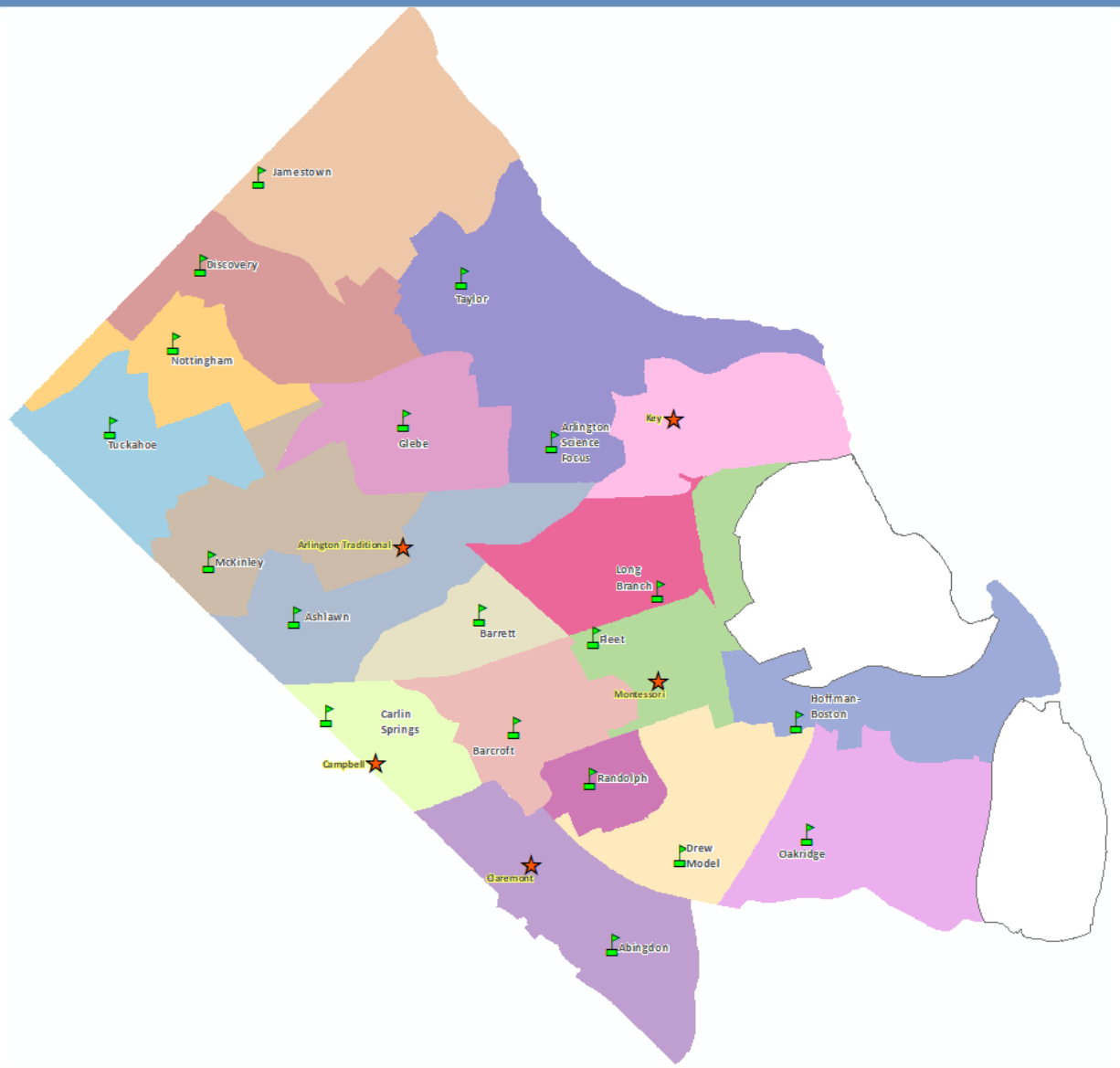
- Imbalance of seats across the district (e.g., Rosslyn corridor)
- Need for 50-50 student enrollment for immersion programs
- Uneven waitlists for option programs
- Placement of Special Education and PreK classes
- All schools within attendance zone (ASFS)
- Minimized travel time for students to schools
- Bringing more PreK Montessori together
- Finding swing space like we used to have at the Wilson Building (the Heights)

Applications for Elementary Options

School	2018-19 Applicants		2019-20 Applicants	
Arlington Traditional School	559		809	
Campbell Elementary School	251		420	
Claremont Immersion School	Spanish Speaking Non-Spanish Speaking	102 216	Spanish Speaking Non-Spanish Speaking	118 225
Key Immersion School	Spanish Speaking Non-Spanish Speaking	67 282	Spanish Speaking Non-Spanish Speaking	85 137
Montessori	3-year-olds 4-year-olds 5-year olds 1st grade 2nd-5th grade	897 562 162 40 36	3-year-olds 4-year-olds 5-year olds 1st grade 2nd-5th grade	706 470 259 102 88

For breakdown of applicants and waitlists for 2019-20, see handout on table or on the walls.

Elementary School Boundaries for SY 2019-20



Small Group: Considerations for Program Moves

What are important factors to take into consideration when proposing program moves?

Wrap-Up and Next Steps

- Staff will create a scenario map that takes into account your feedback on boundary and program move considerations
- Follow-up meeting to review the scenario and gather input on considerations for elementary school needs that should be addressed in the upcoming CIP (*Tentative date: August 8, 2019*)

Thank you for taking the time to share your thoughts and provide input. We look forward to working with you during the upcoming school year.