

Summary of 2020 Elementary School Initial Boundary Proposal

Input will inform the Superintendent's Recommended Boundary Proposal on Oct. 5

Draft 2 Working Copy:

- Builds from Draft 1 Summary, Closed on Oct. 17, 2020 at 10:00 a.m.
- After the overall summary, adds a NEW TABLE capturing themes in the community input on Initial Boundary Proposal and considerations for the Superintendent's Proposal and Questions for the Oct. 29 Work Session
- Reorganizes the detailed information for each elementary school around:
 - the 8 schools in the boundary process,
 - the other neighborhood schools
 - the option schools followed by the other neighborhood schools, fo
- Adds the published FAQs from www.apsva.us/engage/fall2020elementaryboundaries/frequently-asked-questions-fall-2020-es-boundaries/ as of Oct. 17, 2020
- **Changes from Draft 1** are noted by
 - highlighted additions, adjustments edits and
 - strikethroughs of information that we're no longer using

The summary is a new resource for the Fall 2020 Elementary Boundary process. It includes an overall summary of the initial boundary proposal, followed by details used for each elementary school. Note, neighborhood and options schools are all included because making decisions about one school impacts all others. Details will be added to this document during the boundary process and changes will be noted.

The summary is providing transparency, and it begins to build the Superintendent's response to the School Board's direction when it adopted the FY2021 Capital Improvement Plan (CIP) in June 2020.¹

I further move that the School Board direct the Superintendent to complete an instruction-driven staff analysis to inform the FY 2022 CIP. The analysis will provide capital and/or non-capital solutions that:

- Meet the projected need for seats at all levels based on the Fall 2020 projections
- Potentially include additions, modifications, program moves, leased space, new construction, and/or other solutions that fit within the projected 10-year CIP funding
- Consider creative solutions for sizes, grade levels, and locations of all option schools, to include consideration of Pre-K thru 8 and/or Grades 6-12 models of instruction for some schools
- Provide the appropriate facilities to accommodate the full-time high school students on the Career Center campus
- Examine creative solutions for more efficient use of the Career Center campus

¹ <https://go.boarddocs.com/vsba/arlington/Board.nsf/goto?open&id=B26QVF6B23A6>

- Consider creative solutions to meet accessibility and short-term parking needs at The Heights

This information will be updated as we move through the boundary process. After the boundary process details will be added for secondary schools, new projections, capacity update, priorities taking shape in the PreK12 Instructional Program Pathways.

Readers of Draft 1 are jumping to premature conclusions. This information is instead provided to ensure that everyone is using the same information as we continue to look for creative ways to prepare for projected enrollment growth, using all available tools and resources.

School	2020 Boundary Process and Planning for 2021-22
Summary of main points across schools	<ul style="list-style-type: none"> • In 2021-22 there will be 25 elementary schools: <ul style="list-style-type: none"> – 20 neighborhood schools with boundaries, and – 5 option schools admitted through lotteries. • All 25 elementary schools are impacted by planning for 2020-21. • The boundary proposal is framed by <ul style="list-style-type: none"> – The 2019 10-Year Projections – limiting the number of reassignments and keeping as many students together as possible in the 2020 boundary process • For schools that are not part of this boundary process, APS will manage enrollment for one or two years through the use of relocatable classrooms, program moves, and or targeted transfers for some schools and will determine whether to undertake an additional elementary school boundary process within the next two years. Details will be provided in the Annual Update • PreK-5 enrollment at all elementary schools will be manageable, and addressed by <ul style="list-style-type: none"> – making boundary adjustments at 7 schools, – Creating an attendance zone for the new neighborhood school at the Key site – using other tools including relocatables and/or moving PreK programs. – revisiting boundaries in the next 1-2 years to address enrollment and projected enrollment growth, esp. on the western end of Columbia Pike, and – developing the FY2021 Multi-Year CIP adopted in June 2021 <p>Note: Assumes existing PreK and K-5 countywide special education programs are at full capacity</p> • No additional schools will be added to the initial boundary proposal. Below are the main steps for adjusting the boundary proposal before Dec. 3, 2020: <ul style="list-style-type: none"> – Oct. 5 - #1 Initial Boundary Proposal – Oct. 5-20 – Community Input – Oct. 29 – SB reviews and discusses input, other issues identified by staff, and priorities for adjustments to the initial boundary proposal to include in the Supt.’s recommendation – Nov. 5 – #2 Superintendent’s Recommended Elementary School Boundaries for 2021-22 – Dec. 1 – Public Hearing

School	2020 Boundary Process and Planning for 2021-22
<p>Summary of main points across schools (continued)</p>	<ul style="list-style-type: none"> - Dec. 3 FINAL - Adoption • Attendance zones for 7 existing schools will be part of the boundary process, and adding a new school 2021-22 <ul style="list-style-type: none"> - Students at these 7 schools will be affected by boundary adjustments: Ashlawn, ASFS, Glebe, Long Branch, McKinley at Reed site, Taylor and Tuckahoe - Boundaries will be created for the new neighborhood school at the Key site • Per SB decision in Feb. 2020, three schools are moving to add a new neighborhood elementary school at the Key site <ul style="list-style-type: none"> - McKinley, a neighborhood school, will move into the new elementary school building at the Reed site with the majority of its students. Approximately 2/3 of McKinley’s students will be a part of the new boundary, and the overall number of students who can walk to McKinley at Reed will double (28% currently live in walk zone and with new boundary nearly 60% will live in the walk zone) at the more central location. - Two option schools are moving, and all students have the choice to continue with the programs at their new sites, or to attend their neighborhood school <ul style="list-style-type: none"> ▪ ATS to building at McKinley site ▪ Key Immersion to ATS site - The new neighborhood school at the Key site will serve over 75% of current ASFS students; over 50% live in the walk zone for the new ES at Key. • A naming process for the new neighborhood elementary school at the Key site will begin in January. Any other naming processes will be considered by the School Board after APS returns to normal operations • Barcroft calendar under consideration for realignment with APS calendar • Boundary talking points <ul style="list-style-type: none"> - Reassigns about 1,400 students to another school, <ul style="list-style-type: none"> ▪ This reflects about 13% of all Grade K-5 students who attend a neighborhood school. ▪ Nearly half of the students reassigned (45%) reflect the ASFS students who will be reassigned together to the new neighborhood school at the Key site. - Appx. 2/3 (500+) of current McKinley students will move to McKinley at Reed - ASFS—600+ students (76%) to be reassigned to new ES at Key - Avoids increasing the Free and Reduced Lunch Rates at Title 1 schools since current boundaries for these school will remain unchanged (Abingdon, Barcroft, Barrett, Carlin Springs, Drew, Hoffman-Boston, Randolph) - Maintains the Free and Reduced Lunch Rates at most schools, with the exception of ASFS (declines from 20% to 7%), Glebe (declines from 15% to 13%) - Assigns all students who live in a walk zone for a neighborhood school to that school at 7 or 8 19 of 20 neighborhood elementary schools that are part of this boundary process. - Note, there are 3 planning units that are walkable to Tuckahoe, currently assigned to Nottingham, a school that is not part of this boundary process. <ul style="list-style-type: none"> ▪ Woodbury Park and Lyon Village, walkable planning units to Key, continue to be in the ASFS attendance zone. They represent appx. 1/3 of students who live in the walk zone for the new elementary school at Key.

School	2020 Boundary Process and Planning for 2021-22
Summary of main points across schools (continued)	<ul style="list-style-type: none"> ▪ The boundaries for both schools looked at the balance between walkability and transportation efficiency since enrollment projections for this area exceed capacity. – Approximately 800+ students who are current bus riders would live in a walkable planning unit for their assigned school under this proposal. – Initial Proposal - minimized the reassignment of students to another neighborhood school, existing relocatables will continue to be used to manage enrollment. Based on community input, this will be a discussion point for the Oct. 29 Work Session and a probably adjustment for the Superintendent’s Proposed Boundaries – Relocatables may be added at least at some schools, and this will be reviewed as part of the Annual Update • The IPP and CIP must provide a solution to meet the capacity needs on the western end of Columbia Pike. Considerations may include <ul style="list-style-type: none"> – by repurposing one of the option elementary schools in that area and repurposing excess neighborhood school capacity at a school north of Lee Highway – Options schools located on the western end of Columbia Pike (Campbell EL and Claremont Immersion), and could include a move, a suspension of the lottery or some other changed proposed through the IPP work. – Using excess capacity north of Lee Highways at (Neighborhood schools include Tuckahoe, Nottingham, Discovery, Jamestown and Taylor) • Some of the PreK and program adjustments planned for 2021-22 will be delayed, while some existing programs will move to make space until boundaries are changed. • Plans to update the facilities optimization report, and to reevaluate and update elementary school capacity were not completed as we focused on reopening. FAC will be asked to review and refine both documents so these can inform the 2020-21 capacity utilization reports, the FY 2021 CIP, and future elementary school boundary processes. • Staff is not proposing grandfathering for the following reasons <ul style="list-style-type: none"> – In the 2018 Elementary Boundary Process, grade 4 students entering Grade 5 in 2019-20, and their concurrently enrolled siblings could continue at their 2018-19 school for one additional year. – Facilities & Operation will provide information on transportation for grandfathering that will be added to this document later • Capacity for grandfathering grade 5 students may require additional boundary adjustments and/or additional relocatables at a given site • Staff is proposing that the adopted boundaries apply to 2020-21 students at a neighborhood school because of a transfer, must attend their neighborhood school or reapply for a transfer for 2021-22 <ul style="list-style-type: none"> – In past boundary processes, transfer students were not addressed, and they remained at the school while students residing in the boundary were moved out. – Policy J-5.3.31 Options and Transfers address program continuity. – Once a student is admitted to an option school/program or accepts a transfer to a neighborhood school that is accepting transfers, enrollment will be continuous through the grade levels of that school/program, unless the school is involved in a boundary change. In such cases, the Board may make a different decision as part of the boundary change adoption. – The proposal is seeking language to allow students with “instructional needs”, to continue with the transfer. Clear language will be included in the Superintendents Proposed Boundaries on Nov. 5.

DRAFT

NEW TABLE Input on Initial Boundary Proposal	Considerations for the Superintendent's Proposal and Questions for the Oct. 29 Work Session
<p>Managing capacity – at the 8 school, several have high capacity utilization rates. A boundary changes should manage enrollment within building capacity.</p>	<ul style="list-style-type: none"> • The initial boundary proposal provides a starting point, and it used relocatables across all APS. • In the shift from a countywide boundary process to a narrowed process, we used relocatables across the system and should have instead used relocatables where can not make boundary changes. • For the work session, we'll recommend some planning until moves that brings capacity utilization closer to 100% across the 8 schools. • With future growth along the Rosslyn-Ballston corridor, we will seek some guidance on how much capacity to maintain for future students in ASFS, the new elementary school at the Key site, and Ashlawn, and if relocatables should remain in place to accommodate this potential enrollment growth.
<p>Requests to consider grandfathering</p>	<p>At the October 29 work session, staff will provide data on grandfathering including:</p> <ul style="list-style-type: none"> • Transportation will share the concerns about providing bus services for grandfathered students • P&E will provide the School Board with a range of student counts that would apply for various grandfathering scenarios <ul style="list-style-type: none"> ○ Low estimate - Sept. 30, 2020 grade 4 students (grade 5 in 2021-22) ○ High estimate - June 2020 grade 3 students (allows for students attending private school in 2020-21 to return for 2021-22) ○ Plus concurrently enrolled younger siblings
<p>Timing of this boundary process – Why not delay and do a more comprehensive process later</p>	<p>The work session presentation will provide an overview of where this decision fits among a number of actions.</p> <ul style="list-style-type: none"> • With the 2020 boundary process APS will address the most pressing elementary enrollment needs in the Rosslyn/Courthouse area. • In summer of 2021, APS will open a new elementary school at the Reed site, in the only area of the county where building capacity exceeds student enrollment. Since 2014, APS has completed three nearby capital projects, adding capacity with <ul style="list-style-type: none"> ○ An addition at Ashlawn (2014), ○ A new school, Discovery (2015), on the Williamsburg M.S. site, ○ An addition at McKinley (2017) • Three schools, including two countywide option schools are moving to different locations, to make neighborhood schools more centrally located to the students served by neighborhood schools • A new neighborhood elementary schools is opening in the repurposed Key site; this is a densely developed area of the county and it would be difficult to build another school within in the next decade. • ASFS will now sit within its boundary, and the change will make many of the current ASFS students walkers to the new neighborhood elementary school at the Key site. • McKinley will move from a walkable neighborhood to the Reed site where it is walkable to a great number of its current students. • These changes will reduce the demands on transportation and will shorten the distances that students travel to neighborhoods schools. The boundaries will change more than 800 current bus riders to walkers.

NEW TABLE Input on Initial Boundary Proposal	Considerations for the Superintendent's Proposal and Questions for the Oct. 29 Work Session
Relocatables and concerns about shared spaces (i.e. cafeteria, outdoor play space, etc.)	The work session presentation will include the timeline to complete the update to the facilities optimization study, and how that is changing. A key change is to ensure that capacity supplemented with relocatables remains manageable in the programming of student activities in common spaces.
Accuracy of projections & impact of pandemic on projections	<p>The work session presentation will include messages on using the 2019 10-Year Projections to create the boundaries for this process.</p> <ul style="list-style-type: none"> • The 2019 projections were completed prior to the onset of the pandemic, and do not account for the decreases in APS enrollment as of Sept. 30, 2020. • The 10-Year Projections estimate future enrollment based on 3-year trends, along with estimates for future students in new housing development. More details about projections are available in the projections report. • APS must continue to plan with the information that we understand while recognizing there are many unknowns as a result of the pandemic. Sept. 30, 2020 enrollment is lower than last year, particularly for Kindergarten and PreK students. If the pandemic were to continue into 2021 and beyond, then our projections might call for lower enrollment.
Specific future housing developments	<p>The work session presentation will include information on the Spring 2020 data review and details about new housing as we plan for boundaries.</p> <ul style="list-style-type: none"> • Rouse property, 6407 Wilson Boulevard – No building permits have been issued for parcels 12007043, 12007042, or 12007001. This property falls outside of planning areas in which official planning documents have been adopted by the County Board, this is not a forecast area. If owners in the future seek to develop the site as of right or seek rezonings and/or land use plan change that would permit additional density, and CPHD-Research Team will capture such activity at that time.”
Proposed reassignment of certain planning units	<p>Planning units include:</p> <ul style="list-style-type: none"> • Details by PU will be added week of 10/19

School	2020 Boundary Process Details for the 8 schools in this boundary process
ASFS	<ul style="list-style-type: none"> • Sept. 30, 2020 Enrollment: Total 645 including K-5 = 643, 2 PreK • Boundary change for ASFS <ul style="list-style-type: none"> – Adding 6 planning units (23170, 23180, 23190, 23200,23210, 23211), estimated 183 students in 2021, from Taylor. – 2 of the planning units are in the walk zone for ASF and other 4 units are in closer proximately to ASF than to Taylor, which reduces bus ride times for these students – Adding 3 planning units (23220, 23230, 23231) in the Virginia Square triangle, estimated 142 students in 2021, from Ashlawn, which reduces bus ride time for these students. – Reassigns 15 planning units (24030, 24031, 24040, 24041, 24042, 24043, 24050, 24051, 24060,24070,24071, 24080, 24081, 24082, 24130), estimated 635 students in 2021, to the new neighborhood elementary school @ Key site, which increases walkability and reduces bus ride time for these students. – Over 50% of the students assigned to the New ES @ Key live in the walk zone – Reassigns 3 planning units (24010, 24011, 24020), estimated 28 students in 2021, to Taylor. These planning units are above Lee Highway with adjacent planning units currently assigned to Taylor • ASFS now located within its boundary • 2019-20 PreK-5 Capacity Utilization 129% (including 6 existing relocatables 102%) • Estimated 2021-22 PreK-5 Capacity Utilization 93% (including 10 existing relocatables 65%) • Estimated 2023-24 PreK-5 Capacity Utilization 108% (including 10 existing relocatables 75%) • Enrollment decreases to manageable levels with opening of new neighborhood school at Key site • Will NOT need relocatables in 2021 but may need 1-2 in 2023 given projected growth • Free/Reduced Lunch Rate using 2019-20 enrollment likely to decrease from 20% to 7% <ul style="list-style-type: none"> – Free/Reduced Lunch Rate likely to increase in 2022 with estimated 55 students from new committed affordable housing (CAF), the American Legion development • There are multifamily housing developments scheduled to open in this boundary through 2024 (2020 High Rise Market: 4000 Fairfax Drive, 2022 High Rise Mixed: Clarendon West Site #1, 2022 High Rise Mixed: 1122 N Kirkwood Rd, 2022 High Rise CAF: American Legion/APAH) • The American Legion Property is committed affordable housing (CAFs) and likely to increase the school’s F/RL rate once open. • Boundary contains entire walk zone • About 80% of the current enrollment is reassigned to the new neighborhood elementary school at the Key site • Estimate that 25-34 Key Immersion students may choose to attend their neighborhood school in 2021-22 when Key Immersion moves to its new site. See notes about this estimate at the back of the document. • The majority of ASFS students are reassigned to the new elementary school at the Key site, and accreditation is likely to follow https://schoolquality.virginia.gov/ • When operations return to normal, the School Board may consider renaming some schools, including ASFS
Ashlawn	<ul style="list-style-type: none"> • Sept. 30, 2020 Enrollment: Total 606 including K-5 = 587, 19 PreK • Boundary change

	<ul style="list-style-type: none"> - Adding 4 planning units (14030, 14100, 14101, 14110), estimated 159 students in 2021, from the current McKinley attendance zone. All of the students reassigned from McKinley to Ashlawn are outside of the walk zone of McKinley @ Reed and live below route 66 which in most cases is in closer proximity to Ashlawn. - Reassigns 3 planning units (23220, 23230, 23231) in the Virginia Square triangle, estimated 142 students in 2021, to ASF, which reduces bus ride time for these students. • 2019-20 PreK-5 Capacity Utilization 107% (including 6 exiting relocatables 89%) • Estimated 2021-22 PreK-5 Capacity Utilization 114% (including 6 existing relocatables 94%) • Estimated 2023-24 PreK-5 Capacity Utilization 108% (including 6 existing relocatables 89%) • Free/Reduced Lunch Rate using 2019-20 enrollment likely to remain constant at 14% • Free/Reduced Lunch Rate likely to increase in 2024 with estimated 59 students from new committed affordable housing (CAF), the Ballston Station development • There are multifamily housing developments scheduled to open in this boundary through 2024 (2020 High Rise Mixed: 750 N. Glebe Road (Mazda Block), 2023 Garden, High Rise, Mixed: 11th and Vermont Residences South Block, 2024 High Rise, CAF: Ballston Station) • Ballston Station is committed affordable housing (CAFs) and likely to increase the school's F/RL rate once open. • Enrollment projected to decline by 2023 and reduces need for relocatables to manage enrollment • Will likely need 2 of the current relocatables in 2021 and 1 in 2023 • Grandfathering grade 4 students for grade 5 is possible but requires use of all existing relocatables • Boundary contains entire walk zone • The majority of Ashlawn students continue with Ashlawn, and accreditation is likely to remain with the school https://schoolquality.virginia.gov/
Glebe	<ul style="list-style-type: none"> • Sept. 30, 2020 Enrollment: Total 513 including K-5 = 504, 9 PreK • Boundary change <ul style="list-style-type: none"> - Adding 3 planning units (14070, 14080, 14090), estimated 83 students in 2021, from the current McKinley attendance zone. - All of the students reassigned from McKinley to Glebe are outside of the walk zone of McKinley @ Reed. The bus distance to Glebe is shorter than the distance to the McKinley site • 2019-20 PreK-5 Capacity Utilization 113% (including 4 existing relocatables 95%) • Estimated 2021-22 PreK-5 Capacity Utilization 128% (including 4 existing relocatables 108%) • Estimated 2023-24 PreK-5 Capacity Utilization 122% (including 4 existing relocatables 103%) • Free/Reduced Lunch Rate using 2019-20 enrollment likely to decrease from 15% to 13% • There are no multifamily housing developments scheduled to open in this boundary through 2024 • Enrollment in 2021-22 will be managed by use of 4 existing relocatables and 5 optional classrooms. Site can accommodate and may require 2 additional relocatables • Boundary contains entire walk zone • Adds students from 3 planning units (83 students) on the eastern edge of McKinley's 2020-21 boundary, students articulate together with large group of current Glebe students to Swanson, and Washington-Liberty. Move was required to provide capacity for 3 of Tuckahoe's planning units to be reassigned to McKinley at Reed site as they now sit within McKinley at Reed attendance zone

	<ul style="list-style-type: none"> • 1 of the planning units (43 students) in Glebe’s current and proposed attendance zone MAY become a walkable planning unit within the attendance zone for McKinley at Reed site. Transportation is re-evaluating. If so, we might consider assigning this planning unit to McKinley at Reed site if it is walkable to this site. Considerations: • Would likely require a planning unit that will ride a bus to McKinley at Reed site to be reassigned to Tuckahoe given McKinley at Reed’s capacity constraints (no relocatables possible and no optional classrooms) and current utilization rate in the initial proposal • The majority of Glebe students continue with Glebe, and accreditation is likely to remain with the school https://schoolquality.virginia.gov/
Long Branch	<ul style="list-style-type: none"> • Sept. 30, 2020 Enrollment: Total 447 including K-5 = 429, 18 PreK • Boundary Change <ul style="list-style-type: none"> – Reassigns 1 planning units (24140), estimated 15 students in 2021, to the new neighborhood elementary school @ Key site. – These students live within the walk zone for new ES @ Key site. This planning unit is currently an island and does not maintain a contiguous border with Long Branch. • 2019-20 PreK-5 Capacity Utilization 98% (using 4 existing relocatables 83%) • Estimated 2021-22 PreK-5 Capacity Utilization 87% (using 4 existing relocatables 74%) • Estimated 2023-24 PreK-5 Capacity Utilization 84% ((using 4 existing relocatables 71%) • Free/Reduced Lunch Rate using 2019-20 enrollment likely to remain constant at 31% • There are multifamily housing developments scheduled to open in this boundary through 2024 (2020, High Rise, Mixed: Founder's Square - North Office/Residential) • One planning unit (15 students) was reassigned to New ES at Key site. It is an island from Long Branch and sits on the line between Key and ASFS boundaries. • Boundary contains entire walk zone • A boundary change will not be required in the next year or two • The majority of Long Branch students continue with Long Branch, and accreditation is likely to remain with the school https://schoolquality.virginia.gov/
Reed Site (McKinley)	<ul style="list-style-type: none"> • Sept. 30, 2020 Enrollment: Total 681 including K-5 = 680, 1 PreK • Boundary change as school moves to new elementary building at Reed site <ul style="list-style-type: none"> – Adding 3 planning units (16050,16060, 16061), estimated 127 students in 2021, from Tuckahoe. All of these planning units are in the walk zone for McKinley @ Reed – Reassigns 4 planning units (14030, 14100, 14101, 14110), estimated 159 students in 2021, to Ashlawn. All of the students reassigned from McKinley to Ashlawn are outside of the walk zone of McKinley @ Reed and live below route 66 which in most cases is in closer proximity to Ashlawn. – Reassigns 3 planning units (14070, 14080, 14090), estimated 83 students in 2021, to Glebe. All of the students reassigned from McKinley to Glebe are outside of the walk zone of McKinley @ Reed • 2019-20 PreK-5 Capacity Utilization 114% at McKinley site • Space for PreK is planned, and provides some options if enrollment comes in higher than expected • Estimated 2021-22 PreK-5 Capacity Utilization at Reed site 87% (no space for relocatables) • Estimated 2023-24 PreK-5- Capacity Utilization at Reed site 80%

	<ul style="list-style-type: none"> • Free/Reduced Lunch Rate using 2019-20 enrollment likely to remain constant at 9% • About 67% of the current enrollment remains as the school moves • 28% of students live in walk zone at current McKinley site and will increase to 60% with the move to McKinley at Reed site • The permanent capacity shown in 2020 capacity utilization charts do not match our evaluation capacity using classrooms. This will be reviewed before the Oct. 29 Work Session • Enrollment decreases to manageable levels within the new building and a smaller attendance zone • There are no multifamily housing developments scheduled to open in this boundary through 2024 • Boundary contains entire walk zone • Adds a total of 3 walkable planning units (127 students) from Tuckahoe (current bus riders) • Moves 4 planning units to Ashlawn (159 students), and 3 to Glebe (83 students) • Grandfathering grade 4 students for grade 5 would require either reassigning additional planning units to another school given capacity constraints • When operations return to normal, the School Board may consider renaming some schools, including McKinley
Taylor	<ul style="list-style-type: none"> • Sept. 30, 2020 Enrollment: Total 624 including K-5 = 613, 11 PreK • Boundary change <ul style="list-style-type: none"> – Adding 3 planning units (24010, 24011, 24020), estimated 28 students in 2021, to Taylor. These planning units are above Lee Highway with adjacent planning units currently assigned to Taylor – Reassigns 6 planning units (23170, 23180, 23190, 23200, 23210, 23211), estimated 183 students in 2021, to ASF. Two of the planning units are in the walk zone for ASF and other 4 units are in closer proximity to ASF than to Taylor, which reduces bus ride times for these students • 2019-20 PreK-5 Capacity Utilization 105% (using 6 existing relocatables 86%) • Estimated 2021-22 PreK-5 Capacity Utilization 83% (using 6 existing relocatables 68%) • Estimated 2023-24 PreK-5 Capacity Utilization 77% (using 6 existing relocatables 63%) • Free/Reduced Lunch Rate using 2019-20 enrollment likely remain constant at 5% • There is a multifamily housing development scheduled to open in this boundary through 2024 (2023, Garden, Market: 2515 Lee Hwy) • 6 planning units (183 students) are reassigned to ASFS and change half of these students from current bus riders to walkers; 3 planning units (28 students) are reassigned to Taylor from ASFS which are located above Lee Highway and outside the walk zone of new ES at Key and ASFS • Enrollment decreases from 679 K-5 students in 2019 to 519 K-5 in 2021 and 479 K-5 in 2023, most is attributable to boundary change but there is also declining enrollment shown in our projections • Taylor needs to be considered as the IPP and CIP recommends a solution to provide capacity on the western end of Columbia Pike, by relocating an option school north of Lee Highway • Taylor is one of 5 schools north of Lee Highway, where there is excess capacity, and it may be considered in planning for the IPP and the CIP • Grandfathering grade 4 students for grade 5 is possible • The majority of Taylor students continue with Taylor, and accreditation is likely to remain with the school <p>https://schoolquality.virginia.gov/</p>

Tuckahoe	<ul style="list-style-type: none"> • Sept. 30, 2020 Enrollment: Total 470 including K-5 = 458, 12 PreK • Boundary change <ul style="list-style-type: none"> – Reassigns 3 planning units (16050,16060, 16061), estimated 127 students in 2021, to McKinley at Reed. All of these planning units are in the walk zone for McKinley @ Reed • 2019-20 PreK-5 Capacity Utilization 97% (using 4 existing relocatables 82%) • Estimated 2021-22 PreK-5 Capacity Utilization 71% (using 4 existing relocatables 60%) • Estimated 2023-24 PreK-5 Capacity Utilization 66% (using 4 existing relocatables 56%) • Free/Reduced Lunch Rate using 2019-20 enrollment likely to remain constant at 2% • 3 planning units (127 students) are reassigned to McKinley at the Reed site, converting bus riders to walkers. • Enrollment decreases from 507 K-5 students in 2019 to 358 K-5 in 2021 and 329 K-5 in 2023, most is attributable to boundary change but there is also declining enrollment shown in our projections • There are no multifamily housing developments scheduled to open in this boundary through 2024 • Tuckahoe needs to be considered as the IPP and CIP recommends a solution to provide capacity on the western end of Columbia Pike, by relocating an option school north of Lee Highway • Tuckahoe is one of 5 schools north of Lee Highway, where there is excess capacity, and it may be considered in planning for the IPP and the CIP • Grandfathering grade 4 students for grade 5 is possible • The majority of Tuckahoe students continue with Tuckahoe, and accreditation is likely to remain with the school https://schoolquality.virginia.gov/
New Elementary School at the Key Site	<ul style="list-style-type: none"> • Sept. 30, 2020 Enrollment: Not applicable • Boundary established <ul style="list-style-type: none"> – Adding 15 planning units (24030, 24031, 24040, 24041, 24042, 24043, 24050, 24051, 24060,24070,24071, 24080, 24081, 24082, 24130), estimated 635 students in 2021, from ASF, which increases walkability and reduces bus ride time for these students. – Over 50% of the students assigned to the New ES @ Key live in the walk zone – Adding 1 planning unit (24140), estimated 15 students in 2021, Long Branch. These students live within the walk zone for new ES @ Key site. This planning unit is currently an island and does not maintain a contiguous border with Long Branch. • 2019-20 PreK-5 Capacity Utilization not applicable • Space for PreK is planned, and provides some options if enrollment comes in higher than expected • Estimated 2021-22 PreK-5 Capacity Utilization 104% (using 4 existing relocatables 91%) • Estimated 2023-24 PreK-5 Capacity Utilization 114% (using 4 existing relocatables 99%) • Free/Reduced Lunch Rate using 2019-20 enrollment is estimated at 26% <ul style="list-style-type: none"> – Free/Reduced Lunch Rate likely to increase in 2021 with estimated 85 students from new committed affordable housing (CAF), 1801 N. Quinn St. (Queen’s Court) • There are multifamily housing developments scheduled to open in this boundary through 2024 (2020, Garden, Market: 1201 N Quinn St, 2021, High Rise, CAF: 1801 N Quinn St, 2021, High Rise, Market: The Highlands, 2021, High Rise, Market: 2000 Clarendon Blvd, 2023, High Rise, Market: Rosslyn Gateway PDSP (Phase 1 - Residential/Hotel Building, 2024, High Rise: Mixed: Best Western, 2024, High Rise: Market Holiday Inn)

	<ul style="list-style-type: none"> – 1801 N Quinn St (formerly Queens Court) committed affordable housing (CAFs) and likely to increase the F/RL rate once open. • About 80% of the ASFS enrollment is reassigned to the school • Enrollment is manageable but will likely require use of current relocatables in 2022 and beyond given projected enrollment growth • Boundary contains 9 of 15 walkable planning units (all are current bus riders to ASFS) • Adding additional walkable units that will attend ASFS would require reassigning Rosslyn planning units to Taylor, sending students about 3 miles west. • Reduces bus ride distances • Naming process will take place in new year • Estimate that 28-43 Key Immersion students may choose to attend their neighborhood school in 2021-22 when Key Immersion moves to its new site. See notes about this estimate at the back of the document. • The majority of students reassigned to the new elementary school at the Key site are coming from ASFS and ASFS’s accreditation is likely to follow https://schoolquality.virginia.gov/
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School	2020 Boundary Process Details for the elementary schools not in this boundary process
Abingdon	<ul style="list-style-type: none"> • Sept. 30, 2020 Enrollment: Total 727 including K-5 = 696, 31 PreK • No boundary change • A boundary adjustment will be required in the next 1-2 years; waiting will allow us to get a more reliable estimate of Drew’s enrollment, and available capacity for additional students, and to consider how FY2022 CIP addresses seat needs for the western end of Columbia Pike. • The Annual Update will include steps that APS use to manage enrollment for one or two years through the use of relocatable classrooms, program moves, and or targeted transfers for some schools and will determine whether to undertake an additional elementary school boundary process within the next two years. • 2019-20 PreK-5 Capacity Utilization 103% • Estimated 2021-22 PreK-5 Capacity Utilization 123% (including 4 existing relocatables 110%) <ul style="list-style-type: none"> – K-5 = 115% (including 4 existing relocatables 102%) • Estimated 2023-24 PreK-5 Capacity Utilization 130% (including 4 existing relocatables 116%) <ul style="list-style-type: none"> – K-5 = 122% (including 4 existing relocatables 109%) • Site cannot accommodate more than current 4 relocatables • Free/Reduced Lunch Rate using 2019-20 enrollment likely to remain constant at 43% since no boundary change • There are no multifamily housing developments scheduled to open in this boundary through 2024 • Boundary contains entire walk zone • Why no boundary changes in the 2020 process: <ul style="list-style-type: none"> – north to Barcroft and Carlin Springs? Not enough permanent capacity, would further necessitate relocatables and would increase the F/RL rate at both schools – to Randolph? Not enough permanent capacity, would necessitate additional relocatables at these sites

	<ul style="list-style-type: none"> - to Oakridge? Not enough permanent capacity, would necessitate additional relocatables at these sites - to Drew – Drew was filled from the north in the 2018 boundary process. Projections estimate enrollment growing within existing boundary. 2019-20 enrollment was lower than expected as families took advantage of grandfathering for grade 5 students and their concurrently enrolled siblings. <p>Note: Please refer to the Drew information to better understand our concerns about Drew’s capacity.</p>
Alice West Fleet	<ul style="list-style-type: none"> • Sept. 30, 2020 Enrollment: Total 618 including K-5 = 568, 50 PreK • No boundary change • 2019-20 PreK-5 Capacity Utilization 85% • Estimated 2021-22 PreK-5 Capacity Utilization 88% (no space for relocatables) • Estimated 2023-24- PreK-5 Capacity Utilization 82% • Free/Reduced Lunch Rate using 2019-20 enrollment likely to remain constant at 29% since no boundary change • There is multifamily housing development scheduled to open in this boundary through 2024 (2023, High Rise, Market: Name n/a) • Enrollment is manageable and projections show slight decline over next three years • New school open in 2019 with boundaries decided in Dec. 2018 • Boundary contains entire walk zone • In 2021-22 this may serve as a potential site for additional PreK programs • Why no boundary change? <ul style="list-style-type: none"> - north of route 50 – surplus of capacity in N. Arlington, deficit in S. Arlington - Drew? In 2018, the SB adopted boundaries moving PU in Columbia Heights to Drew, we are not moving students a second time - Barcroft? It would increase the F/RL rate at Barcroft, picking up a large number of single-family homes, school is having a calendar change - Estimated enrollment may not reflect potential changes in Ft. Myer CDC enrollment. <ul style="list-style-type: none"> ▪ Ft Myer CDC will likely be able to serve more military families who cannot live on base, and many live in apartments near Fleet, so we expect the numbers from the base could remain the same, while serving more military families
Barcroft	<ul style="list-style-type: none"> • Sept. 30, 2020 Enrollment: Total 423 including K-5 = 385, 38 PreK • No boundary change • The Barcroft calendar will align with move to the APS calendar for 2021-22 <ul style="list-style-type: none"> - New students will no longer be able to transfer to Randolph - Current transfers to Randolph may return when transportation ends - This change was not known in time to be accounted for in the planning unit projections • The Annual Update will include steps that APS use to manage enrollment for one or two years through the use of relocatable classrooms, program moves, and or targeted transfers for some schools and will determine whether to undertake an additional elementary school boundary process within the next two years. • 2019-20 PreK-5 Capacity Utilization 97% (including 8 existing relocatables 70%) • Estimated 2021-22 PreK-5 Capacity Utilization 118% (including 8 existing relocatables 85%) • Estimated 2023-24-PreK-5 Capacity Utilization 124% (including 8 existing relocatables 89%) • Free/Reduced Lunch Rate using 2019-20 enrollment likely to remain constant at 60%

	<ul style="list-style-type: none"> • Enrollment expected to remain manageable with use of current 8 relocatables • Requires moving out Even Start (currently occupying 4 relocatables) • There are no multifamily housing developments scheduled to open in this boundary through 2024 • Boundary contains entire walk zone • Will need a boundary change in the near future to manage enrollment without use of relocatables • Why no boundary change now? <ul style="list-style-type: none"> – Similar to rationale to Abingdon, the proximate schools (Barrett, Carlin Springs, Randolph, Abingdon) do not have permanent capacity to accommodate – Adding planning units to Fleet, which has some capacity for additional students, would decrease diversity at Barcroft
Barrett	<ul style="list-style-type: none"> • Sept. 30, 2020 Enrollment: Total 526 including K-5 = 477, 49 PreK • No boundary change • 2019-20 PreK-5 Capacity Utilization 98% (including 4 existing relocatables 85%) • Estimated 2021-22 PreK-5 Capacity Utilization 104% (including 4 existing relocatables 91%) • Estimated 2023-24 PreK-5 Capacity Utilization 104% (including 4 existing relocatables 90%) • Free/Reduced Lunch Rate using 2019-20 enrollment likely to remain constant at 60% • There are multifamily housing developments scheduled to open in this boundary through 2024 (2023 High Rise, Market: Harris Teeter and American Service Center) • Enrollment is manageable with current relocatables and use of optional classrooms (4) • May reassign 1 PreK Montessori as part of centralization of satellite's and providing some capacity relief • Given number of PreK classes (6) and K-5 countywide special education programs (4), greater capacity relief is likely needed than indicated above as we move forward in the future with room use model for capacity • Boundary contains entire walk zone
Carlin Springs	<ul style="list-style-type: none"> • Sept. 30, 2020 Enrollment: Total 584 including K-5 = 505, 79 PreK • No boundary change • The Annual Update will include steps that APS use to manage enrollment for one or two years through the use of relocatable classrooms, program moves, and or targeted transfers for some schools and will determine whether to undertake an additional elementary school boundary process within the next two years. • 2019-20 Capacity Utilization 110% (including 4 existing relocatables 96%) • Estimated 2021-22 PreK-5 Capacity Utilization 121% (including 4 existing relocatables 105%) • Estimated 2023-24 PreK-5 Capacity Utilization 120% (including 4 existing relocatables 104%) • Free/Reduced Lunch Rate using 2019-20 enrollment likely to remain constant at 83% • There are no multifamily housing developments scheduled to open in this boundary through 2024 • Enrollment in 2021-22 will be managed by current relocatables and potentially 2 additional relocatables (Site can accommodate 6 additional relocatables on top of existing 4) • Majority of students will continue to ride bus, while boundary contains entire walk zone (smallest neighborhood elementary school walk zone, less than 5% of enrollment)

	<ul style="list-style-type: none"> • A boundary change will be required in the next 2 or 3 years • Why no boundary change now? <ul style="list-style-type: none"> – Similar to rationale to other elementary schools in South Arlington, the proximate schools (Barrett, Barcroft, Abingdon) do not have permanent capacity to accommodate – With adjusted focus of boundary process, Ashlawn no longer has permanent capacity to accommodate students to the south.
Discovery	<ul style="list-style-type: none"> • Sept. 30, 2020 Enrollment: Total 531 including K-5 = 508, 23 PreK • No boundary change • 2019-20 PreK-5 Capacity Utilization 93% • Estimated 2021-22 PreK-5 Capacity Utilization 94% (no space for relocatables) • Estimated 2023-24 PreK-5 Capacity Utilization 87% • There are no multifamily housing developments scheduled to open in this boundary through 2024 • Free/Reduced Lunch Rate using 2019-20 enrollment likely to remain constant at 3% • Boundary continues to contain entire walk zone • Discovery is one of 5 schools north of Lee Highway, where there is excess capacity, and it may be considered in planning for the IPP and the CIP • needs to be considered as the IPP and CIP recommends a solution to provide capacity on the western end of Columbia Pike, by relocating an option school north of Lee Highway
Dr. Charles R. Drew	<ul style="list-style-type: none"> • Sept. 30, 2020 Enrollment: Total 428 including K-5 = 375, 53 PreK • No boundary change • A boundary adjustment will be required in the next 1-2 years; waiting will allow us to get a more reliable estimate of Drew’s enrollment, and available capacity for additional students. • The Annual Update will include steps that APS use to manage enrollment for one or two years through the use of relocatable classrooms, program moves, and or targeted transfers for some schools and will determine whether to undertake an additional elementary school boundary process within the next two years. • 2019-20 PreK-5 Capacity Utilization 65% • Estimated 2021-22 PreK-5 Capacity Utilization 88% • Estimated 2023-24 PreK-5 Capacity Utilization 95% • Free/Reduced Lunch Rate using 2019-20 enrollment likely to remain constant at 63% • There are multifamily housing developments scheduled to open in this boundary through 2024 (2021 Garden Market: Axumite Village, 2022, High Rise, Market: 2400 Columbia Pike, 2023, Garden, Market (name n/a)) • There are currently 9 PreK classes and 2 K-5 countywide special education classes. These classes require use of 11 classrooms or about 1/3 of Drew’s total classrooms. • *The permanent capacity shown in 2020 capacity utilization charts do not match our evaluation capacity using classrooms. This will be reviewed before the Annual Update takes shape • Boundary contains entire walk zone • Why no boundary change <ul style="list-style-type: none"> – Projections estimate enrollment will grow and require relocatables.

	<ul style="list-style-type: none"> - Proximate schools have no permanent capacity to accommodate additional students from Drew, all are using relocatables to manage enrollment as well. - Several planning units were reassigned in 2018 and we will not move again two years later - Growth reflects students moving from the previous boundary changes now that grandfathering has ended - Questions about current transfers out of Drew returning - New housing planned in the area. <ul style="list-style-type: none"> • As part of annual update in December, we will consider offering transfers with transportation from neighboring Abingdon, as we monitor enrollment at both schools
Hoffman-Boston	<ul style="list-style-type: none"> • Sept. 30, 2020 Enrollment: Total 490 including K-5 = 434, 56 PreK • No boundary change • The Annual Update will include steps that APS use to manage enrollment for one or two years through the use of relocatable classrooms, program moves, and or targeted transfers for some schools and will determine whether to undertake an additional elementary school boundary process within the next two years. • 2019-20 PreK-5 Capacity Utilization 91% • Estimated 2021-22 PreK-5 Capacity Utilization 107% (no existing relocatables) • Estimated 2023-24 PreK-5 Capacity Utilization 111% (no existing relocatables) • Free/Reduced Lunch Rate using 2019-20 enrollment likely to remain constant at 45% • Enrollment in 2021-22 will need to be managed by new relocatables (appx. 3-4) and use of 3 optional classrooms. Site can accommodate up to 6 relocatables. • There are multifamily housing developments scheduled to open in this boundary through 2024 (2020, High Rise, Mixed: Pentagon Centre PDSP & Final Site Plan, Phase IB, 2022, High Rise, Market: Pentagon Centre PDSP & Final Site Plan - Phase IA, 2024, High Rise, Market: Name n/a) • Boundary contains entire walk zone • May need a boundary change in the next year or two • The County Manager identified Aurora Highlands/Virginia Highlands as a possible future school site (5 to 10 year range) <ul style="list-style-type: none"> - The Supt. will communicate our need for this site to the County Manager in an upcoming meeting. - Our request is also being raised in the Pentagon City Planning Study, and we'll begin to map this into the CIP and AFSAP
Jamestown	<ul style="list-style-type: none"> • Sept. 30, 2020 Enrollment: Total 524 including K-5 = 477, 47 PreK • No boundary change • 2019-20 PreK-5 Capacity Utilization 103% • Estimated 2021-22 PreK-5 Capacity Utilization 97% (no existing relocatables) • Estimated 2023-24 PreK-5 Capacity Utilization 87% • Projections show declining enrollment • There are no multifamily housing developments scheduled to open in this boundary through 2024 • Free/Reduced Lunch Rate using 2019-20 enrollment likely to remain constant at 2% • Boundary continues to contain entire walk zone

	<ul style="list-style-type: none"> Jamestown needs to be considered as the IPP and CIP recommends a solution to provide capacity on the western end of Columbia Pike, by relocating an option school north of Lee Highway Jamestown is one of 5 schools north of Lee Highway, where there is excess capacity, and it may be considered in planning for the IPP and the CIP
Nottingham	<ul style="list-style-type: none"> Sept. 30, 2020 Enrollment: Total 433 including K-5 = 418, 15 PreK No boundary change 2019-20 PreK-5 Capacity Utilization 95% (using 5 existing relocatables 77%) Estimated 2021-22 PreK-5 Capacity Utilization 91% (using 5 existing relocatables 73%) Estimated 2023-24 PreK-5- Capacity Utilization 80% (using 5 existing relocatables 65%) There are no multifamily housing developments scheduled to open in this boundary through 2024 Free/Reduced Lunch Rate using 2019-20 enrollment likely to remain constant at 3% Boundary continues to contain entire walk zone Nottingham needs to be considered as the IPP and CIP recommends a solution to provide capacity on the western end of Columbia Pike, by relocating an option school north of Lee Highway Jamestown is one of 5 schools north of Lee Highway, where there is excess capacity, and it may be considered in planning for the IPP and the CIP
Oakridge	<ul style="list-style-type: none"> Sept. 30, 2012 Enrollment: Total 564 including K-5 = 530, 34 PreK No boundary change The Annual Update will include steps that APS use to manage enrollment for one or two years through the use of relocatable classrooms, program moves, and or targeted transfers for some schools and will determine whether to undertake an additional elementary school boundary process within the next two years. 2019-20 PreK-5 Capacity Utilization 92% (using 8 existing relocatables 72%) Estimated 2021-22 PreK-5 Capacity Utilization 117% (using 8 existing relocatables 91%) Estimated 2023-24 PreK-5 Capacity Utilization 121% (using 8 existing relocatables 94%) Free/Reduced Lunch Rate using 2019-20 enrollment likely to remain constant at 22% <ul style="list-style-type: none"> Free/Reduced Lunch Rate likely to increase this year (2021-22) with estimated 88 students from the APEX (Berkley) development, committed affordable housing (CAF) There are multifamily housing developments scheduled to open in this boundary through 2024 (2020, High Rise, Market: Potomac Yard - Land Bay D - West (Brittany West), 2020, High Rise, Market: Potomac Yard - Land Bay D-East (Brittany East), 2020, High Rise, CAF: The Berkeley (Apex), 2023, High Rise, Market: Crystal City Plan J1, 2023, High Rise, Market: Crystal Houses III, 2024, High Rise, Market: Name n/a) The Berkeley (Apex) is committed affordable housing (CAFs) and likely to increase the school's F/RL rate once open. (see following point below) In January 2020, we learned that the first APEX building opened and students enrolled at Oakridge. The county's housing data had the APEX completion date, a year later. Two additional teachers were provided to Oakridge through contingency since an estimate predicted almost 90 elementary students from the Committed Affordable Housing property Enrollment in 2021-22 will need to be managed by use of 6 of the current 8 relocatables and use of 5 optional classrooms.

	<ul style="list-style-type: none"> • See the note under Hoffman-Boston regarding Aurora Highlands/Virginia Highlands. • Boundary contains entire walk zone • Boundary change will be required in the next year or two so that enrollment can be managed within permanent capacity
Randolph	<ul style="list-style-type: none"> • Sept. 30, 2020 Enrollment: Total 443 including K-5 = 409, 34 PreK • No boundary change • 2019-20 Capacity Utilization 95% (using 2 existing relocatables 87%) • Estimated 2021-22 PreK-5 Capacity Utilization 97% (using 2 existing relocatables 89%) • Estimated 2023-24 PreK-5 Capacity Utilization 98% (using 2 relocatables 90%) • Enrollment will be managed with existing permanent capacity and use of 4 optional classrooms • There are no multifamily housing developments scheduled to open in this boundary through 2024 • Free/Reduced Lunch Rate using 2019-20 enrollment likely to remain constant at 72% • Boundary contains entire walk zone
ATS at the McKinley Site Option School	<ul style="list-style-type: none"> • Sept. 30, 2020 Enrollment: Total 618 including K-5 = 583, 35 PreK • Not subject to boundary change • Moving to McKinley site in summer 2021 • The Annual Update will include a plan to manage enrollment as the school moves into a bigger facility • Waitlist of more than 600 students across all grades (2019-20) • 2019-20 PreK-5 Capacity Utilization 127% at ATS site (using 8 existing relocatables 90%) • 2021-22 PreK-5 Capacity Utilization at McKinley Site 87% (using 6 existing relocatables 72%) • 2023-24 PreK-5 Capacity Utilization at McKinley Site 86% (using 6 existing relocatables 71%) • 2019-20 Free/Reduced Lunch Rate is 26%31% • Students in the two PreK VPI classes have priority to continue at the school before other students are accepted in the lottery • Transportation available for all students who reside outside the walk zone • When operations return to normal, the School Board may consider renaming some schools, including ATS
Campbell EL Option School	<ul style="list-style-type: none"> • Sept. 30, 2020 Enrollment: Total 420 including K-5 = 385, 35 PreK • Not subject to boundary change • Campbell needs to be considered as the IPP and CIP recommends a solution to meet the capacity needs on the western end of Columbia Pike • The Annual Update will include a plan to manage enrollment • Waitlist of more than 250 students across all grades (2019-20) • 2019-20 PreK-5 Capacity Utilization 103% (using 3 existing relocatables 89%) • 2021-22 PreK-5 Capacity Utilization 106% (using 3 existing relocatables 92%) • 2023-24 PreK-5 Capacity Utilization 109% (using 3 existing relocatables 95%) • 2019-20 Free/Reduced Lunch Rate is 50% • Students in the two PreK VPI classes have priority to continue at the school before other students are accepted in the lottery

	<ul style="list-style-type: none"> • Transportation available for all students who reside outside the walk zone
Claremont Immersion Option School	<ul style="list-style-type: none"> • Sept. 30, 2020 Enrollment: Total 733 including K-5 = 702, 31 PreK • The Annual Update will include a plan to manage enrollment and new feeders to the two immersion schools <ul style="list-style-type: none"> – Current feeders are based on neighborhood school boundaries. – New elementary boundaries will be adopted on Dec. 3. – Information will be provided in time to prepare for Kindergarten Information Night, January 2021 • Claremont needs to be considered as the IPP and CIP recommends a solution to meet the capacity needs on the western end of Columbia Pike • Waitlist of more than 150 students across all grades (2019-20), 2 identify as Spanish speakers • 2019-20 PreK-5 Capacity Utilization 124% (using 7 existing relocatables 97%) • 2021-22 PreK-5 Capacity Utilization 123% (using 7 existing relocatables 96%) • 2023-24 PreK-5 Capacity Utilization 125% (using 7 existing relocatables 98%) • 2019-20 Free/Reduced Lunch Rate is 29% • Students in the two PreK VPI classes have priority to continue at the school before other students are accepted in the lottery • Transportation available for all students in the feeder zone who reside outside the walk zone
Key Immersion at the ATS Site Option School	<ul style="list-style-type: none"> • Sept. 30, 2020 Enrollment: Total 699 including K-5 = 670, 29 PreK • Moving to ATS site in summer 2021 • The Annual Update will include a plan to manage enrollment in a smaller facility and new feeders to the two immersion schools <ul style="list-style-type: none"> – Current feeders are based on neighborhood school boundaries. – New elementary boundaries will be adopted on Dec. 3. – Information will be provided in time to prepare for Kindergarten Information Night, January 2021 • Waitlist of more than 70 students across most grades (2019-20), 0 identify as Spanish speakers • 2019-20 PreK-5 Capacity Utilization at Key Site 108% (using 4 existing relocatables 95%) • 2021-22 PreK-5 Capacity Utilization at ATS Site 157% (using 8 existing relocatables 111%) • 2023-24 PreK-5 Capacity Utilization at ATS Site 150% (using 8 existing relocatables 106%) • 2019-20 Free/Reduced Lunch Rate is 37% • Students in the two PreK VPI classes have priority to continue at the school before other students are accepted in the lottery • When operations return to normal, the School Board may consider renaming some schools, including Key Immersion
Montessori Option School	<ul style="list-style-type: none"> • Sept. 30, 2020 Enrollment: Total 460 including K-5 = 385, 75 PreK • Not subject to boundary change • Steps are underway to add another class for 2021-22, based on the proposal presented to the SB in the Dec. 2017 Montessori Visioning Process • The Annual Update will include a plan to manage enrollment • Waitlist of more than 500 students across all grades (2019-20) • 2019-20 PreK-5 Capacity Utilization 98% • 2021-22 PreK-5 Capacity Utilization 109% adding one more class as previously planned

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| <ul style="list-style-type: none">• 2023-24 PreK-5 Capacity Utilization 109%• 2019-20 Free/Reduced Lunch Rate is 27%• Montessori PreK classes have priority to continue at the school before other students are accepted in the lottery• Transportation available for all students who reside outside the walk zone |
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DRAFT

Notes

Current boundary process compared to recent boundary processes

- Past boundary processes did not make boundary changes with relocatables.
- Relocatables already exist at some schools and were accounted for.
- Relocatables cannot be used at our new schools building.
- The facilities optimization report will update the “preferred maximum number of relocatables” which considers the programming of common space and helps us identify the “manageable levels.” The report was delayed due to the pandemic, and we expect to get the revised “preferred max” in Sept. or Oct.

Key Immersion Students Returning to Neighborhood School

Unlike neighborhood school students, students attending Key and ATS may choose to attend their neighborhood school when the option school moves to less convenient location. ATS was always a countywide program without a neighborhood preference pulls from across Arlington and has a waitlist at all grade levels, and it never had a neighborhood preference. The concern applies to Immersion where students entering after Grade 1 must be proficient in Spanish.

The 2017 adoption of J- 5.3.31, Option and Transfer Policy, students in the former Key/ASFS boundaries could attend either school. All preferences went away beginning for the 2018-19 school year as new students enrolled in APS. The new neighborhood elementary school at the Key site and ASFS are likely to be impacted by neighborhood families that choose not to move with the immersion program to its new location. Estimates are based on:

- Families of students in grades 1 and 2 during the 2019-20 school year, enrolled in the immersion when Planning and Evaluation was proposing the SWAP and later school moves. This information was communicated to families applying to Key Immersion, ensuring they were aware of the change and likely to remain as the program moved.
- This potentials shift was shared with families as they applied. Student enrolled in grades 4 and 5 (grade 2 and 3 in 2019-20)
- Applying the proposed boundary for the 2020 boundary process
- An assumption that up to two thirds of the eligible students in grades 4 and 5 could choose their neighborhood school 2021-22

	Enrolled at Key, Sept. 30, 2019							May remain	Two Thirds
	Total	By Grade							
2019-20 Grade		1*	2*	3	4	5			
2021-22 Grade	2	3	4	5	MS	MS			
Resides in proposed attendance zone for									
ASFS	67	17	16	21	13	11	15	34	23
New ES at Key	81	21	18	22	20	15	20	42	28

*Families of studnets in grades 1 and 2 enrolled in immersion when the SWAP and later school moves were in the works. This potentials shift was shared with families as they applied.

FAQs on Oct. 17, 2020 at 10:45 a.m.

INITIAL PROPOSAL

1. Where can I find detailed information about the proposal?

The initial boundary proposal is available at www.apsva.us/engage/fall2020elementaryboundaries/#ESProposal and the data is available at [Initial Boundary Proposal-Data Table – 10.5.2020 . Summary of Initial Boundary Proposal – Draft 1- 10.5.2020 \(www.apsva.us/wp-content/uploads/2020/10/Summary-of-Initial-Boundary-Proposal-Draft-1-10.5.2020.pdf\)](http://www.apsva.us/wp-content/uploads/2020/10/Summary-of-Initial-Boundary-Proposal-Draft-1-10.5.2020.pdf) is a new resource for the Fall 2020 Elementary Boundary process. It includes an overall summary of the initial boundary proposal, followed by details used for each elementary school. Note, neighborhood and options schools are all included because making decisions about one school impacts all others. Details will be added to this document during the boundary process and changes will be noted.

2. How many boundary proposals will there be in this process and how will community input be used? (Added 10/13/20)

Staff posted the initial boundary proposal on Oct. 5, 2020. Community input is being gathered in various ways and will be reviewed before the Oct. 29 School Board Work Session. At this session, staff will share the input and key themes that have emerged and will seek direction from the School Board to incorporate changes into the Superintendent's Recommended Elementary School Boundaries, which will be presented to the School Board on Nov. 5. Refinements may be made to the initial boundary proposal according to School Board direction.

3. Now that APS has a budget deficit, why not redirect funds being used to complete the New ES at Reed or the kitchen renovations for school moves to other things like PPE or teacher salaries? (Added 10/5/20)

There are two primary budgets for Arlington Public Schools (APS). One is the School Board's Adopted Budget, also known as the operating budget, which provides for the day-to-day operations and maintenance of our schools, personnel, and programs. The second is the Capital Improvement Plan (CIP) budget, which addresses facility needs, including major infrastructure projects (including HVAC, roofing, and utility improvements) and major construction projects (including new buildings, additions and renovations). Regardless of the category, all CIP projects have a useful life of 20 years or more. Most CIP projects are funded by general obligation bonds, but they may also be funded with supplemental funding or current revenues set aside in the Capital Reserve, which are one-time funds and not a continuing source of revenue.

The current budget deficit of between \$19.1 and \$26.2 million is in the operating budget, not the CIP. The FY 2021 CIP was approved by the School Board in June 2020 and uses a combination of general obligation bonds and Capital Reserve to fund the projects. Funds from general obligation bonds and certain capital reserve funds (those from bond premiums and excess bond funding for projects that came in under budget) can only be used for capital projects. They cannot be used to mitigate operating budget deficits. This is why the projects funded both in the current CIP (including the kitchen renovations and building refreshes for school moves) and in prior CIPs do not need to be halted.

The FY 2021 CIP uses \$9.9 million from the Capital Reserve to provide funding to certain projects, including the new elementary school at the Reed site as well as building refreshes and kitchen renovations at Arlington Traditional School, Key School, and McKinley School. While it might be possible to use some funds from the Capital Reserve (those not legally required to be used for capital projects) to help close the current shortfall in the operating budget, because these funds are only available to be used one time, this would result in an even greater shortfall in the next budget cycle. In addition, using the Capital Reserve funds for operating costs would leave fewer funds available to complete much-needed renovation projects at schools.

With our school division's focus on the whole child, APS has sought to provide access to food for all students, but a staff analysis determined that this is not possible with all of our school kitchens. Staff from the Dept. of Facilities and Operations worked with the Office of Food and Nutrition Services to assess the status and function of all APS elementary school kitchens. A decision was made several years ago to shift from preparing food at a central kitchen to, instead, preparing food at each school, which has greatly improved the quality of meals.

In planning for the priority capital investment needs for APS infrastructure, staff identified the elementary schools most in need of kitchen renovations. These capital improvements would create additional space for food storage and preparation and add common space for more effectively managing lunch lines, serving food, and seating more students during the typical three lunch cycles. With an expanded kitchen and choice, more students would opt to eat school-prepared lunches, reducing the concern that many students who bring food are not storing their lunches properly. APS requested funding in the FY 2021 CIP for three kitchen renovations at the ATS, Key and McKinley sites as part of the approved School Moves, as well as funding over the next three years for renovations on four additional kitchens.

- More information about the FY 2021 APS FY 2021 operating budget available at www.apsva.us/wp-content/uploads/2020/05/Adoption-of-the-School-Boards-FY-2021-Budget-Presentation-for-May-7-2020.pdf
- More information about the FY 2021 CIP available at www.apsva.us/wp-content/uploads/2020/10/CIP_Report_Complete.pdf
- More information about kitchen renovations available at www.apsva.us/engage/cip/cip-frequently-asked-questions

PROCESS

1. Why did you limit this boundary process and what schools are involved? (Added 10/5/20)

We are limiting the scope of this boundary process due to the COVID-19 pandemic and the strain it has placed on our school community. During this challenging time, the focus for the Fall 2020 Elementary Boundary process is on making those boundary changes required to use our new school facilities opening in Fall 2021 at the Reed and Key sites and bring enrollment to manageable levels. Using a narrow scope in this boundary process means making boundary adjustments for only seven elementary schools and creating an attendance zone for the new elementary school at the Key site. The boundary proposal minimizes student reassignments in a way that keeps more students together. The only boundary adjustments made in this process will be those needed due to opening of a new school, need for adjusted neighborhood attendance zones for ASFS and McKinley at the Reed site, and the need to bring enrollment to more manageable levels. With boundary adjustments only at seven elementary schools, APS is managing enrollment in other ways:

- Continuing to use relocatable classrooms for some schools
- Moving, or postponing moves, of some PreK and countywide special education classes
- Continuing long-term planning for elementary school enrollment, especially on the western end of Columbia Pike, as we develop the FY 2022 Multiyear Capital Improvement Plan that the School Board will adopt this year
- Preparing for another boundary process within the next two years

2. If you say this process was undertaken to balance capacity and enrollment, can you tell us how you plan to achieve balance without being willing to redraw boundaries across the entire county? (Added 10/13/20)

Staff has not stated that this process was undertaken to achieve balance between capacity and enrollment. Our objectives in this boundary process are to develop attendance zones for our new school facilities opening in Fall 2021 at the Key and Reed sites and bring enrollment to manageable levels at our elementary schools. This process seeks to manage enrollment as part of a long-term process to address the imbalance across the county between where elementary school students live and where APS has neighborhood school capacity. The narrow scope in this boundary process means that adjustments are being made in a way that keeps as many students together as possible and, in most cases, in closer proximity to their neighborhood school so that more students can walk to school or have shorter bus ride distances. For schools that are not part of this boundary process and remain over capacity, enrollment is and will be managed through the use of relocatable classrooms, program moves, and possibly via targeted transfers for some schools. This information will be documented in the Annual Update and likely communicated by February 2021.

3. How will you address overcrowding in the schools not included in this boundary process? (Added 10/8/20)

The boundary process has been narrowed in scope because of current circumstances. For schools that are not part of this boundary process, APS will manage enrollment for 1-2 years through the use of relocatable classrooms, program moves, and/or targeted transfers for some schools, and will determine whether to undertake an additional elementary school boundary process within the next two years. Details will be provided in the [Annual Update](#) (anticipated Feb. 2021.) A decision about the next boundary process will be informed by the FY 2022 CIP and a return to normal operations.

4. Will APS commit that the affected PU's in this process will not be part of the next boundary process? (Added 10/8/20)

If APS conducts an elementary school boundary process within the next two years, then the Planning Units reassigned during this process will not be reassigned in the next boundary process

5. What is the plan for transfer students when the new boundaries take effect in Fall 2021? (Added 10/13/20)

Staff recommends that students who are transfers in a school during 2020-21 must attend their assigned neighborhood school starting in Fall 2021 or reapply for a transfer. In past boundary processes, transfer students were not addressed, and they remained at the school while students residing in the boundary were reassigned. The [Options and Transfers Policy \(J-5.3.31\)](#) states the School Board may change

decisions about transfers as part of a boundary change adoption. Provisions are being explored to allow students with instructional needs and their siblings to continue with the transfer. Clear language will be included in the Superintendents Proposed Boundaries on Nov. 5.

6. Will you go into more detail about the idea of targeted transfers? Will they be targeted to help provide more socioeconomic integration? (Added 10/13/20)

For students who attend specific neighborhood elementary schools that have capacity utilization that is not manageable, APS may be able to offer targeted transfers that would allow some students to transfer to a (nearby) school that has capacity. The number of seats available will vary across schools and grades. In considering transfers, APS will prioritize administrative transfers in grades where there are lower class sizes and will ensure that enrollment does not exceed teacher staffing for 2021-22. Targeted transfers will be announced starting January 2021 to the schools that will have this opportunity available to them.

7. Will grandfathering be considered for 2021-22? (Added 10/8/20)

Staff is proposing no grandfathering in the 2020 Boundary Process. In past processes, staff has recommended various approaches to grandfathering, and the approach has differed according to circumstances in each process. Since grandfathering any students can impact capacity, the decision to do so in this process may require additional boundary adjustments and/or additional relocatable classrooms at a given site.

Another concern is transportation costs and equity. Past transportation decisions made by the School Board to reduce the impact of boundary changes on families have increased the costs of transportation, reduced system efficiency, and made it harder to get students to school on time:

- Grandfathering with transportation provided would require two routes to be provided for students from the same planning unit for at least one year: one for students to the newly assigned school and one for the original school.
- In previous processes, siblings have, in some circumstances, been allowed to stay for longer than a year at the original school with transportation provided, which has further intensified the demands on transportation and capacity
- Bus fleet and driver and attendant position increases to serve additional grandfathering and transfer routes are unlikely to be possible in the FY 22 budget.
- Offering grandfathering without transportation provides opportunities to some students and not others.

8. If my child is being placed in an overcapacity school will they be given preference when applying to an option program as a means of helping alleviate capacity issues? (Added 10/13/20)

[School Board policy on Options and Transfers](#) does not include preferences for specific students to enroll in an option school. All admissions to option schools are via [the lottery process](#).

9. Can families opt out of the boundary change and instead provide their student with their own transportation? Will there be an appeal process? (Added 10/13/20)

Families cannot opt out of a boundary process and there is no appeal process established to address boundary adjustments. When a Planning Unit is reassigned to another neighborhood school, then that school becomes the assigned neighborhood school for all students residing in that Planning Unit.

10. How will specific populations—in particular, students in the VPI program and students enrolled in countywide special needs programs—be affected in your limited-scope boundary scenario? Which programs will be moved, and to where? (Added 10/13/20)

Now that the focus of the boundary process is limited, some of the PreK and program adjustments planned for 2021-22 will be delayed, while some existing programs will move to make space available for Grade K-5 classes until the next elementary school boundary process. Once the School Board adopts boundaries on Dec. 3, P&E will do the following to determine the space available in schools:

- Rerun the projections with the new boundaries
- Share with principals and departments the following:
 - Enrollment projections using new boundaries
 - Where APS has existing capacity and needs to create capacity
 -

The Annual Update will include the specific space available in all schools and the Department of Teaching and Learning will help determine any movement of programs needed to accommodate Grades K-5 enrollment. Impacted families would be notified of the decision starting in Jan. 2021. All changes will be documented in the [Annual Update](#) and the allocations will be part of the Spring Update to projections for 2021-22.

11. Because Key immersion is moving closer to Claremont, will this boundary process include new feeders for the immersion schools, and when will the decision be made? (Added 10/8/20)

A new immersion feeder structure will be created for Key and Claremont before Kindergarten Information Night in Jan. 2021. There is likely to be some realignment to the feeder structure since Key Immersion will move to the ATS site, which is located within the area currently zoned for Claremont Immersion. As the feeder structure is changed, information will be shared with families. The [Annual Update](#) (anticipated Feb. 2021) will document the work on the immersion feeder structure, capacity for Key Immersion at the APS site, and the plan for managing enrollment at the two schools for 2021-22.

12. Will schools be renamed during this process? (Added 10/13/20)

There will be a naming process that will begin in January for the new neighborhood elementary school at the Key site. After APS returns to normal operations, the School Board may consider renaming for the other schools involved in the school moves process, including Arlington Traditional, Key, McKinley, and Arlington Science Focus School.

13. Are you reconsidering community maps submitted during the school moves process? (Added 10/13/20)

No. The School Board adopted the school moves in February 2020 and this process takes that into account in focusing on school boundaries for the 2021-22 school year. The initial boundary proposal published on Oct. 5 provides a starting point, and revisions will be made as part of the Superintendent's recommendation for elementary school boundaries.

DATA

1. What data was used to develop the proposal? (Added 10/5/20)

In Spring 2020, APS invited community members to review data that will be used in the Fall 2020 Elementary School Boundary Process. This review of data by Planning Unit—the geographic building blocks APS uses to establish school attendance zones— will help ensure that the final data reflects what you know about your neighborhood, is accurate, complete and ready for use in adjusting boundaries across neighborhood elementary schools this fall. Detailed information about that process is available at www.apsva.us/engage/data-review-for-fall-2020-boundary-process

2. Will you share information about the racial/ethnic composition of the schools involved in the boundary change process? (Added 10/8/20)

With this boundary proposal, APS is providing demographic summary information that includes the proportion of students receiving Free or Reduced Cost Lunch (F&RL). The F&RL rate is a consideration used for developing the boundary proposal, however, race and ethnicity cannot be used when developing boundary proposals. The racial/ethnic data is provided in the planning unit level data but is not used as a consideration for developing boundaries. APS shared this same data in the 2018 Elementary School Boundary process.

3. Will you share a table of the data of the school capacity utilization as a result of these proposed boundary changes? (Added 10/13/20)

Yes. You can find this data at www.apsva.us/engage/fall2020elementaryboundaries under [Initial Boundary Proposal- Data Table – 10.5.2020](#).

4. How does the initial boundary proposal address overcapacity at Ashlawn, Glebe, ASFS, and the new elementary schools at the Key and Reed sites, as well as under capacity at Tuckahoe? (Added 10/13/20)

The initial boundary proposal provides a starting point, and revisions will be made to the Superintendent's recommendation for boundaries. In the initial proposal, relocatables were used to extend the capacity for some schools that are having boundary adjustments. At the October 29 Work Session, staff will suggest some planning unit reassignments that will bring enrollment levels closer to the building capacity.

Relocatables will still be a tool used to manage capacity.

In the engagement process, the community has raised concerns about building capacity utilization as shown in the Oct. 5 initial boundary proposal. We appreciate this input and are compiling stakeholder feedback in considering refinements for the School Board to discuss at the Oct. 29 Work Session that will provide direction for the Superintendent's recommendation on November 5.

6. In the initial boundary proposal, why is Tuckahoe severely under capacity with the removal of three PUs and Ashlawn overcrowded with the move of McKinley PUs to Ashlawn? Couldn't Tuckahoe stay as it is and more PUs be moved from McKinley to Reed? (Added 10/13/20)

The initial boundary proposal provides a starting point, and revisions will be made to the Superintendent's recommendation for boundaries. In the initial proposal, relocatables were used to extend the capacity for schools that are having boundary adjustments. At the October 29 Work Session, staff will suggest some PU reassignments that will bring enrollment levels closer to the building capacity.

In every boundary process, APS hears from families that they consider walkability to a neighborhood school a priority. The new school at Reed has a large number of students residing in its walk zone, and in this proposal, the only Tuckahoe PUs proposed for reassignment to the school at Reed are those within its walk zone.

Some McKinley PU's assigned to Ashlawn and Glebe was due to capacity constraints at the Reed site, which has no space for relocatables if enrollment exceeds capacity. We appreciate this input and are compiling stakeholder feedback in considering refinements for the School Board to discuss at the Oct. 29 Work Session that will provide direction for the Superintendent's recommendation on November 5.

Engagement

1. How can the community participate in the community engagement process?

Elementary school planning for 2021-22 has been a multi-year process and the community has provided input throughout each phase. Phase 1 concluded with the adoption of school moves in February 2020. The decision to move three schools helps address the imbalance across the county between where students live and where APS has neighborhood elementary school seats available. More information about school moves are available at www.apsva.us/engage/planning-for-2020-elementary-school-boundary-process.

Phase 2, the Planning Unit (PU) Data Review, took place in Spring 2020. This was a new phase that replaces the "Getting Started" portion of an APS boundary process. This new phase separated the data review from boundary adjustments to allow more time for community to review data and staff to use community input to make any needed revisions to data before boundary adjustments. During the Planning Unit Data Review, staff gathered input from the community about their neighborhoods. After reviewing community input from the virtual meetings, questionnaire responses and Engage email, staff applied a methodology approach for kindergarten projections, extended projections to include one additional year to 2024, and worked with Arlington County staff to review and verify questions and make some adjustments to data on housing developments. The final outcome is Planning Unit data that is accurate, complete, and ready for use in adjusting boundaries across neighborhood elementary schools this fall. More information about the PU data review is available at www.apsva.us/engage/data-review-for-

[fall-2020-boundary-process](#) We recognize that the pandemic has put a strain on families. We are moving forward with this process as we must continue to manage our growing enrollment.

Phase 3, the Fall 2020 Elementary Boundary process, focuses on making those boundary changes required to use our new school facilities opening in Fall 2021 at the Reed and Key sites and bring enrollment to manageable levels while minimizing student reassignments to keep more students together. Information about the community engagement opportunities is available at www.apsva.us/engage/fall2020elementaryboundaries/#ESCommunityEngagement. We understand that during this time, families need multiple opportunities and formats to get information and share their input. Our engagement is aligned with recommendations the CCPTA provided last year.

- Information is being shared with all stakeholders in a countywide manner and allows for participation at any point in the process.
- The data review was separated from the boundary adjustment process, which allowed more time for the community to review data, and staff more time to make revisions based on community input.
- We're sharing information with Elementary School PTAs, School Ambassadors and other APS Advisory Groups to share with their constituencies.
- Information will be available in five languages and families will have the ability to share their input with staff in these languages.
- A handout in five languages will be distributed at the APS meal distribution sites.
- A phone line will allow people to share input in Amharic, Arabic, Mongolian and Spanish.
- Input will also be gathered through several virtual community meetings, an online questionnaire and the Engage email address. Two virtual community meetings will have simultaneous interpretation in four languages.

Summaries for the Engagement process can be found here: [Boundaries Handouts: English](#) | [Amharic](#) | [Arabic](#) | [Mongolian](#) | [Spanish](#)
Community Input
[CCPTA Letter, Aug. 2020](#) | [APS Response to CCPTA Letter](#)