

Emails to Engage regarding the Fall 2020 Elementary School Boundary Process

108 emails were received between September 3 and October 26, 2020

EMAILS

Because it's what we do as a community all the time anyway, zoning us as walkers to the new McKinley at Reed site would be very doable and a welcomed choice for 14030!

4th graders routine walk to Westover

Good afternoon,

I'm writing in response to the recently released proposal for elementary school boundary adjustments. I wanted to say thank you to Superintendent Durian, APS staff, and the school board for listening to our concerns through this process.

Specifically, as someone who lives in PU 14020 and is part of the Madison Manor neighborhood, my family and many of my neighbors were concerned about not moving with the McKinley family to Reed. I appreciate your consideration in this matter and keeping our kids together with their peers through this process. Change is never easy, and I know this is an extremely difficult process -- at the same time, this proposal helps mitigate the loss of our neighborhood school, provides more continuity and stability, and ultimately eases the loss of McKinley for our children.

Team,

I hope you and your families are staying safe and sane during this strangest of years. I participated in last night's virtual community meeting to talk through the proposed elementary boundary process, and really appreciate the time you put into sharing your thinking. There are a few points I wanted to raise to be sure they are considered by your team as the process moves along. By way of context, I am mom to a [REDACTED] grader and a [REDACTED] grader. I live in PU 14010, with McKinley literally in my backyard; the playground and parking lot are my view as I'm typing this, from my COVID work-from-home location on my back deck. As I have more time to spend with the data and the various considerations I'm seeing raised, I'm sure I'll be back in your inboxes. But here are a few to start with.

(1) I implore you, PLEASE keep 14010 as you have it planned now, going to the McKinley at Reed site.

I can only imagine the lobbying you are hearing directly from families in planning units that are not happy with your plans, and I fear that those who are "happy" will be the quietest in the chaos. I saw in the Facebook Live comments last night and from the previous recorded meeting, that some of those unhappy with the plan are actively gunning for 14010 to move to Tuckahoe to free up space for their own PU at Reed. So let me state clearly: 14010 should absolutely be going to Reed. This is the planning unit of families like mine for whom McKinley is literally our backyard. We even share mosquitoes. This is the planning unit of kids who watched the heavy equipment trucks daily from our kitchen windows and back decks during the recent renovations, and were woken up many early mornings by construction sounds that were making our McKinley better for our kids. It was particularly tough for our kids to know they were losing their neighborhood school through the school moves process, because they look at it, every single day. The one silver lining through all of it from conversations with APS was the reminder they kept giving us that most of the school community will stay together, and be together in a brand new building that is also in the neighborhood. Westover is part of the fabric of this neighborhood just like McKinley is. Our kids walk to the ice cream shop and the library all the time. The school isn't the building - it's the people. And for this group of kids who identify so strongly with their McKinley, that meant something. So again, I implore you, to hold to that key message you've carried throughout this process, and let these McKinley "backyarders" stay with their McKinley community as it moves to the Reed site. Especially now, during such a terrible time of loss and instability for them from COVID.

(2) 14010 should be considered as walkable for the McKinley at Reed walk zone always, and especially during this COVID period.

This is a great discussion I'd had late last year/beginning of 2020, with Kristen Haldeman and Reid Goldstein at one of the community meetings (in person, remember those!) at Swanson. At issue is the 66

overpass on Ohio Drive/McKinley Road, that our neighborhood uses to get to Westover. This is an extremely safe route, with wide sidewalks, high fencing, and bike lanes. Kids walk it every day to school; kindergarteners walk it annually for a field trip to the Westover area; and on Bike and Walk to School Day, busses let our McKinley kids off on the far side of that overpass. From my house to Westover library, is .6 miles. During a time when parents are choosing to reduce exposure to others to the greatest extent possible - and APS is struggling to make bussing work around the need for distancing (and budgeting) - it makes a ton of sense to expand this walk zone. I know you're not looking to change traditional walk zones during boundary changes, but certainly this COVID window is an exceptional moment. Even thinking of this as a pilot could be a way to go.

(3) We should prioritize keeping school communities together coming off this strange year - and just this once, that means keeping the Tuckahoe planning unit kids, proposed to move to Reed, with their community at Tuckahoe.

I know, they are now walkable to Reed. So this sounds counterintuitive. But thinking about what is best for the kids right now, staying with the teachers, counselors and staff who know them already is top of the list. The teachers and staff who are doing everything in their power right now (heroically!) to keep those relationships strong through the challenges of virtual learning and distance are best positioned to support them coming off of this time with so much stress and anxiety and trauma. Keeping these Tuckahoe students with those educators and those classmates and the fabric of that larger community, should be paramount. Walkability to Reed is a convenience for those parents, for sure, but it tears apart the fabric of that school community and puts those kids into entirely unknown teachers and classmates. I'm watching my 6th grader face this now, being in a new building, and knowing no teachers. It's hard. Add to that, that is a school under capacity, and projected to shrink. It doesn't make sense to shuffle those kids away. In the later, comprehensive boundary adjustment, let's add that walkability back into the mix certainly. But in this moment, when keeping kids together serves higher purposes, this seems like a smart, compassionate move.

Those are the top 3 on my mind. Again, I'm sure I'll be back with more thoughts. But in the meantime, thank you for the work you are doing. Looking forward to staying engaged.

Dr. Duran,

We haven't met yet, so this is a belated welcome to APS during this strangest of years. I'm an APS parent with [REDACTED] at McKinley and a [REDACTED] at Swanson (and a proud product of public schools in St. Louis, from a family dripping with public school teachers and administrators). It has been heartening to see during your tenure so far your willingness to engage with our families and communities and to be flexible in your planning to account for each new challenge in this ever-evolving transition from what we were before March 2020 to whatever we will become after.

What's on my mind today is the elementary schools boundary process. I'm writing to strongly urge you to maintain the flexible and thoughtful approach you've demonstrated so far and apply it to the boundary process -- by holding off on a boundary adjustment until after the pandemic when it can be comprehensive and well-informed. The COVID unknowns loom large: Will the enrollment drop we've seen this year maintain for a few years? How will the COVID economic realities impact capital planning for schools in terms of budget available? Will the need for distancing persist into the next school year for the purposes of instruction and transportation? When will vaccinations be available and at a community saturation point that we can fill our classrooms again? APS unknowns also loom large, but the district's own planning documents point to some knowns -- one jumping out significantly right now is the bold-text statement that one of the schools involved in this proposed boundary process, Tuckahoe, is a front-runner to become an options school location imminently because of its location and declining enrollment projections.

Practically speaking, it would be a smart move to let some of these COVID and APS factors settle -- to have more anchor truths that can drive decision-making -- and then engage in a comprehensive boundary process all at once. I understand pressure might be felt to move forward with a pre-pandemic timeline. To that, I say we've all learned the very hard lesson this year that -- in these unprecedented times -- we have to adjust our plans and expectations with reality. Entire industries have collapsed this year. Beloved institutions have had to go dark in the name of safety. We've said goodbye to and buried loved ones over Zoom. A boundary change process, thank goodness, is something that can be delayed and handled a new way, and actually create a more positive outcome because of it.

Another spot of good news is that a delay such as I'm suggesting benefits our students, as well. Which we can all agree is truly the most important thing. In a year of so much loss for them -- from interactions with teachers and friends, to a sense of safety and normalcy, and in the most heartbreaking cases, the loss of loved ones -- we should do everything in our power to give them ALL back that sense of community

and connection. Our teachers and counselors and administrators are going above and beyond every single day to try and engage our kids and nurture the relationships they had from years together in the "before times," to be sustained in these current times. Because they know our kids personally, and their needs, and their histories and anxieties, they have been positioned as best as possible to help them through the strain and pressure of this pandemic. They desperately need to be able to have that consistency of care as this pandemic continues and as they start to transition back into now-strange environments. We have it in our power as a school system -- and you have it in your power as a leader of that school system -- to provide that comforting fabric of community as we plan for the next school year.

I have more specific feedback from looking at the data related to boundaries, which I'll direct to the relevant staff members, but wanted to share this high-level perspective with you. I implore you -- please let these kids return to the school communities they left on March 13, 2020, blissfully unaware about what they were about to lose. Keep our McKinley community together. Keep these other school communities together as well. Thoughtful, comprehensive, districtwide adjustments will be needed in the years to come, to be sure. And I fully support transparent, data-driven approaches to doing so. Let's just do that on the best possible timeline for our students.

Thank you, Dr. Duran.

Is it absolutely necessary that you execute all of the moves affecting Ashlawn, McKinley, Tuckahoe and Glebe for next fall? If we are adjusting boundaries to have half of these schools which result in over capacity next fall, why not leave the school populations as is (minus the planning units that naturally move from Ashlawn to ASFS) and adjust those schools when you do the large boundary planning for Fall 2022 or later. You will have better data as it relates to families leaving APS and families relocating out of Arlington County (many companies have flexed telework and I know of several families that have left and aren't coming back). With Tuckahoe and MCK under enrolled and Ashlawn and Glebe overenrolled, it would seem that keeping all schools together as is (after they get through the pandemic) would be a much better path for students' emotional and mental health. Then let families and children adjust and then make all of the necessary changes (with the right data) the following year.

Please:

1. Leave Tuckahoe as is
2. Leave McKinley as is
3. Leave Ashlawn as is
4. Leave Glebe as is

Yes - you will have families that go to Tuckahoe that could walk to Reed. But they are already a part of the Tuckahoe school family and if keeping as many kids together as possible is the top goal then it only makes sense to do that.

Please consider moving the Pre-K/VPI program to an area with a higher FARMS rate (and not at MCK) where it can be closer to the community that it serves more. Perhaps put it at Ashlawn b/c it will have the space when the PUs move to ASFS?

School Board Members, Dr. Duran, Ms Stengle and APS Staff -

To say I am disappointed with APS and the proposed boundary would be an understatement. Our time in elementary school (and that of all students in planning unit 14030) since 2014 has included:

* A school under construction with limited outdoor play area and kids cramped in classrooms * A school post construction that was overcrowded b/c of data errors on Lisa Stengle's team that resulted in MCK being over capacity and at least one school that it pulled from being under. * A school that continued to be overcrowded for the next few years * A school that is being physically moved from its current brand new building to another brand new building and is being setup there to be at 87% capacity next fall and 80% capacity by 2023 (yet PUs that are moving out of MCK are going to schools that are going to be over

capacity)

Meanwhile, my planning unit 14030, is being moved to Ashlawn where that school (a fantastic school so no complaints about moving to that school although it would be nice to stay with the community that we have known since 2014 but ce la vie) is being set up to be at 114% capacity (including relocatables) in the fall and 108% capacity in 2024. This school has a higher FARMS rate so it seems that setting up VPI/Preschool programming at that school and setting up Reed to be at a higher capacity utilization for K-5 would make more sense for all involved. And where are you accounting for all the kindergarteners who were either red-shirted or did Kindergarten at an in-person location? And how about all of the families who pulled their kids who won't be coming back to APS. In addition, the county didn't act on purchasing the Rouse property at the corner of Willson and McKinley Blvd and it has been acquired by a developer that will more than likely be constructing houses (and many of them) in planning unit 14030.

What about the northern schools? Why is Tuckahoe so low at 71%? I understand you are thinking about moving a choice program there? How about we push choice schools to the bottom of the priority list and make sure we have neighborhood schools that fit all the students you are zoning them too. Better yet, can we just put ATS at Tuckahoe? What's the difference ATS at Tuckahoe and either Campbell or Claremont at Tuckahoe? That didn't seem to make sense last year when you put up the McKinley move but now all of a sudden it does?

I have never been more frustrated or just out right confused at APS right now. Not to mention this doesn't lay good ground work for middle school and high school alignment.

Grateful for all of your service to the school community but begging for you to look at this again.

Lisa, Jonathan & Gladis -

I was unable to join the virtual office hours so I will include my questions and feedback below. The thoughts and questions below are mine. My Planning unit (14030) will be following up with something more formal and signed by members of the PU.

Thank you very much in advance for your responses to the below.

1. Is there an open to listen from APS Staff, Dr. Duran and/or the school board to **hold off** on the entire boundary process until we are on the other side of the pandemic? I realize there is debate over numbers, but there is a human and mental health element involved here that is harder than a usual boundary process.
2. Will **current extended walk zones for COVID** be under consideration for these proposals, as we imagine that we will still be following social distancing in the fall of 2021. I ask b/c my planning unit 14030 is across from McKinley. McKinley had its COVID extended walk zone updated to include planning units right across from Reed (14041/14042). If the opposite were true and an extended walk zone had to be created for Reed for social distancing, I believe our PU would be designated as such and would help to alleviate the transportation burden involved with social distancing. We also believe we should be considered a walk zone but I know your office does not make those decisions. I did think it was worth bringing up as something to consider.
3. **Balancing capacity** - I assume you are working on that as the current proposed boundary map is just that - the first round proposal. Using data available on the engage site as part of the process, a neighbor helped me create the 3 attached maps as well as a data table that supports each map. I am hopeful that this will help you in the work you are doing to balance capacity in the final map proposed. Note that the data table includes all schools - I just hid the rows of all schools not involved in this process.

The data table includes data for the current proposal as well as the following:

Map #1 - More Balanced Capacity - create more balanced capacity across the 8 schools involved in the process and account for 6 Required Boundary Considerations (Efficient, Proximity, Stability, Alignment, Demographics, Contiguity)

Map #2 - Keep More of McKinley Together - even more important in the midst of a pandemic

Map #3 - Still move forward but limit the scope to affect less families/students - I believe the Superintendent's statement said: He wanted to narrow the scope of the process to minimize the number of students reassigned to another school and keep more students together as much as possible

Just looking strictly at data with an eye on balancing capacity, **Map #1 (More Balanced Capacity)** has only 1 school above 100% K-5 and leaves space for PreK/VPI in 6 of the 8 schools included in the boundary process and moves less Planning Units than in the original proposal

Thank you very much for your attention to this. I will forward along to Dr. Duran and the school board as well. I would love your feedback on what I have provided if you have a chance.

APS Staff and School Board -

Thank you all for your service to our school system. I hope this email finds you and your families healthy during such a difficult time.

I understand that the boundary process will continue. I am concerned for the school communities (teachers, students and families) that will be affected by this. However, I understand that this is all part of a long term process and buildings will be completed and ready for occupancy. I also appreciate the pressure felt at the crowded schools in the county and the relief that they desperately need. When looking at the possible scenarios, I ask that you really and truly consider the human element in this situation, more than you ever have before. When the decision was made to move ATS into the McKinley building it was really hard for us and for so many of our neighbors. The sense of community, walking your kids to school everyday - lost in a blink b/c of option schools. We got over it, moved on and got back to our everyday lives....and then that lasted for about a month. The pandemic hit and our kids who were going to get one last year at McKinley with their friends, their teachers, the appropriate transition to possibly a new school was completely taken away (and I don't see many of them getting back to the building this year in the way they are accustomed to, if at all). What type of "outside of the box" scenarios can your teams create for this very "outside of the box" time in public education. A few of my thoughts below (I don't assume you haven't thought of these options - if you have GREAT!):

1. New boundaries could be created for the schools affected by the Reed site (assume that list to possibly include McK @ Reed, Tuckahoe, Ashlawn, Glebe?). However, allow all kids to continue at the school they are attending now (2020-2021) for the 2021-2022 school year despite boundary changes (essentially grandfather in all current K-4th grade). Families that want to opt to attend the new boundary school can exercise that choice as well. All new APS registrations (K and other new students - including those that left and then want to come back and those new to APS) would attend the school in the new boundary (except existing families that now have a Kindergartner). That way, those that want to stay with the community that they know can do so post pandemic. Is this perfect, absolutely not, is it the right thing to do for kids and families - in my opinion, yes. All families new to APS plus all kindergartners would attend the school they are zoned for. All current K-4th grade students would have the option to attend the school they are currently attending.
2. If the goal is to keep as many kids together, it will make it so much harder for the 50-75 or so kids that are spread across other schools to get the correct capacity at Reed. Why not break McKinley in half - wouldn't that make the transition easier on all families rather than shifting the stress to a small/minority portion of the community? Imagine being the handful of families and kids who are left out of the move to Reed after a global pandemic, a most absolutely challenging year virtually and now you can't even finally see those friends in class every day that you were missing so much? And the teachers! We are creating new and unique relationships with our teachers - and then to never get to see them. That is truly a shame.
3. Ignore walk zones - if a planning unit currently at Tuckahoe happens to be in a Reed walk zone leave that planning unit at Tuckahoe. That can be adjusted in a few years. If we are truly trying to keep communities together that is what should be done.

The bottom line is "keeping as many kids together as possible" isn't good enough for what these kids (and families) have been going through. Please consider the mental and emotional health of the youngest learners in our school system - the K-4th graders in our elementary schools. Our beloved neighborhood school closing and relocating outside of our neighborhood is very hard - through a pandemic, separation from friends and families, not being able to see your teachers, your former teachers and your beloved administration. Creating further stress and separation is just too much for the youngest learners.

I don't envy your position in having to make these decisions - I just ask for you to consider the human element here even more than you have before. Thanks again for your service to our school system.

Where can the links be found to the meetings

Knowing planning units we move now can't be moved again in 2 years, without knowing the APS big picture plans for the next round of boundary adjustments in the coming years it is hard to know what makes the most sense holistically for the county. Can APS provide any further thoughts or future plans?

Thank you!

Hi, can you explain more about the idea of targeted transfers and examples of how and where that might work?

Thank you!

Hi Lisa, hope you are doing well despite ALL the things going on right now! :) I'm the PTA President at Ashlawn again this year and was wondering if we could talk sometime this week or next about the Ashlawn boundaries. Our community is happy we mostly stick together, but a little confused that we aren't getting much relief from overcrowding. Before too many floodgates open I was hoping to pick your brain. Let me know if you have a few minutes to chat.

Dear Superintendent Duran and Engage Staff,

We are writing to submit comments on the proposed elementary boundary plan. We live in Madison Manor (Planning Unit 14020) and have a third grader at McKinley Elementary School, as well as a sixth grader and eighth grader at Swanson Middle School, who also attended McKinley. We have therefore been through numerous boundary changes and have seen the collective impact of these changes on our community. Appropriately recognizing the financial, emotional, and physical effects of the pandemic on the children and families of our county, APS has stated that one of its new goals with this latest boundary process is to minimize the impact on as many children and families as possible and make additional changes in several years. If that's the case, there are several alternatives that would better achieve this goal than APS's initial proposal:

1. **Move either Key or ATS to the Reed site, and leave McKinley and its boundaries intact.** While the community planning process for the Reed site had advocated for a neighborhood school, that was based on the presumption that McKinley would also remain a neighborhood school, and Reed would therefore alleviate the overcrowding which McKinley has endured since 2016. The fact that there can't be trailers at the Reed site -- unlike at McKinley -- means that APS is now effectively reducing (instead of growing or keeping constant) the number of neighborhood seats in the central part of the county, in order to better balance enrollment in the Rosslyn/Ballston corridor. If there is only going to be one neighborhood school in this area (contrary to the intentions around the original planning of the Reed site), it makes sense that the neighborhood school be at the current McKinley site, which has the ability to respond to enrollment fluctuations. This would also result in no current McKinley students having to leave our school community during the pandemic, furthering one of APS's stated goals.
2. **Move McKinley Mostly As Is to the Reed Site.** Again, this would minimize the number of students that would have to leave our school community during the pandemic. Because of the restrictions on trailers at the Reed site, it's possible that not every McKinley planning unit could be accommodated at the new school. If that's the case, it would make the most sense to move the planning units within Ashlawn's walk zone to Ashlawn, as none of the other McKinley planning units are within the walk zones of another neighborhood school. If APS is really planning to do a more comprehensive boundary planning process in one or two years, this would maintain the status quo for a larger number of students and reduce the risk that planning units would be moved twice in a short time.

Both of these alternatives would more effectively utilize existing capacity at Tuckahoe and not overburden Glebe or Ashlawn as much as the current proposal. We recognize that neither of them would maximize the walkability around the Reed site; however, as this pandemic has clearly demonstrated, we often have to make tradeoffs between competing goals and desires, and at this point in time, stability is

simply more important than walkability. There should be little net impact in the number of buses needed as compared to the status quo. If APS does undertake another boundary process in one or two years, it could at that time maximize walkability at Reed.

On a more personal note, if APS is not going to adopt either of these alternatives and instead move ahead with its current plan with minimal changes, we implore you to keep the Madison Manor planning units 14010 and 14020 zoned to the McKinley at Reed site, as originally proposed. We are very concerned that in response to arguments made by other planning units, the new (and basically final) map will move our units to Tuckahoe, and our community will not have had sufficient opportunity to weigh in on this change. While capacity may exist for additional planning units at Tuckahoe, there are numerous reasons to keep the Madison Manor planning units at McKinley at Reed instead: (1) if APS is actually considering placing an option school at Tuckahoe in a few years, our units would have to move again; (2) the Reed site is much closer than Tuckahoe (0.7 miles vs. 1.7 miles from our house); and (3) our planning units are zoned for Swanson, so there is more continuity with the McKinley at Reed site than with Tuckahoe, where many planning units go on to Williamsburg.

A more emotional reason is that we are losing our beloved school building, which has been a valued part of the Madison Manor community since the 1950s, for the greater good of the county, and keeping our children with the majority of their friends ♦ instead of sending only these two units to a different school ♦ would help to soften the blow of this loss. While this rationale is not based in hard numbers or distances, it is important to our community nonetheless

Thank you for the opportunity to provide feedback on the elementary boundary proposal, and for your service to our community.

Dear APS:

We are the parents of a current ASFS kindergarten student, as well as two younger children who will enter kindergarten in 2023 and 2025. We appreciate your willingness to consider community input identifying any needed refinements to the staff's boundary proposal at the planning unit level.

We are writing to request that our planning unit in Lyon Village (24031) be included within the ASFS boundary in order to ensure that our children attend school with the rest of their Lyon Village community and alleviate capacity issues at the proposed Key school.

Please refer to the attachment for further details regarding our requested refinement, including an analysis of the related considerations referenced in APS Policy B-2.1 Boundaries.

We are happy to make ourselves available at any time to discuss any questions you may have regarding our requested refinement to the proposed ASFS and Key boundaries.

Hi Lisa and Gladis,

I was looking at some capacity data, and found a discrepancy between the capacity with relocatables listed in the [2020 Superintendent's Update](#) and that listed in the [Initial Boundary Proposal Data Table - 10.5.20](#) for Abdingon, Ashlawn, Barcroft, Barrett, Campbell, Carlin Springs and Randolph.

I assume that the second document has updated numbers, but I wanted to make sure you were aware of the discrepancy.

Please let me know if you have any questions.

Hi Lisa and Gladis,

Digging into the data a bit more, I have some more questions:

1. The boundary proposal describes what I'll call a "transfer unwind": students that are not attending their neighborhood school because of a transfer will have to attend their neighborhood school in 2021-22 unless they successfully apply for a new transfer or meet the "instructional needs" standard. Which all transfer students would the unwind apply to: Those who attend neighborhood schools whose boundaries are changing? Those who attend neighborhood schools whose boundaries aren't changing? Those who attend option schools? Those who attend Key/Claremont (whose boundaries will change)?
2. According to the [2020 Superintendent's Update](#) states there were 1,012 PreK seats in APS in 2019. According to the [Initial Boundary Proposal Data Table - 10.5.20](#), there were only 986 PreK seats in APS in 2019. Which is correct?
3. The [Initial Boundary Proposal Data Table - 10.5.20](#) lists Key Immersion at the ATS site as having 32 PreK seats in 2021-2022, and the New School at the Key Site as also having 32 PreK seats in 2021-2022. I wanted to confirm that this is correct - 32 PreK seats BOTH at Key Immersion and at the New School.
4. In the "[Phase 2 Data](#)", do the approach 2 projections assume the transfer unwind for any or all schools?
5. I tried to reconcile the projections for option schools between the [2020 Superintendent's Update](#) and the [Initial Boundary Proposal Data Table - 10.5.20](#), and I can't figure out why the swings that I'm seeing. For example, I can't figure out why the projection for ATS goes down significantly (even though ATS is moving to a bigger building) and the projection for Key Immersion goes up (even though Key Immersion is moving to a smaller building). It would be helpful to explain where these swings are coming from.

	2019 from Data Table	2020 from Annual Report	2021 from Data Table
ATS (option)	589	621	594
Campbell (option)	447	460	464
Claremont (option)	741	754	734
Key (option)	708	715	732
Montessori Public School (Option)	452	487	480

Thanks for all of your hard work on this. I'm happy to discuss, if that's easier.

Dear APS staff and Board Members:

I am unclear on how APS' current strategy of using relocatables addresses overcrowding or overuse of shared/common spaces at schools (e.g., cafeteria, library, gym). As of the first Engage session the planning

department said that they were looking at these factors, but it's not clear to me that common space is being taken into account at all. Can APS furnish information on common space capacity by ES?

I lack confidence in the ability of the current proposed changes to address capacity issues over the long term. The proposed plan seems to make things less balanced, and APS has not provided any compelling information -- beyond the standard "we'll fix it in the next boundary process" -- that these moves are a step in the right direction. APS staff have made scattered remarks about future plans that seem to exist (e.g., building on west end of Columbia Pike, moving option program north of Rt 29), and APS says they want input on future limited boundary changes. However, without understanding the longer-term vision or plans for program moves or construction/expansion, it's impossible to see how these changes make sense. I urge APS to communicate more transparently about what options are on the table for future changes.

Based on anecdotal feedback from current option programs, I don't have confidence that moving option programs is an effective means to address capacity issues in areas experiencing high growth. Does APS have survey data, for example, to contradict this?

Hello!

Our community has the following questions about the ongoing Elementary School Boundary Adjustment Process. Please provide answers at your earliest convenience. Thank you so much!

1. How do you plan to mitigate pandemic-related health risks at schools that, under the proposed boundary plan, will be severely over-capacity, including Glebe Elementary?

- Please share relevant details of ventilation systems, air transfer rates, and number of openable windows in relocatables that will be used to manage excess capacity.
- Please share relevant details about common areas that all students will access at similar times, including cafeteria, hallways, bathrooms, entrances and exits, lobbies/foyers, and stairways. How do you plan to allow for sufficient social distancing and hygienic cleaning in these areas with a larger volume of students utilizing them each day?
- Please share how many classrooms in the school have windows that can open?
- Please share relevant details about the school's HVAC system and air transfer capacity, and any plans for upgrading that capacity to ensure indoor air is as safe as possible during the pandemic.

2. How does APS specifically plan to support kids being moved to new schools in this boundary process if we remain in a virtual school or hybrid model next year, which would deny or severely limit those kids' ability to integrate into their new school community, exacerbating their isolation during an already stressful time?

3. Why is APS not adjusting its near-term boundary proposal based on realistic pandemic-related enrollment estimates that reflect families switching from APS to private schools or home schooling, and the number of students likely to elect virtual/hybrid learning rather than full-time, in-person learning next year? Please note, this question is not about the viability of long-term projections and the ultimate disposition of planning units in the upcoming comprehensive boundary process in 1-2 years. This question is specifically about why APS is not considering lower enrollment numbers over the next 1-2 years in order to either pause this piecemeal process for a better outcome in the future or to keep even more students together with their current school communities.

4. If a planning unit is assigned under the proposed boundary adjustment to attend an over capacity school, could families instead elect to attend a nearby under-capacity school instead?

5. If transportation costs are the primary obstacle to APS allowing grandfathering of current students (especially 4th graders) from planning units assigned to new schools in the proposed boundary adjustment to their current schools, has the county considered creative approaches to mitigating those costs? This could make grandfathering possible, keeping more of our communities together and providing stability to 4th graders who are otherwise being asked to join a new school community for only one year at a highly unstable time. Potential creative approaches could include:

- Assign grandfathered students to the nearest bus stop to their homes that is located in a neighboring planning unit still assigned to their original (current) school. Based on the maps, for most kids this would be a matter of only a few blocks walk from their homes. This would reduce the need for duplicate bus routes through PUs assigned to new schools to only those handful of units too far from their original schools to walk to neighboring units' bus stops.
- Examine whether option school bus routes—which already encompass the breadth of the county—could be leveraged to transport grandfathered students to their original schools. This approach might add stops to existing option school bus routes, but limit the need for adding new/duplicative bus routes to accommodate every PU with grandfathered students.

6. Is there currently a plan to place pre-K classes at Reed? Are those classes reflected in the capacity numbers APS is using to inform this boundary change process? Would moving those classes to another under-capacity school create additional capacity at Reed for keeping existing McKinley Planning Units assigned to other schools under the proposed boundary adjustment together with their peers at Reed?

Superintendent Durán and Arlington County School Board:

We appreciate the opportunity to engage with APS during the elementary school boundary change process for the 2021-2022 school year. We agree with APS's goal to minimize disruptions to students and to provide children with stability and a contiguous community. The current pandemic has created a challenging environment that complicates the decision making process with excessive amounts of strain and stress on our students and families. The situation amplifies the need for success of your stated goal, and we believe the current proposal creates additional hurdles, uncertainty, and challenges for our children to overcome.

We request that the 16050 planning unit be assigned to Tuckahoe. In the report released with the latest proposal, Tuckahoe will be underutilized at 71% of capacity after reassigning several planning units and other schools, such as Glebe and Ashlawn, will be over 100% capacity. Continuing to include 16050 in Tuckahoe is a natural extension of the boundary currently drafted along North Quantico Street and would be much easier on our children than taking 14020 and 14010 out of McKinley/Reed and further impacting communities that have just lost their neighborhood school.

This current proposal divides our community at Quantico Street, which is not a major road or logical divider for the neighborhood. This divides the children of our neighborhood, who have shared a bus stop for several years, between 2 schools. In this scenario, the students assigned to Tuckahoe will be bused 6/10ths of a mile while the students on the other side of the line will be expected to walk just under 1 mile to school. This causes a major divide in a close knit community, specifically splitting children who live 100 feet apart from each other across schools instead of the same classroom. The children of the 16040 and 16050 should be kept in the same school boundary as a cohesive neighborhood community.

While all of 16050 is technically within the walking zone for Reed, many families with children in younger grades will not be able to walk a mile to school. Over half of our planning unit is more than 1/2 mile away from the school. Many parents in the further part of the planning unit will choose to drive to Reed which, due to its location and parking plan is not set up for easy car drop offs. This will create excessive traffic in the already busy Westover area due to the shops at Westover and the through traffic on Washington Blvd.

Finally, we would like to suggest that with the addition of a newly built school and movement of option schools that time be taken to assess boundaries and develop a comprehensive, long term strategy and plan in full transparency with residents to minimize boundary changes over the next decade and avoid impacts to our students with periodically changing boundary lines. The 16050 planning unit is as close as 0.4 miles from the new Reed school and as far as 0.9 miles in the Northwest corner. It is also close to Tuckahoe with walking distances from 0.5 to 1.1 miles, and Nottingham with walking distances from 0.5 to

0.9 miles. This makes it uniquely positioned between the three schools, and the students of our planning unit may be vulnerable to another shift if the purpose of one of the three schools is changed or enrollment is drastically imbalanced between them.

To preserve our neighborhood community, provide needed stability to our children in this time of upheaval, and best promote the health and safety of our schools, we ask that you assign planning units 16050 to Tuckahoe to meet the shared goals of both APS and our community.

The purpose of this email is to support including Planning Unit 24130 in the new elementary school at Key as proposed in the October 5th Initial Boundary Proposal Map.

We have lived in the Courthouse and Rosslyn neighborhood since our daughters were born, and we are grateful to have built strong relationships with many families in this neighborhood (but different Planning Units) over the years. Covid-19 has created challenges for our children to continue socializing with their friends, but we feel very fortunate to have been able to keep in touch with these neighborhood families.

Our 1st grader is saddened by the news that she will no longer be able to attend her current school Arlington Science Focus (ASFS) next fall. However, she is open to the idea of attending the new school at Key because several of her friends in nearby Planning Units will also be attending the new school at Key.

Not only will keeping Planning Unit 24130 in the boundary for the new school at Key help maintain some of the community that will be moving from ASFS, but this will also provide an option for us to walk to school. I understand increasing walkability is a goal in this boundary process. If Planning Unit 24130 is included in a boundary for another school such as Long Branch, we will no longer be able to walk to school. We anticipate additional transportation challenges for our family and other families in our neighborhood if Planning Unit 24130 is not included in the boundary for the new elementary school at Key.

In summary, **I kindly request for Planning Unit 24130 to remain in the boundary for the new elementary school at Key as proposed in the October 5th Initial Boundary Process.** This will support keeping more of our community that is moving from ASFS together and will provide the walkability we seek for our elementary school. Thank you for your consideration, and please reach out if I can provide further information for this request.

Dear Dr. Duran--

I hope this finds you well mid-way through your first semester at APS. I've appreciated your leadership during this difficult time.

I want to elevate [REDACTED] message from last month, which I've also included below. [REDACTED] is correct that the Board's vote to move Escuela Key to a new campus would turn out very differently under the new board. [REDACTED] is also correct that many alternatives that would achieve APS's goals and yours of keeping communities together. As a parent and professional educator who was deeply engaged in the process, I was disappointed to see how dismissive APS and the Board were of those efforts across multiple parenting communities. I hope that you will consider giving this issue a fresh review, in hopes of finding a collaborative solution that will support all of our communities.

----- Forwarded message -----
Superintendent Duran

I appreciate your weekly message published today. In that message, you stated that:
Given the pandemic and the stress that our community is experiencing at this time, we are moving forward with this boundary process in a way that keeps as many students together as possible.

Before you arrived, APS decided to move the choice programs at ATS and Key to new locations. As a large number of parents attested to during that debate, these moves are expected to tear apart the communities at these schools. The new ATS site at McKinley is not accessible by public transportation. The new Key site at ATS is not walkable for the Spanish-speaking population at Key, who must walk to attend extended day. That location is also not walkable from the Buckingham neighborhood because of the dangerous sidewalks along George Mason.

Under normal circumstances, I understand that respecting decisions made before you arrived would be the prudent course. We are not in normal circumstances.

Not only does the pandemic impose stress on our families, it imposes stress on our budgets - even more stress than APS expected in the summer. By canceling the moves, APS can save the expenses of "refreshing" the 3 buildings.

The pandemic also introduces significant uncertainty into any population forecasting. Many students have left APS to attend schools offering in person options, to home school, or because they've moved away. We don't know who will return. Moving choice schools adds to this uncertainty because we can't rely on historical enrollment patterns to predict which students will choose those schools.

Moreover, the new location for Key is not within Key's current boundary, and APS staff has not answered questions about when Key's new boundaries will be set.

We are also facing an election where voters will choose two of the five APS School Board members. All three of the candidates for the two open seats - as well as one remaining School Board member - oppose moving these schools. Come January, three of the five School Board members will oppose the moves.

I urge you to reconsider moving ATS and Key. Keep school communities together. Save APS resources. Reduce uncertainty in the boundary process. And honor the results of the election.

Thank you for your service.

Like many people, I think you should consider postponing the decision to redo boundaries until the fall of 2021. However, if you insist on moving forward right now, I think you should do a full countywide boundary analysis. One consideration for the use of Reed if you decide to postpone the process, is to use Reed as a kindergarten center. If used in this way, Reed could alleviate overcrowding at schools such as Ashlawn and Glebe and allow the existing boundaries to remain in place at McKinley. please think about this use for the Reed school as an alternative solution.

Dear Board Members, Ms. Stengle, Ms. Bourdouane, and Dr. Durán,

I'm writing to request that the current boundary proposal go through **as outlined, with no further changes** to PU assignments. I know you are all incredibly busy and I have the utmost respect for your time, but I also respectfully request that you read my email in its entirety.

My family lives in Madison Manor (**PU 14020**) and a year ago we learned that we were losing our neighborhood school. (We voiced our concerns and developed alternative solutions which would have kept overall district movement limited, but the final decision still resulted in losing our neighborhood school). We were devastated. We moved to this neighborhood 3 years ago because of McKinley, and we loved the fact that we'd be able to walk to our amazing neighborhood school.

We've been frustrated and disappointed with the process, but when we saw our PU's assignment was to the new McKinley at Reed school, I was so happy! (happy under the assumption that Tuckahoe is likely to become an option school site in a few years, and our family would not have to go through another school move down the road). I was happy with APS.

Then I witnessed the frustrations from our neighboring PUs about their assignments to Ashlawn and Glebe, and saw tension growing between the current McKinley PUs. People have expressed that they feel like we're being pitted against each other, pushing their unfortunate outcome over to those down the road. Now I fear that if they fight to change their assignments, 14020 will have to move to Tuckahoe, only to have to move schools *again* when Tuckahoe becomes an option school site in a few years. Please, *please* don't place 14020 at Tuckahoe if there's *any* chance it won't stay a neighborhood school.

I know you can't please everyone, and I don't know what the right answer is. Maybe reconsidering how option schools look? I absolutely understand why we have option schools. They offer amazing opportunities for many students. But I feel like they're now being prioritized over neighborhood schools, or at least *our* neighborhood schools particularly. When physical space is clearly becoming a larger issue every year, why are option school sites continuously being prioritized over neighborhood ones? I know the growth estimates in the Columbia Pike and Rosslyn-Ballston corridors are huge. I understand they're larger and hitting sooner than our neighborhood's, but I think we also know that the neighborhoods surrounding the EFC Metro are not going to be quiet for very long either (and I wouldn't say they're necessarily quiet now). Why are we losing *any* - let alone *multiple* - neighborhood schools when seats are obviously needed in our area?

To close this email out, I once again kindly request that you please, please place our PU in a school where we will not have to be moved again in a few years. If there is *any* chance Tuckahoe will become an option school site, please do not place 14020 there. We've already just lost our walkable neighborhood school. We have three young children who will all be impacted multiple times if this goes through. And in a time where there is so much instability surrounding us, we beg that you don't create any more.

I want so badly for APS to work out for my children and our family. But if there's any prospect that we'll need to switch schools multiple times while my kids are in elementary school, we are going to have to reconsider our options. I do not want to leave APS, but I also want to be heard, and I want what's best for my children. At this point I truly cannot say that I'm confident APS has their best interest in mind, and it disappoints me.

If you're still reading this, thank you. Thank you for your time and your consideration.

Dear APS board,

We are writing to express disagreement with your plan to move a small cohort of students who were placed in planning unit number 14080 to Glebe School next year. Our daughter is currently in [REDACTED] grade in McKinley and is thriving and are concerned a move to Glebe could set back her progress.

We have four reasons for opposing the move: 1) the greater distance and decreased walkability; 2) the potential to cut off our daughter from friends she has made at McKinley when, as State Department employees, we frequently move; 3) cutting off our small community from the broader one that she is currently connected to through McKinley and the neighborhood geography; 4) and overcrowding in Glebe School.

The walk from our unit to Glebe School requires crossing two dangerous intersections (Washington Blvd and George Mason), is about a 1/3 of a mile longer, and is more onerous in terms of traffic. Reed is an easy 12-minute walk that would require one crossing in an area already served by the Swanson Crossing Guards. We have two daughters who walk to Swanson and could easily pick her up if needed at Reed. We do not want to take a bus to Glebe School when we or our daughters could walk her to Reed.

As a [REDACTED] employee, we have made moves in the past that have cut off friends and schoolmates. We do not want to repeat that process unless absolutely necessary, especially if we have another move in the future. Our daughter has been in McKinley since kindergarten and we prefer she remain with the entire McKinley cohort.

Similarly, the move seems to arbitrarily cut us off from the wider community that we have belonged to since moving back [REDACTED]. We have many friends and our daughter is attached to families that are now slated to go to Reed. We believe that our [REDACTED] would benefit from finishing elementary school with the majority of kids she has known for four years.

We also understand that Glebe will be oversubscribed and require trailers to serve as classrooms. We voted for the funds to construct new schools and do not understand overcrowding Glebe with these students, an experience our daughters had at McKinley during its renovation. We would prefer to go to Reed as we logically expected when construction was approved.

We also send our regards for the excellent work you have done during these difficult times. We really appreciate all that APS is and does for our kids!

Hi,
I understand the boundary process this fall will be less comprehensive than originally planned. Does this mean that Key Immersion (not the new Key neighborhood school) will keep its same boundaries? When will the Key Immersion/Claremont Immersion boundaries be decided?

Dear Superintendent Duran and Arlington School Board Members,

I'm writing on behalf of planning units 14070, 14080 and the surrounding neighborhood that comprise our community in Westover. We are writing because we are concerned with the proposed boundary maps that move our children from McKinley to Glebe in lieu of Reed, the latter of which lies in our community.

Attached is a detailed letter of concern signed by **all** 47 current McKinley families in our planning units as well as 132 families from **both our planning units and other planning units in our community** who all want our children to attend Reed. This is a testament to the strength of the tight-knit community where we live with our friends and neighbors who have been attending school together for 40 years.

We agree with the School Board that any boundary changes should minimize disruptions to students, balance county-wide enrollment, maximize proximity to neighborhood schools and provide stability to our children. Unfortunately, we believe the proposed boundaries do not align with our shared goals, including:

- 1. Less Proximity:** The distance from our planning units to Glebe is roughly 1.5 miles. The distance to Reed is roughly .9 miles. Furthermore, crosswalks and crossing guards have been well established along all routes to Swanson and therefore Reed. Regardless, it is easier and closer for our children to walk or bus to Reed over Glebe.
- 2. Increased Enrollment Imbalance:** Glebe will be grossly over capacity while Reed and Tuckahoe will be under capacity over the next two years. Reed will continue to be under capacity if our children are allowed to attend the most proximate school in their neighborhood.
- 3. Increased Disruption/Increased Isolation:** Roughly 67% or 500 children will transfer to Reed from McKinley. Roughly 20% or 159 children will move to Ashlawn. Yet, our 69 children represent only 11% of the community, and will be sent to Glebe with four lane roads separating them from all other children attending the school.
- 4. Limits Future Flexibility for Future County Alignment:** The School Board will be reviewing alignment for all schools in two years. Under APS policy, planning units moved under this proposal will be ineligible for consideration under APS policy. This will tie the county's hands in relieving over capacity.

Finally, since the boundary shift relies upon completed Reed construction, we would appreciate the School Board disclosing its contingency plan should any delays occur in construction.

We thank you for reviewing our concerns, and we look forward to working with you through this process to ensure our children's education remains a part of our community.

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Finally, since the boundary shift relies upon completed Reed construction, we would appreciate the School Board disclosing its contingency plan should any delays occur in construction.

We thank you for reviewing our concerns, and we look forward to working with you through this process to ensure our children's education remains a part of our community.

I am aware the McKinley PTA is advocating all of McKinley move to Reed leaving out all of the walkable units to Reed and leading to very likely overcrowding of Reed from Day 1. I am writing to voice concerns I see with this approach.

Overcrowding - The PTA letter suggests only kindergartners will return to Reed following the 2020-21 Covid enrollment dip. I don't believe this is a safe or smart bet and their proposal would lead to overcrowding from the first day Reed is open. I also know many families within the McKinley community who are currently slated to go to Reed under the initial boundary proposal do not support this proposal due to the likely overcrowding. The survey referenced in the PTA letter is not representative of the full community's opinions. 72 percent of McKinley families responded to the survey and 41.5 percent of the responses to the survey were from the same three planning units.

Proposal does not consider the youngest learners (K-2) - The PTA suggestion is not the best option for the youngest students who have limited attachment to the McKinley community after the virtual school experience and would be best off landing next year where they will ultimately end up.

Impacts to the Westover Community - The PTA proposal is not the best thing for the overall Westover community and does not honor the commitment made at the time Reed was planned to the broader

community, as it will significantly decrease walkers to Reed and increase bus and other traffic. It is not the best thing for all the young families who live in the walkable Reed zone who would benefit from beginning their elementary school careers at Reed when the building opens, as planned and intended.

Thanks for the opportunity to have input.

Dear Ms. Stengle and Team,

Our home's planning unit is 16090, and as the boundaries exist currently, we are zoned for Glebe Elementary, Swanson, and Yorktown. Our family feels very fortunate to live in a county where all neighborhood schools are among the best in the state, and we are hoping that the Board of Education and Superintendent strongly consider re-zoning our neighborhood school to the new Reed location. We are making this request based on two important factors: children's safety and strengthening neighborhood communities.

As our kids get older and want to bike or walk to school, safety becomes one of our biggest concerns. Our house is located within the current boundary that is considered a bus zone. Our children would have to cross George Mason Blvd without a stop sign, crossing guard, or light to allow them to cross safely if they were to want to bike or scooter to school using the backstreets. This is further complicated and made more dangerous by the construction occurring at Virginia Hospital Center which will continue through 2022, if not longer. The location at Reed presents a much safer alternative for the children in 16090 who wish to walk, bike or scooter by reducing transiting a major road and removing the dangers of being in vicinity of the large construction project.

Our oldest has made some great friends at Glebe in her first year and we have met some wonderful families. In this we have realized that Glebe is not our neighborhood community, as the majority of the students at the school live east of Glebe Road, on the other side of two major roads from our planning unit. The pandemic has further demonstrated this divide as evident that our children have not seen their classmates since March because they do not reside in our natural community. Instead they have furthered their relationships with their friends in neighboring streets, many which surround 16090, yet are destined for Reed whereby we are not. The proposed map that was released earlier this month, clearly and visually represents the removal of this planning unit from our community (reference zones 15010, 15020, 16081, 16080) The current draw has a literal divide between our neighboring zones and streets.

We are saddened that our daughters will lose a majority of their classmates from elementary and middle school to the splitting to W&L and Yorktown in the current status. A shift to Reed for 16090 will allow for children's bonds developed at early ages to be easier maintained as they rise within the school system.

Though these are early years for our daughters, we understand how troubling this must be for families with 4th or 5th grade students at Glebe. The evaluation committee noted a hard stance on no grandfathering and we believe this is too harsh of a policy which is furthering division amongst the county families. There are many examples of counties across the United States transitioning zones as Arlington is doing and successfully allowing for older children to remain at their "old" school. For example, Union County Public Schools in North Carolina just a year ago went through a similar process. In it, they allowed 4th and 5th grade families to choose to remain at their original school with the responsibility of getting to/from school being that of the families choosing to remain at their original school and not moving to the new school. Using examples like this one and others, we believe Arlington could adapt to provide a more positive experience for everyone going through a transition, and this would be a welcomed adjustment for the families in 16090.

There is also concern with the immediate overpopulation of Glebe up to 128% capacity once the new boundaries take effect, as well as Tuckahoe remaining under capacity as other zones within the current Reed draw could very easily shift to Tuckahoe instead to take some of the relief off Glebe and Reed.

We greatly appreciate your taking this into consideration and are available for further dialogue as needed, so please do not hesitate to reach out as this process continues to evolve.

Attached please find a letter from Planning Unit 14090 and affected families that describes the significant concerns of our Planning Unit regarding the Initial Proposal for New Boundaries and suggests a number of alternatives.

We are sharing our input as requested by October 20, 2020 as part of the planning process described here: <https://www.apsva.us/engage/fall2020elementaryboundaries/>

Dear Ms. Stengle:

In preparation for the virtual open staff meeting tonight, attached please find a letter from Planning Unit 14090 describing our concerns with the Phase 3 initial boundary change proposal for elementary school students and several suggested alternatives that would alleviate severe overcrowding at Glebe while preserving APS's walkability goals and space for a choice school in NW Arlington.

Our chief concern is that the proposal causes severe overcrowding at Glebe while nearly 500 empty seats will remain open at Reed, Tuckahoe, Nottingham, Discovery and Jamestown, and the overcrowding estimates in APS data undercount by 260%-300% the number of students who will likely enroll from our Planning Unit alone in the 2021-2 school year (APS estimated that there would be 5 students, and there will be 20 with more on the way in future years).

We look forward to discussing these issues with staff this evening. Please do not hesitate to reach out to me with any questions or comments. We would be grateful for any opportunity to engage with staff.

Good afternoon,

As a parent of a current McKinley student and of two future Reed students (PU 14051) I wanted to write to express my thoughts on the current boundary process.

In addition to my [REDACTED] grader, we have two younger children, including a [REDACTED] who will be in kindergarten in 2022 and a son three years younger. By the time all of my children are out of elementary school, our family will have spent 16 years with a child in an APS elementary school --except for one gap year which is next school year! While the short term does not affect us as much, watching this process is raising my concern for the long term effect on our Westover community.

I understand that a letter was sent to APS and the school board requesting an evaluation of sending all of current McKinley to Reed. I certainly do not want Reed to be at max capacity/potentially overcrowded from the start by sending all of McKinley to Reed now. The PTA letter includes some information about the survey the PTA conducted. They indicate in their letter that they are willing to share the full results upon request, as they only shared a couple of data points to back up their main arguments. I encourage APS to request the full results of that survey.

In evaluating the results of that survey it is important to understand that the bulk of the response came from 2 planning units that are not in the walk zone for Reed.

I am growing concerned that if the Reed boundary expands to include all of current McKinley, we will be stuck with overcrowding at a site that is not as flexible as other nearby school sites. There would also be an increase in bus and car traffic in the village of Westover. Both of these issues were evaluated in the initial process and determined that Reed's boundary should be drawn to reflect as much walk-ability as possible. I encourage the school board to remember that when considering the views of the current McKinley PTA.

Overall, I encourage the school board to look at the results and understand that there is a larger group of families that are happy or feel neutrally about the proposed boundaries as well as a group of families who will have children in the system long past the current students enrolled.

Overall, there needs to be a directional goal of good long-term community planning. I think we all understand that makes for particularly difficult decisions right now and that not everyone will be happy in the end.

Thank you for your consideration

Dear Arlington County Public School Board -

I'm writing as a neighbor in the 14030 Planning Unit of Dominion Hills to request that you reconsider the redistricting of our planning unit to Ashlawn Elementary School and instead move us to McKinley Elementary School at Reed. This neighborhood has been a McKinley Elementary School community since 1951 and would like to continue this relationship. Moving 14030 Planning Unit back to McKinley ES at Reed in effect would be a way to increase your stated goal of keeping as many students together as possible as well as showing some compassion to the residents in this planning unit whom are not only losing their neighborhood school but also losing the walkability to this school (we are all very disappointment that now our only chance for walkability is in the fate of a lottery to a choice school that many neighbors did not previously every consider). I also fear if we are moved to Ashlawn Elementary School that we in future will no longer be districted for Swanson Middle School, further losing walkability to our neighborhood schools. It also appears that Ashlawn Elementary School will open in 2021 way over capacity and this change could be a way to eliminate this problem, again, showing compassion to a neighborhood that already has been at an overcrowded school for many years (and was promised relief with the building of the McKinley Elementary School at Reed). Being shuffled from one overcrowded neighborhood school to the next seems unfair. I believe that the above request is a fair solution to this problem and hope you will sincerely consider this as you vote on the boundary map.

Please let me know if this is even a realistic possibility.

Under the initial APS Elementary Boundary proposal, released Monday October 5, capacity utilization per school varied too much between the 7 schools in this current narrowed process. Going as low ~ 70% and as high as ~ 130% at the 2021-2022 and 2022-2023 projections for individual schools, the large variance in % of capacity utilization between the schools is a big concern to many impacted. Will APS commit to addressing this large variance between the capacity utilization at the schools in this boundary process in the November 6th Superintendent's recommendation to the School Board by adjusting their initial proposal to spread capacity among the schools impacted? Thank you -

This is currently posted in the FAQ on the APS engage page:

Could you please also answer this question for students at a "new" school and what is a "new" school under this process ?

I am hearing that some folks are assuming that Reed is a new school and that there is an agreement that planning units assigned to new schools cannot be moved for 5 years.

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.

Dear Superintendent Duran, Members of the School Board, and APS staff,

I am writing to express my concerns and thoughts regarding the plan for the upcoming boundary process. While I completely agree boundaries need to change and be evaluated, I am concerned with the approach to decrease the scope of the process by only looking at those schools that need to be adjusted as it relates to the opening of the Reed School. There are schools outside of this scope that are in desperate need of relief as well as schools that are under-capacity. It is my opinion that the county should be looked at as a whole and adjustments should be made across the county.

I am writing as a Claremont parent, but also as a community member who has concerns for all of the children in Arlington. I spent my weekend looking at data, especially as it relates to our Spanish speaking communities. I strongly believe that the Spanish Immersion Program provides significant benefits to all of the children in Arlington. I spent my weekend looking at data, especially as it relates to our Spanish speaking communities. I strongly believe that the Spanish Immersion Program provides significant benefits to all children, but for our EL students this model is extremely beneficial. My thought would be to move Claremont to the Carlin Springs location and possibly add the Campbell location as a third immersion site. If you look at the demographics, the majority of Spanish speaking households live in that general

area of the county so you would be setting up the school to more easily include these families in the community building aspect of the school culture, which is so critical. My next thought would be to use those two schools and the new Key site (at the current ATS location) to have immersion school based on level. Maybe Carlin Spring is lower elementary and Key is upper, or if the Campbell site is used maybe VPI and K are there, 1-3 at Carlin Spring and 4-5 at Key. By having the immersion program near each other as well as having all sites in a pretty central part of the county it seems that the program would be strengthened and it would be a more equitable solution.

Busing could work where you have your choice school hubs and since schools are near each other, you could pick up all immersion students at one hub, drop them off at school 1, then school 2, then school 3. The added time would be minimal since the schools are so near each other. It would save money not having to run multiple routes.

One thing I think we need to do better of as a county is educating our Spanish speaking families about the opportunity for immersion AND the benefits of immersion. As our economy continues to become more globally focused, the need for bilingual individuals becomes some much more important. Being able to speak English AND Spanish is very important and I think communicating the value of this kind of education to our Spanish speaking families is critical. I think that placing these immersion schools in an area/school that already has a large percentage of Spanish speaking families will help to spread this information immensely, but I also think the county needs to look at how they reach out to people in these communities and strive to do better for these families.

My final thought, as it relates to this process is the issues of extended day. My thought on this is that you push that back to the neighborhood schools or kids in the same family attend extended day at one of the Spanish immersion locations.

Thank you for all of the hard work. I know that this process is extremely complex, but I was hoping to share a possible idea that is different than just moving one school to a new location.

Dr. Duran and Esteemed School Board Members,

Let me begin by saying that our family has been so impressed by the way APS has handled virtual learning this fall in addition to the plans being made to start a hybrid model. We have four children in APS (K, 2nd, 5th, and 7th) and while it hasn't been easy, especially for our Kindergartner, we have nothing but high praise for the teachers, principals and staff that are trying so hard to provide our students with a quality education. You have been extremely transparent about the whole process from the beginning and I know I truly appreciate the town halls and weekly emails from Dr. Duran, along with the many informal parent meetings both our Elementary and Middle School principals have had with their communities. Thank you.

In regards to the current Elementary School Process, however, I am very concerned about the lack of transparency and about the rush to push these boundary changes through in the midst of a pandemic. While I recognize that many schools are over capacity (vs. many that are under capacity), and certain areas (i.e. Ballston/Roslyn and South Arlington) desperately need new neighborhood buildings and seats, I beg to differ that these boundary changes need to be done now. This pandemic is not something any of one of us have ever dealt with in our lifetimes; in fact, I think it is far to say it has been one of the hardest things many families and individuals have ever dealt with. I know that can be said of for my family and my children. And we're still in the midst of it. This is not a normal year; nor will be it will be normal anytime soon. So, why do "normal boundary changes?" Out of respect and understanding for all of APS's families, I am asking you to hold off on the changes until the pandemic is done. Families and children (and APS staff) should be solely focused on the pandemic and the learning that is happening right now instead of the uncertainty about where they will be next year. APS staff has said that it has scaled back the original boundary plan to minimize the impact it is having on families (because of the pandemic), but it is still affecting those 1400 students and those families. It is too much to handle, especially for these kids who get changed to new schools and new communities after having missed the opportunity to be in their current school communities since March.

If you absolutely have to make boundary changes now because there is no alternative, please consider doing it the right way- in a transparent, detailed manner that is fully explained to the community (much like the return to school process has been presented). A few thoughts:

1. If you have to make these changes now, please don't make piecemeal changes. Please do it the right way and balance the numbers across the county now so as not to put the community in this position

again in a few years. By only making it so a few schools are affected, you are still leaving many outstanding problems that will be need to addressed. 2. If you have to make these changes now, please make it transparent. Please explain what your future goals are and what future school moves and future boundary changes will look like so parents and families can understand why you are making the changes now that you are. 3. If you to make these changes now, please consider many options. When middle school boundaries were changed a few years ago several maps were presented to the community. Feedback was given and these maps were then narrowed down to two and then down to one. Why is the same thing not being done now? Why only one option? 4. If you have to make these changes now, please consider and recognize that the APS enrollment numbers today look vastly different than they did last year. Given the current situation of the pandemic, these may or may not change next school year. Many families who have opted to homeschool or have moved to private may stay in these school settings. The numbers are extremely fluid right now and the usage of Pre-COVID numbers does not seem to be the most accurate.

My elementary school kids attend Mckinley Elementary School. Please understand that the current proposal is upending our school community and pitting neighborhoods against each other. Prior to the decision to move ATS to the Mckinley School building, our community was obviously aware that with Reed being built, half of our community would attend Reed and half would attend Mckinley- that they would be split. With the decision to make the Mckinley school at the Mckinley site non- existent, our community is now being forced to splinter amongst three or possibly four schools. There has to be a better way. I realize that Ballston/Roslyn desperately need the Key site. But now you a situation where many of the kids being re-assigned to Ashlawn and Glebe from our Mckinley community are actually still closer to Reed. Case in point- Mckinley Elementary (current) is 0.9 miles to Reed (in comparison to Ashlawn (1.3 miles); Madison Manor park is 0.8 miles to Reed (in comparison to Tuckahoe (1.4 miles); and Lacey Woods Park is 1 mile to Reed (in comparison to Glebe (1.3 miles). For all of these planning units being reassigned, please consider their these families' Middle Schoolers attend Swanson and in fact, all walk to Swanson. Reed is literally right next to Swanson and many families were probably planning on having their middle schooler pick up their elementary child and walking home from Reed. With the current proposal, you are taking away that option for so many families. The area around Reed is extremely walkabout, especially considering the crossing guard already in place at Swanson.

If you have to make the moves today, could you consider moving all of Mckinley students (current) to Reed for the time being, until the pandemic subsides? Our enrollments totals today would be able to fit within Reed's capacity. That would give the community and APS more time to figure out the best solution instead of a rushed one. I understand the need to save seats for VPI. My current Kindergartner attended VPI at Campbell last year. He had a great experience and we were so grateful for that program. We would love a VPI program at Reed (we have a current two year old), but it is not a necessity. Not at the sake of taking seats away from the Mckinley community. Since there was not a neighborhood VPI program at the time that we applied last year for our son, we applied too all the option programs- two of which were at the time less than 10 minutes from our house. (Campbell and ATS). He was accepted and Campbell and loved very minute of it, especially the bus ride, which was not as long as we had anticipated. I know of three other families within the Mckinley community who also had VPI students and all were placed at Option programs, and all were happy with those placements and opportunities. With the Key program moving closer and ATS moving to Mckinley, there will now be three option programs with VPI within 10 minutes of families in the area. While not a neighborhood school, I think I can honestly say, that that is sufficient and gives families who need VPI enough viable options. After the pandemic has subsided, if a VPI program is decided to be placed at Reed, then so be it. But at least the Mckinley community would have been able to stay together for the time being to endure the pandemic together without adding another life-changing stress.

Again, thank you so much for all you do on behalf of our children. In our last four years at APS, we have had nothing but great experiences at Campbell, Mckinley and Swanson. I look forward to continuing my my high praise and confidence in APS and APS Staff; please consider my opinion to make to the current proposal and either delay it or do it the right way.

Dear Dr. Duran,

I am the mother of a [REDACTED] at Arlington Science Focus Elementary school, and a [REDACTED] at Dorothy Hamm Middle School. I am an active member of the Courthouse-Clarendon community and would like to welcome you to our school district. I have lived in my little corner of Arlington, planning unit 24100, close to 30 years and have firsthand knowledge of the developments in the area over this period and am fully aware of its dire need for a neighborhood school. In addition, I supported the conversion of the Key site to a neighborhood school even though I sympathized with the immersion community and their difficult transition to a new campus. (I had also advocated for not converting the immersion school to solely an option school several years before, precisely for this reason.) I appreciate that APS recognized that this area, by its very nature, is an imminently walkable area with an expanding school population who can walk to school within their neighborhood saving transportation time and costs.

Thus, it was to my shock and consternation to learn that APS's Proposal (the Proposal) did not create an attendance zone all the way around the New School at Key and kept it at the periphery of its zone. Nor did it include all the planning units within the walk zone designated for the New School at Key as it had for the remaining 19 elementary schools in the county! This is very problematic for the following reasons:

1. **Unequal Treatment Across the County:** The Proposal incorporated all the school walk zones into their respective neighborhood school except for the New School at Key. Key has 15 planning units that are part of its permanent walk zone. Of those planning units, only 9 were included in the proposed attendance zone of the New School at Key. Six planning units were left out, they are: 24033, 24032, 24090 (Lyons Village); 24100, 24111 (Courthouse-Clarendon); and 24120 (Woodbury Park). They represent approximately 1/3 of students who live in the walk zone for the New School at Key. All the attendance zones of the other elementary schools across the county include all their walk zones in their entirety.

2. **Not Fiscally Responsible:** Leaving 6 planning units out of the New School at Key means that these students need to be bussed to ASFS. At a time when there is a major budget shortfall both on the school and county level, this is ridiculous, especially since one of the goals of this process is to introduce efficiencies and reduce transportation costs. If I recall correctly, APS staff said that each bus costs around \$75K a year and each round of transportation for a school is around \$35K (so if a bus does one HS round, one MS round and one ES round per day you get to the \$75K). Of course, this does not include additional costs during the Pandemic which requires several rounds of transportation as a bus can only carry 11 students at a time.

In the meantime, students not in the walk zone that have been assigned to the New School will have to take a bus regardless of which school they are assigned. APS staff argue that these students will have to be bussed to Taylor ES (a 3 mile ride) if they do not attend the New School to maintain contiguity. However, there are several other alternatives. For example, these students can be swapped with those who are NOT in the walk zone at ASFS (since ASFS and the New School are less than a mile apart, the difference between a ride to one versus the other is not significant) and in any case these students currently attend ASFS; or, they can be zoned to Long Branch which is conveniently located right off of Route 50/Arlington Boulevard and is in fact the shortest bus ride for many.^[1] The monetary savings for APS and the taxpayers will be significant if ALL walk zones are in their school's attendance zone.

3. **Violating APS's Own Budget Gap Reductions:** When APS closed its budget shortfall last spring, they specifically listed expanding the New School's walk zone as part of their line item budget cuts. (See, Budget documentation attached.) Indeed, over this past spring, APS Transportation did expand the permanent walk zone for the New School in preparation for this rezoning process to 15 planning units. However, not all these planning units were placed into the attendance zone under the Proposal, as was expected. Please note, unlike the temporary expansions of all the walk zones due to the Pandemic, this was a permanent expansion of the walk zone that has been studied and planned for the past few years.

4. **Not Respecting Pandemic Safety Issues:** These new boundaries are expected to take effect as of Fall 2021. Next Fall, we will still be working ourselves out of a Pandemic (even if vaccines for adults begin to be available then, testing on those for children has not even begun!) Buses may still need to continue multiple rounds to transport students to school. Therefore, the less students that need transportation to school, the more affordable and healthier it is for students not to take unnecessary bus rides. Unfortunately, some students from certain planning units do not have the luxury of walking, but those who do, clearly should.

5. **Does NOT Permit a Walking Community:** Our county has recognized Courthouse-Clarendon as a walking community. With its quick access to the metro and the walkable nature of the neighborhood, even parking garages in buildings have been reduced. Our community does more than pay lip service to walkability, we actually do walk! Many families were looking forward to dropping off their children on their way to work, whether to hop on the metro or to continue by foot. We need to champion this mode of living in our area and make sure that school zoning supports it. It is therefore pure irony that APS chose to force all those living within a school walk zone throughout the county to attend their school except for those in the Clarendon-Courthouse area, one of the most walkable communities in the county. **This is unequal treatment.**

6. **Does NOT Equalize Capacity Across the County:** The Proposal creates inequities in schools across the county. Some schools have been packed with students and are at overcapacity while others are left way below capacity. By attempting to squeeze all of Rosslyn into the New School at Key, the Proposal leaves little room for growth at a school where a small cafeteria limits further expansion through relocatables. APS acknowledges in the Proposal that major growth is expected in the Rosslyn area that will generate a significant number of students in the coming few years. With this Proposal, APS has signaled that keeping together all of Rosslyn in one school takes priority over having the school's walk zone in its attendance zone. It further creates the expectation, in the long term, that further growth in Rosslyn will continue to be prioritized at the New School over those in the local vicinity. The Proposal already zones the New School to capacity from the start with capacity utilization at 104% (91% using relocatables) and at 114% the following year. In sum, if all of Rosslyn is expected to attend only the New School, APS is setting up an impossible expectation as significant growth is expected to take place in that area of the county and the Proposal already fills the school to its maximum capacity.
7. **Re-Creates the ASFS Problem:** The Proposal is setting up the recreation of the "ASFS problem", a school serving a community outside of its walk zone rather than its own walk zone. One of the goals of this rezoning process was to cure this problem at ASFS. As proposed, the New School is left at the periphery of its walk zone. Leaving 1/3 of the walk zone out of the school attendance zone is not the solution.
8. **Eliminates Diversity at ASFS:** The Proposal relies on the planned American Legion Building in Virginia Square to be completed and to provide diversity to ASFS. Until then, the free/reduced lunch rate at ASFS will be reduced from 20% to 7% with the hope that the American Legion Building, when complete, would add an estimate of 55 students from new affordable housing. However, the Proposal does not account for the economic recession that resulted from the Pandemic. New construction may be delayed or not take place at all, leaving ASFS with little if any diversity.

In conclusion, I urge you to allow **ALL** of the walk zone for the New School at Key to be part of its attendance zone. This will not only allow you to cure the problems listed above but it will also provide you with the opportunity to equalize capacity among all schools and to pay special attention to demographics. Contiguity and pretty maps are the least of our concerns during a Pandemic and a Budget Crunch. Not doing this zoning correctly after uprooting three schools bears insult to injury. Please make those moves worthwhile and do the right thing.

Dear Dr. Durán,

My name is [REDACTED] and I live in planning unit 14070. I have a first-grader at McKinley as well as a three year-old. I am writing to express some concerns about the current proposal for new elementary school boundaries. I had hoped that with the opening of the school at the Reed site, the overcrowding issues at my son's school would be improved. It is my understanding that capacity constraints in the country are what prompted the construction and opening of a new elementary school. Under the current plan, my son will will move from one overcrowded school to an even more overcrowded school (Glebe). This is especially concerning when there is no end date in sight for the need for social distancing due to COVID-19. Given that Tuckahoe Elementary ends up being quite under capacity with the proposed boundary changes, it seems like there has to be a better design than the current one.

Could you share how the below topics are being considered in your decision making for the upcoming elementary school boundary changes?

- **Soci-economic and Racial Disparities:** Given that APS has put out a statement stating the importance of minimizing disruptions to kids given the pandemic, has there been any review of the income level and race of those who will face a disruption in the 2020-2021 school year? I worry that lower income and students of color will be disproportionately moved compared to white students. The movement of Key Elementary in particular feels incredibly disruptive to the Hispanic community that lives around Key. Will there be considerations given to allow students who would like to remain at that location to finish their elementary school time amongst friends that remain? Would there be any consideration in postponing school moves and doing the boundary school process together? (Given the current conversations around race and privilege, I feel like stating that minimizing disruptions for students is important should be an argument to pause all school moves. Especially when a school being moved is a school filled with a minority population that expressed strong opposition to being moved before the pandemic.)

- **Recurring Moves:** Can you clarify that the separation of the boundary process and school moves will not result in planning units being moved more than once per 5 years. What cadence can a planning unit be moved to a new school?
- **Capacity Issues:** With the preference to minimize disruptions to schools since kids are coping with the pandemic, class sizes will vary from elementary school to elementary school. In addition to the proven advantage of small classrooms academically, I worry about larger classes creating more exposure to COVID-19 for kids at schools facing capacity issues. Will families be able to apply to under capacity schools if their neighborhood school is at or over capacity?
- **Grandfathering McKinley Students:** Since the county is prioritizing minimal moves to provide stability to students given that COVID-19 has disrupted so much of their lives, is there any consideration to allowing families from McKinley who will not be slotted to Reed to apply to Reed so they can move with friends and faculty? (Prioritizing older students who will be moving on to middle school soon.)

Appreciate your consideration to make sure the moves are done in a way that is fair and equitable to the students being affected.

Good afternoon -

Thank you all for the opportunity to engage with the community on the elementary school boundary process. We know you are likely being inundated with messages about this topic, to say nothing of all of the back to school and budget work.

I would like to share the below, and attached, items:

Comment Letter

We appreciate your willingness to read this letter *submitted on behalf of over 100 families in Planning Unit 14030*, currently assigned to McKinley Elementary School.

Who Doesn't Love More Maps?

We are also sharing two maps of scenarios referenced in our letter.

McKinley PTA Comments

Finally, we understand you are being sent information from the McKinley PTA about how all current McKinley students can move to Reed. We would urge serious consideration of that as an option as well for the below reasons.

Importantly, Reed *can* hold all of McKinley's students once APS adjusts its enrollment estimates to account for students who have left McKinley this year and who are unlikely to return. Reed's capacity is 732 students. We believe a realistic enrollment projection for McKinley next year is 704 students (see attached chart), with continued declining year-over-year enrollment based on the trends that APS was already predicting prior to the pandemic. This analysis assumes all the missing Kindergarten students from the 2020-2021 school year return in Fall 2021, but that students from the older grades will not.

Best,

P.S. If nothing else this process has given me a chance to get to better know my wonderful and passionate neighbors, so thank you!

Dear Dr. Durán and Members of the School Board:

Please find attached a letter regarding the APS elementary school boundary process. This letter has been signed by 16 people representing 100 percent of the families with elementary-school-aged children on North Quantico Street in Planning Unit 16040. Please let me know if you have any questions or would like to discuss.

Once again- I am astounded you are asking elementary school parents to navigate the back to a school decision making process (devoid of a lot of information and by your own admission subject to frequent changes) at the exact same time you are rolling out a new boundary for next year.

It's incredibly disheartening to see APS does not value real engagement in this process or else they would defer it even by a couple weeks so this decision point is behind us.

Also, I am frustrated to hear the Reed school again called the McKinley school at Reed.

That is a PR move plain and simple. My 1st grade daughter is fully bought into McKinley. And now she will hear the messaging the McKinley is moving to Reed. But not her. Please someone start to thing about the over burdened parents who are trying to navigate this. This full steam ahead appears ignorant of the community forces going on already within APS, the community and the world.

I am writing to provide feedback on the 10/5/2020 initial boundary proposal.

As a Glebe parent, I am concerned with the projected capacity numbers at Glebe which suggest our kids and our campus will be over-crowded. Meanwhile, the McKinley School at Reed has much lower projected capacity numbers:

My recommendation is to keep PU 14070, 14080 and possibly 14090 within the McKinley boundary. They are close to the school, and if we really care about balancing students across schools this feels like a no-brainer.

While I understand that if you include portables and 'extra class rooms', Glebe becomes less over-capacity...it would still be over-capacity. And already the Glebe students have been dealing with portables for years, and a resultant inability to use all of their outdoor space. Surely, there is room on the playground area at McKinley at Reed for temporary portables for the one year they would need to accommodate extra students?

It would seem that our objective should be to manage and balance students and capacity over time; given how close Glebe/McKinley are to one another, surely we can optimize across both? It is unclear to me why we would plan to have a school that is below capacity by 20% next to a school that is over capacity by 22%...

thanks,

Dear Ms. Stengle:

Can you please explain the reasoning behind emptying out Tuckahoe by rezoning 3 PUs to the Reed school and allowing that school to sit significantly under utilized for the next two years while Glebe and Ashlawn remain overcrowded? It simply does not make any sense.

If the plan is to empty out Tuckahoe to eventually move an option school from South Arlington to that building, APS needs to be transparent and inform the community of this plan. Otherwise, APS is mis-handling the elementary school boundaries by failing to reduce overcrowding.

Since APS is rezoning 3 PUs from Tuckahoe to Reed, it needs to add PUs to Tuckahoe. APS needs to shift PUs west. Specifically, APS should move PUs from McKinley's western attendance zone -- the Madison Manor neighborhood -- to Tuckahoe. Madison Manor already has one PU zoned for Tuckahoe (16140). APS must rezone Madison Manor's other two PUs (14010 and 14020) to Tuckahoe as well.

APS must zone PU 14030 (located centrally in McKinley's attendance zone) to the Reed school and lessen overcrowding at Ashlawn. PU 14030 is contiguous with the Reed boundaries and walkable to Reed. PU 14030 also feeds into Swanson MS -- as walkers(!) -- similar to most PUs zoned to Reed. Moreover, PU 14030 is closer in distance to Reed than other PUs in McKinley's eastern attendance zone (14070, 14080, 14090).

Thank you for your time and consideration,

Dear Superintendent Duran and School Board Members:

I have reviewed the limited elementary schools boundary proposal and I am absolutely speechless. I don't understand how you can put forth such an inadequate proposal with a straight face.

First, why are we even discussing boundary changes -- uprooting children, school communities, and changing the only consistent aspect of children's lives (their school community) during a pandemic? I congratulate the school board on recognizing the significant negative impact the pandemic has had on children's social and emotional health. Our children are struggling. Yet, this supposed concern was all but forgotten when the School Board and Superintendent decided to move forward with boundary changes anyway. A simple, "jeez, sorry we have to do this folks," sentiment shows just where priorities lie -- not with the welfare of APS students. Limiting the scope of the boundary changes so not all APS students are impacted unfairly puts the burden of changing schools on a smaller scope of children. Explain how that is somehow okay? Why can't APS postpone boundary changes until 2022-2023? During this period, APS could put together a new, county-wide boundary proposal to solve the capacity problems it faces.

Since the school board is determined to go ahead with boundary changes, why is APS not changing all elementary school boundaries as it promised? Last year, there was strong opposition to APS's process of solely moving schools without boundary adjustments. The community raised this issue time and time again. APS committed to doing a comprehensive boundary adjustment in the next phase of elementary school planning. Yet, going back on its word once again, APS is addressing boundaries in a piecemeal fashion that fails to fix county capacity issues and actually makes them worse. At the last school board meeting, Superintendent Duran commented that in the past APS failed to take a "holistic" approach to boundaries. Ironically, that is exactly what APS is failing to do once again. We will never get the boundaries right when we keep doing them wrong.

After attending last night's virtual community meeting on the boundary proposal here are my major concerns:

- Lisa Stengle stated last night that one of the purposes of the boundary changes is to "relieve overcrowding." This boundary proposal **fails to do just that.**

OVERCROWDED SCHOOLS

- Ashlawn: **114%** capacity in 2021 and **108%** in 2023;
- Glebe: **128%** in 2021 and **122%** in 2023;
- Neighborhood school at Key: **104%** in 2021 and **114%** in 2023; and

- ASFS: **93%** in 2021 and **108%** in 2023.

UNDER-CAPACITY SCHOOLS

- Tuckahoe: **71%** capacity in 2021 and **66%** in 2023;
 - Taylor: **83%** in 2021 and **77%** in 2023;
 - Long Branch at **87%** in 2021 and **84%** in 2023; and
 - McKinley at Reed **87%** in 2021 and **80%** in 2023.
- Under the proposal, APS empties out Tuckahoe (losing three PUs) resulting in the school being drastically under utilized. At the same time, it moves numerous PUs to Ashlawn and Glebe -- two schools that have been overcrowded for years -- packing students into overcrowded buildings and using up to 8 trailers to fit everyone. Notably, it is dangerous to overcrowd Ashlawn during a pandemic when **46% of Ashlawn's classrooms fail to meet current HVAC requirements**. COVID-19 is not going away anytime soon. It is a health and safety violation to fill this school when the air quality is so poor.
 - If it is APS's plan to clear out Tuckahoe so it can move Campbell or Claremont there in two years, APS should be transparent with this information. Otherwise, what is going on with Tuckahoe???
 - APS admitted last night that it has **failed to do any analysis** of lunchrooms and common spaces of the schools included in the boundary proposal. APS is moving students into overcrowded schools during a pandemic having no idea if cafeterias and common rooms can reasonably accommodate such capacity. This lack of planning is unacceptable, dangerous, and negligent.
 - Lisa Stengle stated that if people are concerned about overcrowding, we can request for APS to "move PUs west." Yes. APS needs to fill Tuckahoe and not let it sit so under-utilized. I suggest moving McKinley PUs in the western part of its current attendance zone to Tuckahoe. Other McKinley PUs can move to the new school at Reed where there is room. This would (1) better utilize all school capacity; (2) maintain contiguous boundaries; (3) avoid additional transportation costs; relieve overcrowding at Ashlawn.
 - Glebe needs relief. Can APS move some PUs in Glebe's current attendance zone to Taylor? Why is Taylor only at 77% capacity in 2023 when Glebe will be at 122%?
 - APS is opening the new neighborhood school at Key overcrowded. Why? APS can control the population when drawing boundaries. What is going on here?
 - ATS at McKinley will be at 87% capacity in 2021 and 86% capacity in 2023. APS stated that one of purposes of moving ATS to the McKinley site was so that it had more space to take students off the waitlist and fill the building. Why is this option school not at 100% capacity? According to APS's "Summary of Initial Boundary Proposal" all the other option schools are at or over 100% capacity. Why is ATS not? Why move ATS to a bigger building if APS is not going to fill it?
 - APS stated that if a PU is moved during this boundary change, it will not be moved again in the next boundary change. This is a disaster in the making. This proposal does not relieve overcrowding for the schools involved; it does the opposite. When APS goes to fix the other elementary school boundaries, it will need to fix mistakes it is making now. That means either moving PUs twice in two years, or not moving the PUs involved now and thus failing to solve the county's capacity problems. In short, this poorly developed, piecemeal boundary proposal is fundamentally flawed.

- It bears repeating that, once again, schools in North Arlington -- Tuckahoe, Nottingham, Discovery, Jamestown, and Taylor -- remain all under capacity while the schools in the rest of the county bear the burden of packed schools. When will APS recognize the bias in formulating boundaries that cater to the wealthiest neighborhoods? In fact, if we really want to address overcrowding, APS should be putting forth a comprehensive boundary proposal that relieves overcrowding for schools in South Arlington. These schools serve a majority of low income families and our community's most vulnerable. Superintendent Duran wants "all" students and neighborhoods to have access to top quality schools. I concur. An overcrowded school is not a top quality school.

In sum, APS's boundary proposal is fundamentally flawed. It fails to meet the basic purpose of relieving overcrowding in the select schools included. For me, it is a non-starter. It would be best to go back to the drawing board and start over. I know there are better solutions out there.

Thank you,

Our petition, which currently has garnered almost 100 signatures, states:

A majority of families of planning units 24030 and 24031 are requesting your support in "keeping our neighborhood kids together." We feel that this is especially important given the unique circumstances surrounding this pandemic.

The most recent boundary proposal put forth separates our planning units from the greater Lyon Village community. We respectfully request Dr. Francisco Durán, Lisa Stengle, and the Arlington County School Board to keep these keep these two, low population PUs within their existing neighborhood of Lyon Village.

Here are the facts on how our refinement request supports Arlington goals:

1. Efficiency - The proposed school at the Key site will be at 104% capacity on Day 1 and ASFS will be at 93% capacity. More housing is planned in the Rosslyn and Courthouse corridor which will add to the capacity issues at the former Key site.
2. Contiguity - Our planning units are contiguous with the proposed ASFS community by neighborhood streets. We are separated from the other planning units zoned to the Key site by major roads (N Veitch St, Lee Highway, Wilson Blvd).
3. Proximity - Our planning units are within 1 mile of ASFS and in the expanded walk zone for return to school this fall.
4. Alignment - A majority of the ASFS students will matriculate to Dorothy Hamm MS and Washington Liberty HS. All the students aligned to the new school at the Key site, with the exception of our two planning units, will matriculate to Yorktown HS.
5. Demographics - Our request will have no impact of FARM rate given the small number number of students in our planning units.
6. Stability - Keeps our children within their greater Lyon Village Community especially during this difficult time. As noted above our 2 planning units align with the greater Lyon Village Community in matriculating to Hamm MS and W-L HS.

Dear Dr. Durán and Members of the School Board:

Please find attached a letter regarding the APS elementary school boundary process. This letter has been signed by 47 people representing planning units 16040, 16050, and 16130. Please let us know if you have any questions or would like to discuss. We appreciate your attention to these issues and your continued work on behalf of APS students and families.

I am writing regarding the released proposed elementary boundary map for the 2021-2022 school year, which creates a boundary for the new elementary school at Key, ASFS, and Reed, while adjusting others.

PLEASE INCLUDE THE WALKZONE IN THE NEW KEY ELEMENTARY SCHOOL BOUNDARIES!

To move the immersion program out to create a neighborhood school at the site and then zone the walkzone elsewhere defies logic. Please zone the entire walkzone for the new elementary school at the Key site. Please see the map of the existing and expanded walkzone below. In the proposed boundary map most of the Key walkzone is not zoned to attend the new elementary school at the Key site.

<https://www.apsva.us/wp-content/uploads/2020/09/Key-ES-WZ-expansion.pdf>

I have included a mini-chart based on the posted data table and highlighted some interesting numbers. How can we have propose having some elementary school with less than 400 students while others are close to 800 students?

Suggestions: not move McKinley, fill Tuckahoe and Nottingham schools, not overfill schools as proposed below, leave room for the apartment construction on the Rosslyn-Ballston corridor.

Total PreK-5 Enrollment (Actual for 2019) (Projected for 2021-22) PreK-5 Capacity Utilization PreK-5 Capacity Utilization - w/Use of existing relocatables Total PreK-5 Enrollment (Projected for 2023-24) PreK-5 Capacity Utilization PreK-5 Capacity Utilization - w/Use of existing relocatables Tuckahoe 386 71% 60% 357 66% 56% Nottingham 465 91% 73% 410 80% 65% McKinley 636 87% - 587 80% 80% Glebe 653 128% 108% 624 122% 103% Ashlawn 779 114% 94% 740 108% 89% Taylor 545 83% 68% 505 77% 63% ASFS 512 93% 65% 595 108% 75% New Elementary School at Key site 682 104% 91% 743 114% 99%

Hi All,

As you continue to move forward with the school boundary changes and the capital changes for Key, ATS and McKinley, I am writing to ask you to collect, analyze and publish the race/ethnicity data of the school communities which will be impacted, both in their composition now and their composition based on the proposed boundary changes.

As already noted during the ATS, Key, McKinley move, APS chose to disturb the communities among the most students of color. Right now, as the moves proceed Key will be at 140% capacity in the ATS site, while white students in North Arlington elementary schools continue to have an abundance of space due to reduced enrollment.

Given these social justice considerations, in addition to the \$8M more APS is requesting in the middle of a pandemic and economic depression, I ask APS to consider postponing the moves until a more equitable lens can be offered to these various circumstances.

Dear Dr. Duran and Members of the School Board:

Thank you for all the work you are undertaking during a very busy year. I'm writing to follow up on an earlier email I sent and suggest some additional information that might be helpful to the community in order to facilitate deeper understanding and meaningful engagement. (I'm trying to do so while symphonic band is happening in the next room--I hope I can compose this coherently while the tuba is playing! :)

When I wrote to you last month, I inquired about opening the school at the Reed site as a driver near-term, limited boundary decisions. At the time I wrote, the School Board had just authorized an \$11M temporary transfer of capital funds to enable the Reed construction to continue uninterrupted so that it could open on schedule in August 2021. (In my earlier letter, I incorrectly wrote that this was \$8M in additional funds; apologies for getting this wrong initially--it was a really long week.) So here are the questions I hope that the School Board and the community can have answered (including on the FAQ page in APS Engage):

* What is the degree of confidence that the Reed site will open on time--both the building and grounds--and without an additional outlay of funds? I think this is an area of concern because we've seen multiple previous projects with cost overages and construction delays. * Did the staff contemplate any other temporary uses for the Reed site that would have alleviated the need for these limited-scope boundary adjustments in Fall 2021, in favor of a more comprehensive process post-pandemic? If so, can you please share your data and analysis with us? Beyond the Reed site opening, I'm somewhat confused about what is driving the need to do any boundary changes this fall. Initially, APS had said it would be drawing new boundaries to relieve overcapacity at some schools (Note: this is still listed as a Fall 2020 objective--see <https://www.apsva.us/engage/fall2020elementaryboundaries/#Objectives><<https://lin.kprotect.cudasvc.com/url?a=https%3a%2f%2fwww.apsva.us%2fengage%2ffall2020elementaryboundaries%2f%23Objectives&c=E,1,ccsCTzBEWgblZEXejAFHlk3rknvMimB98J5ju-x4JW4wLJZMeWlJabzSvo16yd0HPIKc7GmApa8jOOSc0ATQ1cyLLV7FpbKiIDYFhIzm&typo=1>>) but more recent info in the FAQ's (see Data #4) states: "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."

I'm not sure what "bring enrollment to manageable levels at our elementary schools" means if not "balance between capacity and enrollment"--nor am I clear which elementary schools are considered within scope when I read this. Could someone within APS clarify the goals and this language for the community's benefit?

If we consider the capacity information that APS has published since I originally contacted you last month, it appears to me that with relocatables no school is at more than 102% capacity. And while no one would like to be at >100% capacity with relocatables forever, I will observe that many school communities have coped with this for multiple years--so again I'm not sure that it should prevent us from waiting one more year to do a more comprehensive boundary process.

Thank you for considering this additional input. I hope you will clarify this information for the community and consider my feedback as our elected leaders.

On Fri, Sep 25, 2020 at 2:55 PM wrote: Friday, September 25, 2020

To: Members of the Arlington School Board

Dr. Francisco Durán, Superintendent, Arlington Public Schools

Cc: John Chadwick, Assistant Superintendent for Facilities and Operations

Lisa Stengle, Executive Director, Planning and Evaluation

John Giambalvo, Chair, Facilities Advisory Committee

Dr. Arron Gregory, Chief Diversity, Equity, and Inclusion Officer

Christina Diaz-Torres, Symone Walker, & David Priddy, 2020 School Board Candidates

I am writing to share my disappointment and frustration related to the elementary school boundary adjustment information that APS staff members shared with you last night. Further, in the interest of offering solutions rather than just pointing out problems—enough of those for all of us already in 2020, to be sure—I respectfully urge the School Board to let APS know it will not take action on any elementary school boundary adjustments until it can provide the School Board and the community with answers to the questions I am posing at the end of this letter. In the interest of full disclosure, I was McKinley Elementary’s PTA president last school year during the painful and divisive school moves process. That experience, and my belief that the community could engage more productively and collaboratively with APS staff and the School Board, prompted me to volunteer my time this year as an officer with the CCPTA. I am not writing on behalf of McKinley—both of my children are now in middle school—nor on behalf of CCPTA. I am writing you as an individual citizen and taxpayer who is having an increasingly hard time voting in favor of additional funding for Arlington Public Schools when it is demonstrating to me and many others that it can’t be a good steward of the public funds it already has. Last year, the School Board voted to move McKinley, ATS, and Key on the grounds that doing so was an absolutely necessary first step in a comprehensive 2021 Elementary School Planning Process, a primary goal of which was to redistribute students so that anticipated shortages and excesses of seats across the county could be remedied. We are now learning that there will not be a comprehensive boundary process this fall. Instead, there will be a limited-scope set of boundary changes that will address only the problems that APS itself created by insisting that school moves be voted on last February. And then, there will most certainly be a sequel to this limited process at some point in the future, where the remaining problems with capacity in the north and west ends of the county will perhaps be resolved. To be fair—none of us could have anticipated a global pandemic when APS created its multi-phase 2021 Elementary School Planning Process a year ago or when the School Board voted on the school moves in February. In light of realities none of us could have foreseen, APS is proposing that its limited-scope boundary proposal is the best way forward based on the following rationale:

1. The facility at the Reed site will be ready to open in September 2021.
2. It’s essential that we relieve overcrowding at specific schools like ASFS as soon as possible and
3. It’s better to do a limited-scope boundary process right now, rather than something more comprehensive, because parents and the school district are already dealing with so much right now. My perspective on each of these points is as follows:

Facility at the Reed Site: There are many ways to solve this problem and APS has chosen perhaps the worst. I will further observe that this is now a problem of APS and the School Board’s own making, as the “rush to fill seats at Reed” is at present a consequence of an additional \$8M the School Board recently approved in order to finish this construction by next September. The opportunity to kill two birds with one stone having been egregiously missed—that is, we could have avoided millions more in construction costs and removed Reed as a driver of hasty decision making by agreeing to let construction proceed at a slower and more inexpensive pace—we have a few options here.

- We could agree to remove Reed as a driver of short-term thinking and hasty decision making by allowing it to sit empty for the 2021-22 school year. This is nobody’s favorite option, but I think as the steward of public resources it’s incumbent upon the School Board to ask APS this question: how would this scenario compare financially to the scenario APS is proposing? It’s my understanding that APS is estimating it will cost \$10M+ to implement the limited-scope changes it is proposing, and that this is a conservative estimate of the overall cost of their plan, as there are sure to be boundary adjustments necessary beyond 2021 in order to address the capacity issues that we are still dodging. But the immediate concern is the \$10M+ funding that will have to be expended during an extremely challenging budget year ahead. Has APS provided the School Board with any cost-benefit analysis of not opening Reed in September 2021? If not, it should.
- Better than leaving it vacant, the school system could use the Reed site in a temporary capacity for other purposes. How about much-needed swing space that could enable forward progress on other capital improvement projects? How about a temporary home for some of the district’s special programs? How about using the building as a pressure release valve for other school communities that are experiencing overcrowding? Has APS provided the School Board with any analysis of using the Reed site in these ways? It should.

Overcrowding at Specific Schools: I appreciate the need to relieve overcrowding at certain schools in the near term. Again, however, I would argue there are a number of ways to address this and some critical

questions the School Board should be asking APS staff.

- First, what is the true picture of overcrowding at schools right now? For example, it's my understanding that Arlington Science Focus School, which has experienced acute recent need, is now at 94% capacity after the installation of four relocatables on its campus. Is there overcrowding this year, and where is it? I'm not sure I know—do you? Will schools return to “normal enrollment” next fall, post-pandemic? I don't know—do you?
- Second, has APS considered the possibility of using the Reed facility to relieve capacity issues at one or more specific schools? If ASFS or another school truly needs immediate relief, it doesn't strike me as preposterous to explore the possibility of creating distinct lower/upper elementary communities for that school and housing one of those communities temporarily at Reed.
- The School Board and/or APS staff may feel like the Reed idea would be untenable to parents and staff at the over-capacity school identified for relief. But has anybody thought to ask them? Right now, APS is operating under the assumption that we must move three schools and adjust boundaries for several other schools. But nobody has engaged these school communities to ask whether they'd a) prefer to remain as-is for another year (with relocatables), b) explore using Reed in the manner I've described above, or c) summon the time and emotional wherewithal to engage in a boundary process this fall.

Community Engagement: By limiting the scope of the boundary changes this fall, APS believes it is doing the community a favor by not burdening as many parents, staff, and students with the need to participate in community engagement this fall and prepare themselves to join a new school in 12 months. I think APS believes it is acknowledging the very real stress that all of us are feeling right now and trying to minimize the negative impacts that a more comprehensive boundary process would surely entail.

What's the impact on community members of this well-intentioned decision to limit the scope of the boundary change work this fall? We can say truthfully that “on average” or “on the balance” it works to the community's benefit. Lurking beneath that surface-level analysis, though, is the reality that in seven school communities, families will still have to figure out whether and how they can influence your decision making—and how they can do it in via a community engagement process that is now laughably short.

For these families, the negative impacts are very real. On average, what is happening this fall is less challenging for the community—but it is not equitable.

As Reid Goldstein pointed out, this proposal is also inequitable because for however long we all live with these limited-scope changes, schools in south Arlington will be overcrowded while schools in the north sit under capacity. I think it's reasonable to assume that APS will move VPI and programs for students with special needs to sites with extra capacity—which will mean lower income special needs students and preschoolers in south Arlington will have longer bus rides.

APS may feel like this is the best we can do during a very difficult time—but it's not. Other options exist and as the stewards of the public's goodwill and financial resources, it's incumbent upon you to require APS to provide you with answers to the following questions:

1. What are the financial costs of leaving the facility at the Reed site empty during the 2021-22 school year? When would those costs be incurred? How do those costs compare to the \$10M+ your plan will require in FY22?
2. Has APS considered using the Reed site as swing space or as a home for one or more special programs in the short term? Please share your analysis with us.
3. Which schools are experiencing real, significant overcrowding this school year? Please share this data with us. Besides the limited-scope boundary changes you are proposing, what are the other options for addressing this overcrowding and how do those costs compare to the solution you have proposed? Please share your analysis with us.

4. How will specific populations—in particular, students in the VPI program and students enrolled in special needs programs—be affected in your limited-scope boundary scenario? Which programs will be moved, and to where? Please provide us with this data.

Dear APS:

We are the parents of a current ASFS kindergarten student, as well as two younger children who will enter kindergarten in 2023 and 2025. We appreciate your willingness to consider community input identifying any needed refinements to the staff's boundary proposal at the planning unit level.

We are writing to request that our planning unit in Lyon Village (24031) be included within the ASFS boundary in order to ensure that our children attend school with the rest of their Lyon Village community and alleviate capacity issues at the proposed Key school.

Please refer to the attachment for further details regarding our requested refinement, including an analysis of the related considerations referenced in APS Policy B-2.1 Boundaries.

We are happy to make ourselves available at any time to discuss any questions you may have regarding our requested refinement to the proposed ASFS and Key boundaries.

Sincerely,

Dear Members of the School Board:

On behalf of the McKinley Elementary School PTA please find attached a letter detailing our position on the proposed boundary map. We've outlined three recommendations we believe can address both community and APS objectives for this process.

We strongly encourage you to request staff explore these recommendations as part of your working session next week and look forward to your feedback.

Thank you,

Jon Judah
President, McKinley PTA

Hi Lisa-

I'm VP of the McKinley PTA this year and taking the lead on the boundary stuff. I had a quick clarifying question from your presentation tonight.

Gladis said that planning units that are moved this year will not get moved again in two years. If that is true, then if you moved McK planning units into Tuckahoe to alleviate the Glebe/Ashlawn crowding, does that mean that you would take Tuckahoe off the table as a potential option site in Round 2? Or is there a possibility that McKinley planning units could get moved to Tuckahoe now, and then get moved again to a different school in two years if you decide to put an option school at the Tuckahoe site?

As you might imagine, there is a lot of anxiety about this within the McKinley community and I want to be certain to set accurate expectations with our families.

So to clarify, if you were to move McK planning units to Tuckahoe in 2020, then it is still possible that those planning units could move again in 2022 if you decide to use Tuckahoe as the option site? In other words, a current Kindergarten student could end up at McKinley for Kindergarten, Tuckahoe for 1st and 2nd grade, and another North Arlington school for 3-5th grade if you choose Tuckahoe as an option site for the Campbell or Claremont program?

Thanks again-- hope to see you around Leadership Arlington events whenever this pandemic is over!

Thank you Lisa. Candidly, I think the uncertainty about the timeline here is what is alarming to people. Would it be possible for APS to share an anticipated timeline of when the *next* school move might happen (if it were to occur at all)? As you know, the CIP covers a 10 year window.

ASF and McKinley families who might get moved into Tuckahoe and Taylor are definitely concerned about the possibility of kids getting moved more than once during elementary school if you were to later choose either of those sites as an option school. Your dialogue with Barbara at the school board meeting last month left many with the impression that this school move would be happening as part of the broader boundary adjustments that you are planning to do post-COVID (in the next 1-2 years) to address the continued excess capacity in the NW Arlington schools and the continued overcrowding in the S Arlington schools

Dear Superintendent Duran and Engage Staff,

We are writing to submit comments on the proposed elementary boundary plan. We live in Madison Manor (Planning Unit 14020) and have a [REDACTED] grader at McKinley Elementary School, as well as a [REDACTED] grader and [REDACTED] grader at [REDACTED] School, who also attended McKinley. We have therefore been through numerous boundary changes and have seen the collective impact of these changes on our community. Appropriately recognizing the financial, emotional, and physical effects of the pandemic on the children and families of our county, APS has stated that one of its new goals with this latest boundary process is to minimize the impact on as many children and families as possible and make additional changes in several years. If that's the case, there are several alternatives that would better achieve this goal than APS' initial proposal:

1. Move either Key or ATS to the Reed site, and leave McKinley and its boundaries intact. While the community planning process for the Reed site had advocated for a neighborhood school, that was based on the presumption that McKinley would also remain a neighborhood school, and Reed would therefore alleviate the overcrowding which McKinley has endured since 2016. The fact that there can't be trailers at the Reed site – unlike at McKinley -- means that APS is now effectively reducing (instead of growing or keeping constant) the number of neighborhood seats in the central part of the county, in order to better balance enrollment in the Rosslyn/Ballston corridor. If there is only going to be one neighborhood school in this area (contrary to the intentions around the original planning of the Reed site), it makes sense that the neighborhood school be at the current McKinley site, which has the ability to respond to enrollment fluctuations. This would also result in no current McKinley students having to leave our school community during the pandemic, furthering one of APS' stated goals.

2. Move McKinley Mostly "As Is" to the Reed Site. Again, this would minimize the number of students that would have to leave our school community during the pandemic. Because of the restrictions on trailers at the Reed site, it's possible that not every McKinley planning unit could be accommodated at the new school. If that's the case, it would make the most sense to move the planning units within Ashlawn's walk zone to Ashlawn, as none of the other McKinley planning units are within the walk zones of another neighborhood school. If APS is really planning to do a more comprehensive boundary planning process in one or two years, this would maintain the status quo for a larger number of students and reduce the risk that planning units would be moved twice in a short time. Both of these alternatives would more effectively utilize existing capacity at Tuckahoe and not overburden Glebe or Ashlawn as much as the current proposal. We recognize that neither of them would maximize the walkability around the Reed site; however, as this pandemic has clearly demonstrated, we often have to make tradeoffs between competing goals and desires, and at this point in time, stability is simply more important than walkability. There should be little net impact in the number of buses needed as compared to the status quo. If APS does undertake another boundary process in one or two years, it could at that time maximize walkability at Reed. On a more personal note, if APS is not going to adopt either of these alternatives and instead move ahead with its current plan with minimal changes, we implore you to

keep the Madison Manor planning units 14010 and 14020 zoned to the McKinley at Reed site, as originally proposed. We are very concerned that in response to arguments made by other planning units, the new (and basically final) map will move our units to Tuckahoe, and our community will not have had sufficient opportunity to weigh in on this change. While capacity may exist for additional planning units at Tuckahoe, there are numerous reasons to keep the Madison Manor planning units at McKinley at Reed instead: (1) if APS is actually considering placing an option school at Tuckahoe in a few years, our units would have to move again; (2) the Reed site is much closer than Tuckahoe (0.7 miles vs. 1.7 miles from our house); and (3) our planning units are zoned for Swanson, so there is more continuity with the McKinley at Reed site than with Tuckahoe, where many planning units go on to Williamsburg. A more emotional reason is that we are losing our beloved school building, which has been a valued part of the Madison Manor community since the 1950s, for the greater good of the county, and keeping our children with the majority of their friends – instead of sending only these two units to a different school – would help to soften the blow of this loss. While this rationale is not based in hard numbers or distances, it is important to our community nonetheless. Thank you for the opportunity to provide feedback on the elementary boundary proposal, and for your service to our community.

I'm an Ashlawn parent and wanted to express my understanding of the difficulty of undertaking a boundary change process during a pandemic. Thank you for your hard work.

I wanted to request that APS staff consider moving the units 13081 and 13090 to ASFS for three reasons. 1. ASFS is significantly under capacity compared to Ashlawn (under any proposal). 2. This would also provide a larger group moving to ASFS (since other planning units are already moving). 3. The students in the planning units already in the proposal to be moved (23231, 23220 and 23230) go to Swanson, but the majority of ASFS goes to Hamm. Moving more PUs to ASFS will enable a larger cohort to go from ASFS to Swanson, instead of having whiplash for those students further down the road in school.

It seems much more likely that APS will move an option school to Tuckahoe, or Nottingham, versus Taylor, suggesting there is no reason to "save" capacity at ASFS in the future.

Thank you for your consideration!

Thank you!

I also hope APS staff considers FERS and demographic rates and distribution across county schools, especially those that can easily be impacted in the middle of the County. It is unfair for APS to name equity as a priority, but then to continue to bus minorities and FERS students further than a new neighborhood school. Bussing students from Ballston to Ashlawn and away from the flagship school ASFS is folding to the loud rich voices.

Hi Lisa,

I'm writing to provide input to the 2020 boundary proposal. I have completed the online survey, however my comments do not fit well within the the survey and as a result I am writing you. I am most concerned that the proposal does not balance enrollment well across the schools, and that they schools that will experience the most growth in SY2023 and beyond are the ones that are the most impacted. At the same time there will be limited opportunity to further adjust boundaries to help these schools as they will effectively be off limits for the next boundary change in 1-2 years.

Specifically I am concerned that Key, ASFS, and Ashlawn will remain excessively overcapacity, and schools like McKinley and Long Branch will be under used. I think:

- Planning unit 14030 should be zoned from Ashlawn to McKinley
- Planning units 13081, 23230, and 23231 should be moved from Ashlawn and ASFS to Long Branch. In this part of the County Fairfax Dr is a natural dividing line between attendance zones.
- Planning unit 23220 should be subdivided into two planning unit at Quincy St. As defined now Stafford St is the dividing road between planning units and it is not a good dividing line. Quincy is much better as it is a major road and it has Quincy Park to the east making it less likely to divide neighbors. I recommend leaving the eastern portion of 23220 with ASFS, and keeping the western portion at Ashlawn where it is zoned today. This will also afford some future flexibility.
- There are no great options to relieve Key. I suggest keeping 24030 with ASFS, and re-assessing it in the next boundary process with the flexibility that is preserved by no re-assigning it. I also am concerned

that there is significant uncertainty to the estimated number of current Key students who will remain with the building. My gut tells me the estimated numbers used are at the lower end of a range of possible students who will stay. By keeping this planning unit with ASFS there is more ability to address the uncertainty in the estimate which is unique to Key.

- I support offering grandfathering. In the previously proposals of adjusting the boundaries across all of Arlington I understand the capacity limitations of transportation in offering grandfathering. Under the truncated proposal I think it is feasible, especially given that only 7 schools are involved in this processes versus 8 in SY2019-20 where grandfathering was offered, walkability is increased, and for those who remain in bus zones the bus routes are shorter than they previously were.

- Lastly, I think the special case of the former ASFS Team students has been overlooked in the discussion of returning transfers to zoned neighborhood schools. Those students who attend ASFS from the Jamestown and Taylor zones north of Lee Highway will be sent to new neighborhood schools. These students entered the school in a process more akin to an Option program than a normal transfer. Further, as there are only a handful of these students left, it is probable they will know no one at the new school and it will in affect be the same as moving a single planning unit to a new school which APS has avoided to keep a critical mass of students together. These students should absolutely be given consideration separate from normal transfer students, and they should remain at ASFS if they desire.

Hello, Can you please provide information on whether the boundary process will also include revisiting and potentially revising attendance zones for the two Spanish Immersion schools given the location change for Key? With current boundaries, there will be many Claremont students who will drive past the new Key location and still have 15 minutes left in their one-way commute if the current boundaries remain.

I am writing to provide feedback on the 10/5/2020 initial boundary proposal.

As a Glebe Elementary School parent, I am concerned with the projected capacity numbers at Glebe. Meanwhile, the McKinley School at Reed, which borders our boundary to the west has much lower projected capacity numbers:

Glebe Projected Capacity			McKinley at Reed Projected Capacity		
2021-22	2022-23	2023-24	2021-22	2022-23	2023-24
113%	128%	122%	114%	87%	80%

It would seem that keeping planning units 14070, 14080 and 14090 (or at least 14070 and 14080 which are on the opposite side of George Mason to 14090) in their current alignment with McKinley would alleviate the gross disparity in projected capacities at these two adjacent schools.

While I understand that if you include relocatables, this number decreases for Glebe (though it would remain above capacity), our goal should be to get children out of those relocatables when there is capacity at a school that is: (a) the school these students already attend and (b) adjacent to the other planning units that attend that school. Even if you needed to put relocatables at McKinley at Reed for a year that would appear to alleviate the short term problem that could be caused. The Glebe students have not had access to half of their paved playground for the entire time the relocatables have been at Glebe (which is at least 8 years). Surely, there is room on the playground area at McKinley at Reed for relocatables for the one year there would be over capacity.

Having a school that is below capacity by 20% next to a school that is over capacity by 22% is not good planning.

My recommendation is to keep PU 14070, 14080 and possibly 14090 within the McKinley boundary.

I am writing to ask that you please include Abingdon in the boundary process for the 2021 school year. Even with the relocatable trailers at the school, it is projected to be incredibly overcrowded for the upcoming school year. As an APS parent, I don't want my daughters to have to have specials in the hallways and lunch spread out across the entirety of the school day because the school is so overcrowded. Please consider including Abingdon and other area schools in the boundary process this year.

16090 - Reed please, instead of Glebe

Our family lives in the 16090 area.

We were originally slated to be in the Reed walking zone. The new Reed school is a five-minute walk from our home, and since the ground-breaking of this school, we have walked by it multiple times each week, watching the construction and getting excited for our new school. Our children have studied the plans, picked out their favorite rooms, and watched the cranes and crew for hours, alongside our neighbors. But with the altered APS plan, we would continue being bussed to Glebe Elementary rather than walking to the Reed school.

Our neighborhood (16090) is an isolated island in the APS boundary map. We are a 3-sided triangle. The short side is George Mason Highway (which elementary children cannot safely or independently cross) backing to Virginia Hospital Center. The two longer sides of our triangle are surrounded by students currently attending McKinley and slated to attend the new Reed building. We realize that the rationale for keeping us at Glebe is to create as little change as possible due to the pandemic. However, we feel that the negative impact of being an isolated island that attends Glebe Elementary while all surrounding neighbors attend Reed is just not worth it.

Our children have been taking the bus 1.4 miles to Glebe Elementary, crossing George Mason Drive and driving past the Virginia Hospital Center since we moved to Arlington. Our children can't walk to visit classmates at Glebe or walk to participate in activities at Glebe. Our children don't attend school with neighbors who will ultimately matriculate to Swanson and Yorktown with them. Instead, most of our children's current classmates at Glebe will ultimately attend Hamm and Washington-Liberty.

All children across the street from us - literally across our street - go to McKinley. Our children haven't been able to develop relationships with the kids they will attend middle and high school with - which is the primary reason we moved to Arlington when we did.

The new Reed site is a five-minute walk from our home. We appear to be closer to the Reed site than students in 14020, 14010, 16050, and many in 15010, 15020, and 16081. The students attending Reed from areas 15010, 15020, and 16081 will walk past our house to get to Reed in the morning, while our children will wait for the bus to drive them to Glebe. Our oldest child will walk past Reed to get to Swanson Middle.

We want to be able to walk to our neighborhood school like our neighbors will be doing. We want to have our school close enough to easily participate in activities there, like our neighbors will be able to do. We want our children to attend the elementary school that feeds into Swanson and Yorktown, instead of the one that primarily feeds into Hamm and Washington-Liberty, so that they develop long-lasting friendships. Please return 16090 to the Reed walk zone that it was originally intended to be.

Dear Ms. Stengle and team:

First off, thank you to APS administration and staff for your continued hard work in leading our system through this incredibly challenging time. Your engagement and steady concern for parents and teachers have been a breath of fresh air for us all.

We are writing to provide our feedback, as requested, on 16090 planning area being proposed for the Fall 2020 elementary school boundaries. **We are strongly in favor of placing the 16090 planning area within the walk zone of the new McKinley at Reed site.**

While we appreciate that APS wishes to minimize disruptions to families due to COVID, moving 16090 to the McKinley at Reed site does just this for us, and remedies things which have been difficult for elementary school children in this zone for quite some time.

Though it is technically correct that 16090 is not an isolated island, in practice, it is. The adjacent planning area 15041 has very few projected K-5 students (19), likely due to its domination by the Virginia Hospital Center, and 15030 only 27¹⁴. And even these two planning areas are separated by George Mason Drive, which can't be safely traversed by an elementary school student. Not only is 16090 for all practical purposes isolated, but it is isolated and surrounded by areas which only attend a single, walkable school, McKinley at Reed.

Roughly half of children (estimating by zone count) at Glebe live east of Glebe Road, on the other side of two major roads. The other half largely live east of George Mason. This has made social connections for children in our zone difficult, as almost all play dates with our children's peers need to be facilitated by driving, either on our part or on our children's friends' part. Making this even more difficult is the fact that children in these distant neighborhoods are not used to driving for their social engagements; their proximity to other Glebe kids, all in a walk zone, means that their children form natural neighborhood social groups which go to the same school which our kids cannot.

During closure of the school facilities and the pausing of extracurriculars, children in 16090 have been forming social bonds more closely with their across-the-street neighbors, rather than their more distant school peers. For many of us, our children's social lives are now connected with students who will be walking to a different school; continuity for them is best achieved by aligning their close neighbors with their school.

As you know, all students at the McKinley at Reed site will matriculate to Swanson, as will the 16090 children. Most Glebe kids will then go on to Washington-Liberty for high school, while the 16090 children will matriculate to Yorktown. The most social continuity for kids in 16090 is to, of course, be placed with the McKinley at Reed students, as they will be aligned from Kindergarten through High School with deeply formed social networks.

Finally, on a personal note, I will say that the idea of going to the new school has been a ray of light and hope to our 3rd grader. Since ground was broken, he's been looking at the pictures of his new school and following its construction as we go on our family walks. It will be a difficult conversation explaining why this is no longer happening.

I hope this letter has been helpful and effective in presenting our reasons for aligning 16090 with McKinley at Reed, and I thank you for your consideration.

Can you please provide enrollment and FRL projections for this proposal through '23-24. The proposal states that students moved now will not be moved again in the next process, while also stating that the next process will not be for another 2 years, meaning that they will not be part of any process until 2024 at the earliest, and move in 2025. If that is true, why do you not provide enrollment and FRL figures in the chart through the end of 2024? Particularly with respect to FRL, you don't appear to provide any numbers after 2021. The data table suggests that projections can be made 5 years out, why is that not included?

How have you taken COVID into account? For example, ASFS is down in enrollment by over 100. Is it because parents have held kids back from K, sent their kids to private schools or, due to economic distress, have moved? Have you tried to determine the cause of the reduction because the answer could significantly impact the numbers. Also, given the loss of jobs, particularly with greater impact on lower wage earners, what is likelihood that more Rosslyn families Moved to Key than LV/Cherrydale being moved to or remaining at ASFS, will need FRL than did in 2019, on which your projections are based. Have you examined whether due to COVID that number has increased since March? Are you prepared to support the proposal if it results in over 50% FRL at Key?

Was the new project at 1351 N. Rolfe, which has 28 CAF units, included in the 26% FRL figures for Key?

Why does the chart list the FRL number for Key at 26%, when the summary says that a new CAF project will increase that by 85 students? Why not just list the number at 39%, which includes those additional

students? The summary lists the increased percentage for ASFS due to an upcoming CAF project (from 7 to 18%), but does not list it the same way for Key (it only lists a 85 increase in students)? In fact, the materials prepared for the PTAs are even more misleading as they show the increase at ASFS but only show the number at the new elementary at Key as 26%, even though that project is likely to be completed before the American Legion project. Please explain why you treat these differently and correct the chart. Also, the summary states that the ASFS FRL number will decrease from 20% to 7% and then go back up, but the 3 year rolling number for ASFS is actually 22% so the proposal significantly reduces that number.

How do the numbers at Key accommodate for the students in that zone that do not move with immersion? Does both the total enrollment number and the 26% FRL number assume that 2/3 or current immersion students will stay at Key or some other number? Also, how have you determined whether that number who decide to remain may include more or fewer FRL students. Similarly does your data show whether Spanish speakers are more or less likely to move than non-Spanish speakers?

The Summary states that Roslyn units were moved to Key because a move to Taylor would have involved a much longer distance to bus. However, the students in those units are currently at ASFS, and ASFS is a little over 1 m from Key, and by bus less than 5 min additional drive time. Why did you suggest the only option was to send them to Taylor when ASFS is closer? Leaving students in planning units 24060, 24050 and/or 24051 at ASFS (where they are now) and moving planning units 24031 and 24030 to Key would better balance both enrollment and FRL at both of those schools. It would not increase buses and only increase bus time for the Rosslyn students by less than 5 min. It also would increase significantly real walkers since the students in those 2 units in Lyon Village are within .5 of Key and much more likely to walk to Key than they would to ASFS(Your own studies show less than 10% of those students would walk to ASFS) That would increase drivers which conflicts with your own FAQ on the matter. Also, given the fact that the proposed neighborhood boundary for ASFS contains mostly single family homes, it is less likely that population will increase or that the FRL numbers will increase. It is much more likely that the increase in both enrollment and FRL will occur in the proposed Key Rosslyn boundary. And if ASFS gets more crowded or new apartments are built at Ballston there is much more flexibility to make changes to send those kids to underenrolled schools in N. Arlington. What is your plan if in 3 years Key would be at 750?

You talk about equity, but how is it equitable to create 2 neighborhood schools and one is quickly at 750 kids, almost 40% of which will be FRL, and more Spanish speakers, needing additional resources and another school at around 600 with less than 20% FRL. Delivery of education is more impacted by the total size of the school than what percentage over or under capacity it may be. Similarly how is it equitable for schools in S. Arlington with high FRL numbers to all be overcrowded, and schools in N. Arlington with less than 5% FRL to be significantly under capacity

Thank you for your tireless efforts the last several years planning for our school population. Thank you specifically for the difficult work you've done surrounding the planning for a neighborhood elementary at Key. Escuela Key was the heart of our community in many ways and advocating for a neighborhood school that serves ALL was a painful experience for those of us that saw the need for a walkable school EVERY SINGLE DAY and thus had no choice but to fight for it. COVID-19 may temporarily change some things for Rosslyn but it will not change the need for our neighborhood to be able to walk to and from a school. It's not just the morning and afternoon bus rides, I'm talking about after school activities and school events that are a problem to access for many of the families I am certain you haven't heard from in this process.

Planning units 24060 and 24130 must feed into the new elementary school at Key as proposed in the October 5th Initial Boundary Proposal Map. Planning unit 24130 has three foot traffic access points across Route 50 that all lead north. Families access via the Rhodes Street Bridge and walk up Clarendon or Wilson directly to the Key School site. Families in 24060 should attend Key School because they walk west on Fairfax Drive to Courthouse or link to Clarendon/Wilson then to Key School. Sending these children to Taylor is unimaginable and sending them to Long Branch further complicated things for the families making it just like it is right now attending ASFS. I cannot tell you how many families I've personally driven home from ASFS specifically to planning unit 24060 because the evening bus wait was too long for tired little ones. I have driven parents who missed the bus pick-up to ASFS because they couldn't afford the \$8 cab ride, too. I realize this is anecdote but I'm saying it anyway in hopes it counts for something. Just because these two planning units don't often voice their thoughts doesn't mean they should be bussed farther away.

I'm copying RAFOM (Radnor Ft.-Myer Heights Civic Association) President, Stan Karson and fellow RAFOM board member, Patricia Darneille.

Elementary School Principal, Claire Peters, will be speaking virtually at our RAFOM Meeting on Wednesday, October 21st. You are welcome to join in if you would like additional community input. Call info is below.

Heartfelt thanks for all you do - it feels like it's been a long road to get to this point but I believe your Initial Boundary Proposal is what is best for current and future elementary kids in Rosslyn and will serve the community for years to come.

First off, I would like to express my sincere appreciation for your forthcoming and comprehensive communications while addressing the reopening of our schools. You have shown incredible flexibility and responsiveness to community feedback which has given me great confidence in your ability to effectively lead APS through difficult challenges.

We haven't had the chance to meet, so let me introduce myself: I am a parent of two McKinley elementary students (█████ graders), and I live in Madison Manor Planning Unit 14020 - but more than both of those I am interested in the APS school system overall and advocate for rational, data-driven decision making in our planning. Over the past 12 months, I have spent countless hours analyzing data, preparing maps, and engaging with APS as part of Phase 1 (School Moves) and Phase 2 (Data Review) of the elementary boundary process. I know you were not around during these phases, but if you ask some of your colleagues they can share the breadth and depth to which I have engaged with staff, administration, and School Board. And I am prepared to do so again in Phase 3 for the good of all APS.

I can't imagine you are thrilled with the timing of the boundary process you have inherited...it's enough of a challenge trying to operate a school system with coronavirus raging around the country. So I know I'm not the first to tell you this, but it bears repeating...**a pandemic is NOT the time to do a boundary process**, even a limited one. Be that as it may, here we are...and based on what's been presented so far, I have a number of questions about the process, assumptions, and ramifications that I think you may want to consider.

BOUNDARY POLICY

It is not clear to me how this boundary process follows School Board Policy B-2.1 Boundaries, specifically in consideration of the 6 factors in the policy (Efficiency, Proximity, Stability, Alignment, Demographics, and Contiguity). Staff has stated that each factor was 'considered' in the development of the initial boundary map but has not shown *how*. In the past, staff has demonstrated this by developing alternative scenarios that prioritize each factor and sharing those with the community to foster discussion around the priority of each. This allows staff to take community feedback and incorporate it into a final boundary scenario that balances all 6 considerations. What appears to have happened *this time* was development of a single scenario and then a simple calculation of the resulting Efficiency, Demographic, etc...factors. **Simply calculating the outcome for these factors does not show consideration of the factor when building the scenario.** It is possible that staff did not do it this round **because they did not plan sufficient time and resources to do so in their boundary process planning**, as seems to be indicated in the "Staff Resources and Limitations" section on page 1 of the attached Draft Project Plan for Fall 2020 Elementary Boundary Process.

[Overview of Project Plan Timeline](#)

Staff Resources and Limitations

This plan allocates time for staff to refine draft boundary scenario(s) based on input from the School Board Work Session. Since projections are produced in October and November, **staff will not have the resources to provide multiple revisions to boundary scenario(s).**

DROPPING ENROLLMENT AND DELAYS AT REED

The two driving reasons cited to carry out the Phase 2 School Moves ASAP are the overcapacity at Arlington Science Focus School and the opening of Reed. The September 2020 enrollment report shows a big drop (>1000 students) in actual vs. projected enrollment across the school system, and **a drop of >100 actual vs. projected students at ASFS** – most of them from grades 1-5 meaning they are unlikely to return next year. **This brings ASFS capacity down to a manageable level for the short term** and lower than their enrollment was in 2019, 2018, and 2017. I can agree to disagree with P&E on 2020 being a blip year,

but I think it's irresponsible to completely ignore that over 700 students in grades 1-5 have left the system in their projection methodology. In addition, there are current and impending delays in construction at the Reed School, which is already behind schedule. I know your history is short with APS, but we don't exactly have a stellar record of finishing projects on time (ask your staff about Dorothy Hamm MS, McKinley ES renovation, among others). Also, in my experience, when a contractor writes in their official schedule narrative that the **"scope of work has massively increased"** and that there will be a **"definite, significant impact to the project schedule"** it does not give me great confidence that the project will finish on time (see "Part VII - Description of Problem Areas" on page 4 of the attached Reed Elementary School - August 2020 Schedule Narrative). Given these two things, with ASFS at manageable enrollment and Reed potentially not able to open on time I see no reason to rush headlong into a limited boundary process when **what is really needed is a countywide approach when the community can truly engage (i.e., NOT during a pandemic).**

County Stormwater: During the month of August, Arlington County held a kick-off meeting to present several concepts for potential stormwater detention solutions. After this meeting, it is clear that **the scope of work has massively increased** from what was proposed in January 2020. Bowman has taken the information provided by the County and come up with three design options. At this point, the actual detention structures will not be installed until after substantial completion of the Reed project. However, all of the design options will require tying into the existing 84" storm line within the Reed project LOD, and the tie-ins would need to be installed prior to school opening. Due to design still being in the early stages, **there will be a definite significant impact to the project schedule**, as the utility tie-ins would cause conflicts with the hardscape, landscape, and playground site work that will be ongoing throughout Fall/Winter 2020, and into Spring 2021.

SCHOOL MOVES ROUND 2

Speaking of a long-term approach...it's patently obvious from the materials put out by staff (page 3 in the attached Summary of Initial Boundary Proposal) that **APS intends to move another option school** (either Campbell or Claremont, or maybe both) and close a school north of Lee Highway (Tuckahoe, Nottingham, Discovery, Jamestown, or Taylor). **I wonder how you feel and the School Board feel about giving implicit approval of *another* school move without any analysis or community engagement on the matter.** Again, I know you were not here for Phase 1 but we did JUST go through a School Moves process that was supposed to "set us up" to balance capacity across the county. If APS is contemplating yet another round of school moves, why are we doing a ***limited*** boundary process now instead of a ***comprehensive*** process in the future when it makes sense, to include a second round of school moves if necessary?

School	2020 Boundary Process and Planning for 2021-22
	<ul style="list-style-type: none"> - To minimize the reassignment of students to another neighborhood school, existing relocatables will continue to be used to manage enrollment. - 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 by repurposing one of the option elementary schools in that area and repurposing excess neighborhood school capacity at a school north of Lee Highway <ul style="list-style-type: none"> - Options schools include Campbell EL and Claremont Immersion, and could include a move, a suspension of the lottery or some other changed proposed through the IPP work. - 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.
Summary of main points	

Dr. Duran, I **strongly** urge you to demonstrate the flexibility you have shown us through reopening schools and recognize that **NOW IS NOT THE TIME** for this hastily constructed boundary process. You have time, and you have flexibility - I ask that you reconsider deferring the entire school move and boundary process until a countywide, comprehensive approach can be effectively undertaken with full engagement from the community.

Please know that you have my support, and I am always available to answer questions or help out in any way.

Best regards,

Hello Kristin,

It's been a while! I hope you're doing OK amidst the pandemic - I can't imagine the challenge you have had at APS to keep plugging through it all!

I did have a question for you about the Elementary School Boundary stuff. In the new info that was posted yesterday, they made mention that the walk zones for several schools were being expanded (see below, with link and the paragraph from the page copied into this email). I wasn't aware there was a project going on to review walk zones, and I was a little surprised to see that they were because of your prior comments about not wanting to combine walk zone changes and boundary process at the same time.

Just wondering what drove these changes? Thanks so much for your help!

<https://www.apsva.us/engage/data-review-for-fall-2020-boundary-process/><https://linkprotect.cudasvc.com/url?a=https%3a%2f%2fwww.apsva.us%2fengage%2fdata-review-for-fall-2020-boundary-process%2f&c=E,1,_STR6wIWHcHvxSKUBZm9M0HVclydSw5wiyO2tgO5Ru_6GBNEvRLy4LpHj9uA64p0pB9vCy06JSE3_Cb4E0tG5muVjw3EWNEgYrVc4dNKNN-0&t ypo=1> Walk Zone Information

Stakeholder input related to walkability and transportation was sent to the APS Director of Multimodal Transportation, who informed the planning team of some walk zone expansions. The following Planning Units in the Key, ATS and Hoffman-Boston have been identified in each area to be added to the existing walk zone for the 2021-22 school year.

Key ATS Hoffman-Boston 24040 13041 46140 24041 14061 48280 24080 14070 24081 14080 24082 14100 24100 24111 24120 24140

Lisa, Gladis, and Jonathan -

Thank you for all the time and energy you are putting into the boundary process. We appreciate the various opportunities we have had to advocate during the Virtual meetings including each of the three Office Hours.

The (necessary) virtual nature of the Office Hours has limited our ability to have a two-way conversation that includes follow-up questions and comments. As such, we wanted to make sure we clearly lay out the challenges our Planning Unit, 16130, has with our current alignment in the draft boundary proposal that are not evident from looking at the draft boundary map. We would welcome a two-way conversation on these topics if that is an option.

As a note, Kristin Haldeman graciously accepted our request to come walk our Planning Unit and we walked it with her on 10/21. I have included some of her thoughts below.

We have tied the considerations to the priorities APS has laid out in the boundary process.

- **Contiguity:** During Kristin's walk of our PU, she definitely saw firsthand the isolation our PU has from our neighbors. A few key points:
 - Although on the PU map, it looks like we are right next to other Tuckahoe PUs, the reality is that we are completely separated by I66 and those PUs are not even visible (or walkable) from our homes. The neighbors on the other side of Washington Blvd from us (PUs 16061, 16050) now will also move from Tuckahoe to Reed **leaving us completely isolated from any neighborhood children.**

- We are closer to the former McKinley building (now ATS) than Tuckahoe – and our street is the only one on our side of Washington Blvd that does not go to the former McKinley (now ATS) - so our alignment to Tuckahoe continues to isolate us from all walkable neighborhood children.
- The streets beyond our house (further from Reed, closer to McK/ATS) will be walking (and in some cases busing) by our homes to go to Reed. In addition, **children will literally walk past our bus stop on the walk to Reed while we wait for the bus.**
- **Proximity:** Our entire Planning Unit falls within the walkability zone of less than one mile with many homes being within 0.3 - 0.5 miles from Reed. Our Planning Unit is long and oddly drawn. The large majority of the PU is within the walk zone and Kristin felt the outer edge would be unlikely to walk driving further car traffic. She did say that some PUs are partial walk / partial bus. We would appreciate if APS considers that approach in regards to our PU as we also walk to Swanson which is 0.4 miles PAST Reed and we all consider it very walkable. It would seem very strange to have full PUs bused to Reed when the majority of ours is well within a comfortable walk zone.
- **Alignment:** In the current proposal, only 3 Planning Units totaling ~90 kids across all grades will go from Tuckahoe to Swanson. This amounts to potentially as little as 10-15 per grade which will be very socially isolating for these kids.

We consider Westover our neighborhood and walk to the library, farmers market, shops and restaurants. To not be able to be part of our neighborhood school and separated from all the neighborhood children around us is extremely upsetting. We ask APS to strongly look at our Planning Unit as you re-think the boundaries. We would also welcome others to come walk our Planning Unit to see firsthand the challenges with proximity to other PUs that are not evident from the boundary map.

We appreciate the opportunity to engage and the consideration of our PU as you revise the current draft proposal. Again, we re-iterate that we would be happy to engage in a two-way dialogue on this topic - you can respond to this email or reach

Hello ladies and gentlemen of the Arlington Public School Board, my name is Larry Meehan and I am the President of the Madison Manor Citizens Association. I have attached for your reading a letter from our association detailing our thoughts and concerns pertaining to the 2020 Elementary School Boundary Process - phase 3 of Elementary Planning for 2021.

I, and the rest of the association, as well as all the families that live within the boundaries of Madison Manor thank you for your time and attention with our requests and concerns.

I hope you all stay safe and healthy,

Respectfully, Larry Meehan.

I live in this PU and support the move to Glebe over Reed. It makes complete sense and keeps our neighborhood, Waycroft Woodlawn, together. Furthermore, Glebe is closer.

The petition by some of this planning unit misrepresents the truth. The parents here, my neighbors just don't want their kids to change schools. That's it. Future families will appreciate this PU in Glebe.

Good luck!

We all know that 2020-21 will be a school year like no other. Kids will not get a true school experience this year and there will be some readjustment when things return to normal, hopefully next year. This might be the ideal time for APS to make sweeping boundary changes without a significant impact on school community because honestly - it's impossible to form a sense of community with everything going on.

It would be great if APS could take a bold step to actually carve out school boundaries the way they think would be sustainable and work for the longer term, instead of the piecemeal approach it has currently chosen to adopt.

If the medium term plan is to convert one of the schools north of Lee Hwy to an option school, why not do it for 2021-22? Why wait another year to implement another set of changes causing yet another disruption to school communities, right after they've settled down post pandemic? It would be in the best interests of everyone - not just the families affected by boundary changes but also for APS to not have to worry about future changes, not to mention the additional negative budget impact future boundary changes would bring.

Sincerely,

Dear Dr. Durán,

Thank you in advance for taking the time to read my email. It is a very challenging time and a crazy time to make so many huge decisions. As a county we should be focused on the pandemic and hearing from community members and staff about concerns regarding opening schools safely.

I believe we really need to put most of the boundary changes on hold. Boundaries can be done with just Taylor and Science Focus. Delaying most of the boundary changes will give the county accurate numbers instead of old number or enrollment numbers during a pandemic. Enrollment is down across most schools in the county. Making boundaries with inaccurate data could have the potential to make some schools way over capacity while other schools are extremely under enrolled. **We as a county really need focus on what is right for the long term.** Doing a small boundary change now will affect how decisions can be made in the future. A boundary change with just Taylor and Science Focus would allow APS to be flexible when a comprehensive boundary process is completed.

The current boundary map has planning units being moved to schools that are currently over capacity. These communities were promised during the school moves phase that enrollment at ALL schools would be balanced and no school would be over capacity. The one map that was proposed has huge differences in enrollment across schools. Some schools will be at 157% capacity whereas other schools will only be at 71% capacity. School capacity across the county needs to be addressed. **We need to stop solving capacity issues with trailers and start solving them with a comprehensive, well thought out boundary process.**

Lastly, I would like to point out that planning unit 14030 can walk to Reed with the entire planning unit less than one mile away from Reed. Some of the houses in the planning unit are actually just 0.6 miles from Reed. The bridge over 66 is wide, there are raised sidewalks on both sides of the road, and there is a bike lane buffer between the roadway and the sidewalks. Currently the planning units adjacent to Reed are designated as McKinley's extended walk zones as part of the COVID transportation response. If those communities can walk to McKinley, 14030 can walk to Reed.

We are in the middle of a pandemic that does not seem to have a definite end in sight. **Moving students to overcrowded schools does not seem logical or consistent with health concerns.** I appreciated your time in reading my email.

Hello,

Quick question on the elementary boundaries timeline.

In the PDF released, there is a note at the end that the facilities report will be completed in Sept or Oct. Is there an update on when this report will be finished and released?

One of the items the report is expected to include is an update on the preferred max number of relocatables.

Will the report's recommendations be included in the next step for boundaries? If not, could the boundary process hit pause so the facilities recommendations can be folded in/incorporated?

Thanks for your consideration.

Best,

Hello,

Quick question on the elementary boundaries timeline.

In the PDF released, there is a note at the end that the facilities report will be completed in Sept or Oct. Is there an update on when this report will be finished and released?

One of the items the report is expected to include is an update on the preferred max number of relocatables.

Will the report's recommendations be included in the next step for boundaries? If not, could the boundary process hit pause so the facilities recommendations can be folded in/incorporated?

Thank you for sharing the latest school boundaries for Arlington Public Schools. We know this is a challenging issue, but wanted to raise our concern as parents in planning unit 14030. We do not believe that sending our planning unit to an over-crowded Ashlawn is the right decision given that we are equally distant from the Reed school where our children's current McKinley classmates will be going. The numbers seem to point out that including our planning unit in Reed with the rest of our McKinley neighbors will leave both schools better balanced.
Thank you and confirm your receipt.

Hello,

Thank you for publishing the new boundaries for elementary school. The new map doesn't have streets identified, and the GIS locator service doesn't recognize my address...

Therefore, I can't tell where my -- sons will go to kindergarten next year under this plan.

Can you help?

Thanks,

Hi members of the APS planning staff and Superintendent Duran,

I am writing to express concern over the zoning of my planning unit 24100 to ASFS instead of the new school at Key. My main concerns are related to the long term implications of the proposed boundaries, especially given the fiscal and safety uncertainty associated with COVID. My concerns are detailed below:

1. My planning unit is easily walkable to Key, but is zoned for ASFS in the current proposed boundary: I live less than a third of a mile from Key. It is an easy walk, that my children can (and currently do) walk independently. *With COVID still being a very real threat for the next year, I am very concerned that we are being zoned to a school that is a significant walk from our house.* While ASFS is still walkable (my kids and I have walked there for years), it is not a walk that kids can do independently and it's not a walk that I can do in less than five minutes. It is not possible for me to quickly run by school for library book pick up or school supplies. It's not possible for them to participate in before/after school activities or school events because I cannot easily get them to and from school. This wouldn't be an issue if we

were going to Key. I understand that many areas of Rosslyn cannot walk to Taylor either, and that my neighborhood is lucky that we can walk to ASFS. However, it doesn't change the fact that in this proposal, my kids are bus riders instead of being zoned to a school that is two blocks from my house.

2. **This plan puts many of the walkable units to Key at ASFS:** *This is fiscally irresponsible.* In the reasoning for moving the immersion program, it was stated that the goal was to reduce long term spending by taking advantage of the expansive Key walk zone. The proposal does not do that -- this seems hypocritical and irresponsible. It also sets a bad precedent for future boundary discussions.

3. **This proposal does not balance demographics across ASFS and Key:** As drawn, the F/RL rate is disproportionately high at Key compared to ASFS. This is not like in other situations where you are beholden to the demographics of the walkzone for a school; Key's walk zone is not currently zoned for Key. *Please consider moving more of the planning units with F/RL children (24182) to ASFS to better balance demographics.* While you bring up the American Legion development in your notes, the nature of that development being geared towards veterans may skew the population -- it may not result in as many children as you are anticipating. *The best part of ASFS is its diversity -- please do not take that away.*

4. **This proposal does not balance enrollment across ASFS and Key:** As drawn, I predict that this proposal will likely result in the boundaries for my specific area being readjusted several times in the next ten years. *Although we are not technically moving in the boundary process, being in the minority that is staying at ASFS will be socially very hard for my kids.* My children will have to make entirely new friend groups; ASFS will only have 20% of its original population. It will be a new community. Please consider this in future boundary decisions -- it will not be acceptable to move us again in two years because we were "untouched" in this boundary decision.

I understand how much thought goes into forming these boundaries. I trust that you will make decisions that are the best for the county; I hope that in sharing my thoughts you might have more insight into the particulars for my specific planning unit/neighborhood.

Thank you very much for all of your hard work, and for taking the time to hear my concerns.

Sincerely,

Hello...

"Options schools include Campbell EL and Claremont Immersion, and could include a move, a suspension of the lottery or some other changed proposed through the IPP work"

Could you please explain what "suspension of the lottery" means?

Does it mean if a school doesn't have a pathway in the IPP that the lottery will be suspended to end that program?

Dear Dr. Duran, Mr. Gregory, Ms. Haldeman, and Members of the Board:

First, full disclosure: I am a Key parent and am able to move with the immersion program next year. I have heard from several Key families in 24120 who oppose program moves and the effects of the boundary proposal. I'm writing to share some important facts about planning unit 24120 specifically in the context of the ongoing boundary process:

1. Planning unit 24120 is the most "economically disadvantaged" countywide. Of 109 kids, 101 fall into the economically disadvantaged category. 90 are English language learners; 29 are students with disabilities. (APS planning unit data)

2. A total of 62 kids from 24120 attend Key immersion; 29 attend ASFS. A handful of others attend mostly nearby neighborhood schools. (APS planning unit data)
3. When APS planning staff visited 24120 on 9 December 2019 to discuss school moves, Key families told staff they did not want Key to move. Most families are car-less and many attend early morning extended day, for which there is no bus. Families told staff they depend on Key's walkability and could not move with the program. (Email account from Key PTA president; public hearings on the school moves proposal)
4. Knowing all this, planning staff now proposes making it impossible for Key kids of 24120 to stay in the Key building. If they don't move with the program, they will be effectively reassigned to ASFS under the boundary proposal. (APS Boundary Map Proposal)
5. Planning unit 24120 is in the walk zone for Key and is about a 10 to 12-minute walk away. However planning unit 24120 lies well beyond the walk zone for ASFS. (Expanded walk zone maps for Key and ASFS)
6. Turning to ASFS: APS proposes moving almost all ASFS kids to Key. Who is left out? The 29 kids currently attending ASFS from planning unit 24120. Under the APS proposal, these 29 will be excluded from the supermajority moving to Key. And when the "science focus" program inevitably follows (dare I say it?), the kids of 24120 will be left behind; they won't follow their peers and they'll probably lose their science program. (APS Boundary Map Proposal)
7. The rest of 24120 kids who attend other nearby neighborhood schools won't be grandfathered into their current school of attendance, thus being forced to move as well. (Summary of Initial Boundary Proposal)

Yes, this mix of facts is confusing, primarily due to the convoluted nature of school planning decisions over the years. So let me boil it down:

APS proposes putting the greatest burden on the most economically disadvantaged families in Arlington. Is it equitable for the families of 24120 to bear the greatest burden of disruption? Families without cars? Families without reliable internet? Families who don't speak English?

Look beyond the colorful map with nice and tidy, contiguous boundaries dutifully created by planning staff. Have you checked the data on "economic disadvantage," English language learners, or disability for individual planning units affected by this proposal? Zooming out, have you noticed the correlation between high FARM rates and overcapacity that this proposal exacerbates? (Initial Boundary Proposal Data Table)

I hope Key families feel they can move with the program next year if they so choose, but I worry that APS has failed to make this transition feasible. How will parents without cars and without bus transportation to early morning extended day make it work? As recently as Principal Perdomo's virtual town hall this week, Key families were asking if such buses would be provided.

Knowing above facts, the least you can do is allow the Key families of 24120 to stay at Key, the ASFS kids to stay with their cohort, and grandfather in the handful of other 24120 kids attending other nearby schools--should they so choose.

I understand planning is a complex task, based on long term demographic projections. If staff insists on assigning 24120 to ASFS long term, then a compromise might look like this:

- Grandfather in the Key families of 24120 (current students and siblings) who want to stay at the Key building
- Allow the ASFS families of 24120 (current students and siblings) to follow their peers to Key if they so choose

- Grandfather in those families of 24120 (current students and siblings) attending other nearby neighborhood schools.

Thank you for your dedication to our community in these unprecedented times.

Dear APS planning staff,

When Dr Duran said in a recent email that APS would be changing its approach to redistricting to reduce disruption to families, I realized he missed the heated debate and the decision to move the Spanish immersion program at Key to ATS, move ATS to McKinley, and disband McKinley altogether.

As you well know, this disruption is scheduled for Fall 2021 -- to go into effect alongside the soon to be redrawn districts. These moves will be expensive -- on the order of millions more than you claimed -- and disruptive. These communities will not be able to stay together. Many who attend Key for example depend on walkability to get children to and from extended day, for which there is not a school bus. A Key PTA survey predicts that only 36% of Spanish speaking families are able to move with the program. But maybe that's what APS cynically was hoping all along since the ATS building isn't close to big enough to hold Key's population, which will put the building 157% over capacity.

According to APS staff, the whole point of moving and sacrificing these school communities is to make drawing new districts easier. If you are modifying the plan to redraw districts because of changed demographic projections or coronavirus uncertainty and therefore not wanting to burden families, you should also pause the proposed school moves; they go hand-in-hand according to you.

If APS planning staff is intransigent and insists on going forward with school moves, then please don't hold back on redistricting to avoid disruption to those attending neighborhood schools. Do it the right way or don't do it at all. Save the money and the heartache of uprooting three school communities, if it's for nothing.

Alternatively, you also know there's a community developed proposal without school moves but with districts redrawn to accommodate the opening of Reed in 2021. You did not seriously entertain the community's proposal at this time last year, but perhaps it is worth re-examining if your goal is to avoid disruption and keep communities together. The proposal appeared to meet more of APS' stated goals - including greater socioeconomic diversity - than APS' own proposal.

Let me close with a word of caution over the fairness of giving the Key school to ASFS. Please keep in mind Key is 39% FARM and 54% Black and Hispanic combined (according to APS's 2019 statistics). If the immersion program is forced to move and ASFS takes over the Key building, it would appear that APS is forcing families with greater socioeconomic need to deal with the greatest disruption. By contrast, ASFS is 19% FARM and 19% Black and Hispanic combined. The newly minted equity policy would seem pointless.

Thank you for everything you have done during these unprecedented times.

Dear Superintendent Duran:

We are the parents of a current fourth grade student [REDACTED] at Arlington Science Focus School ("ASFS") and a current seventh grade student [REDACTED] at Dorothy Hamm Middle School. We live in planning unit ("PU") 24030, which is in the Lyon Village neighborhood, and have been members of the ASFS community since our oldest entered kindergarten in 2013. We reviewed the Arlington Public Schools ("APS") proposal for new elementary school boundaries for school year 2021-22. We were surprised and disappointed to learn that the current school proposal does not provide for the grandfathering of any students.

We strongly encourage the Arlington County School Board to allow current fourth grade students to continue at their current schools for 2021-22. The failure to permit fourth grade students to complete their fifth and final year at their current school adds additional stress to students and families who are already dealing with the challenges of a pandemic and virtual learning. This year, more than any other year, is a time to exercise compassion and flexibility, and to avoid making children deal with the disruption of changing schools twice within a two-year period.

Moreover, we note the following:

(1) There is Precedent for Grandfathering. Allowing current fourth graders to continue at their current schools is consistent with past practice. For example, during the Fall 2018 elementary school boundary adjustment process involving Abingdon, Barcroft, Drew, Henry (Fleet), Hoffman-Boston, Long Branch, Oakridge, and Randolph, the school board allowed current fourth graders and their siblings to remain at their current school for one year. It is inequitable to permit grandfathering in that context but not here.

(2) APS' Transportation Concerns with Respect to Grandfathering Warrant Revisiting. According to APS staff, under the previous proposal to revise all elementary school boundaries across the entire county for school year 2020-21, approximately 28% of K-5 students would need to be re-assigned. In that scenario, staff said they would be unable to support fourth grade grandfathering due to transportation capacity limitations. In the more limited proposal that was just released, only 13% of students would move, and the number of students who can walk to school would significantly increase. We would argue that the lack of transportation capacity concern is questionable under the current proposal and should, at the very least, be revisited by staff.

Moreover, we encourage the school board to permit grandfathering even if APS is unable to provide transportation due to budgetary concerns. Families would prefer to be given the opportunity to decide whether to move to their new school or stay at their current school (and try to figure out transportation logistics - e.g., via carpooling with others in the school community, walking/biking, or otherwise) versus having no choice at all.

(3) Grandfathering Current Fourth Graders is Unlikely to Result in Unmanageable Capacity Challenges in School Year 2021-22. Given the opening of a brand new school and the nature of the current boundary proposal, which, in many instances, would move significant portions of an existing school to a new school (e.g., ASFS to the new school at the Key site), we envision a more limited number of fourth grade students choosing to stay at their current school. As discussed immediately below, those choosing to stay are likely to be limited to those fourth graders who have been uniquely and disproportionately impacted by the boundary proposal. Moreover, APS has seen a significant decrease in enrollment this year due to pandemic-related challenges, and it is questionable whether all these students will return in school year 2021-22.

(4) Some Fourth Grade Students are Uniquely and Disproportionately Impacted by the Boundary Proposal. Our son [REDACTED], for example, is uniquely impacted by the boundary proposal because we live in one of the two small planning units in all of Lyon Village that have been rezoned to the new school at the Key site. This means that he is only [REDACTED] of [REDACTED] ASFS fourth graders (and the only ASFS [REDACTED] boy) in our whole neighborhood who have been rezoned to the new school at the Key site. To be clear, with the exception of these two children, all of the other ASFS fourth graders in Lyon Village (who have been riding the same neighborhood school bus with [REDACTED] since kindergarten and who all live within the same newly expanded hybrid learning ASFS "walk zone" that we live in) are zoned to ASFS. [REDACTED] would like to remain at ASFS for his fifth and final year with his beloved teachers/administrators and close neighborhood community. [REDACTED] was also very much looking forward to his final year on the ASFS Tech Crew. Tech Crew is a program that develops leadership through community service. He worked very hard to be selected and appreciates the opportunity to give back to his community. If he moves schools, he would miss the culminating year of this program.

Finally, we note that the current ASFS fourth grade class is relatively small and ASFS is expected to be under capacity in 2021-22, which argue in favor of permitting ASFS fourth graders like [REDACTED] to remain at ASFS for one year. [REDACTED] would not require bus transportation through APS since we reside in the newly expanded ASFS walk zone for this year.

(5) The ASFS Community Has Been Subject to an Unusual Amount of Whiplash Over the Last Three Years. Even before the pandemic, the ASFS community faced a lot of uncertainty and chaos. First, in 2017, there was an Options and Transfers change which disproportionately affected ASFS and changed the school from a Choice Team school to a neighborhood school outside of its neighborhood. This was followed by the 2018 boundary process from which ASFS was abruptly removed. Finally, there was talk of a school "swap" until the swap was mysteriously cancelled. Allowing current fourth graders to remain

at their current school for the 2021-22 school year will go a long way towards mitigating any further unneeded stress amongst the ASFS community.

We thank you for your consideration of these comments. Please let us know if, and when, you are available to discuss the issues raised in this letter.

Best Regards,

I have several questions about the boundary process.

Will you please share the initial boundary map that was used with principles on August 12th when APS was considering county wide moves?

Because APS moved ATS, McKinley, Key, etc. does that mean APS is not considering converting other neighborhood schools to option schools with the next boundary process in the next one to two years? For instance, I know APS evaluated Nottingham as a potential option school. Is that still on the table with the next move within the next two years.

Did you talk to APS parents before limiting this boundary process? There are many who would have preferred to do this all at one time. We are now in a situation with boundary moves every two years almost between 2018, now and again within two years. While you commit to not moving PU's if they have moved in the last boundary change, you're leaving parents with an immense amount of anxiety about whether or not we will be impacted. I've now spent, and will continue to spend my son's entire elementary career wondering if he's going to need to move in the next process. It's incredibly stressful. While attempting to limit stress during the pandemic, it is now worse and prolonged.

I have a few follow-up boundary questions...

1. For the PU's moving in this process that you say will be excluded if another boundary process is done, does that refer to only PU's that changed schools (eg Tuckahoe to Reed) it does it also include PU's that are moving from McKinley to Reed?
2. In the summary proposal, it states for Tuckahoe, Nottingham, Discovery, Jamestown and Taylor that the IPP and CIP should recommend a solution to provide capacity on the western end of Columbia Pike, by relocating an option school north of Lee Highway. Since ATS and Key just moved with this process, that only leaves Claremont and Campbell. Are those the schools that are being referred to in the summary or would the SB consider moving ATS and Key again? What other options exist to create capacity where needed besides more program moves?
3. If a new boundary process is in fact needed again, when would it be undertaken versus effective? For instance when you say another boundary process is needed within the next 1 to 2 years, does that mean the process will start in 2021/2022 with an effective date of 2022/2023 or does that mean the process will start in 2022/2023 with an effective date of 2023/2024?

Hello,

What schools will be involved in the "potential boundary adjustment within the next one to two years"?

If a planning unit is moved as part of this planning process, would they be exempt from moving again?

I understand the point of limiting the scope of this boundary process because of the pandemic. At the same time, we are now going to have another boundary process hanging over our heads for 1-2 years when we just spent the last two years worrying about how we would be impacted by this change.

Dear Mr. Duran,

We are writing to you asking you to please advocate for those kids impacted by the proposed boundary process. In consideration of the very real emotional impact of this pandemic on all kids, please consider recommending grandfathering (even if not including transportation) for all affected kids based on the following considerations:

* If choosing distance learning, affected kids would not go back to the same school and community they abruptly had to leave last March, which would further impact their emotional well-being / mental health after such a traumatic year,

* APS staff has stated they are not recommending grandfathering based on transportation cost, not overcrowding. Therefore, grandfathering already enrolled kids - with no transportation - should not be an issue.

* Projections are of questionable accuracy after the impact of the COVID-19 pandemic. We've attended all APS virtual meetings on the boundary process conducted so far. We've heard no reference to any expert opinion on what this process would mean for kids at this particular and unprecedented time, and no indication that this aspect is being taken seriously during this once-in-a-lifetime crisis.

We know kids' social and emotional well-being was paramount to you as the distance learning / hybrid plan was being developed. That is what led you to recommend keeping kids together in the new school year. That is why you have made it a point to emphasize the importance of kids' needs during this pandemic.

Please be an ally to us once again in ensuring impacted kids are being properly and thoughtfully considered in this boundary process. As parents of an impacted 7-year old girl, it is hard to watch and comprehend how APS appears to be deliberately disregarding such an important aspect so far in such a critical time.

Thank you very much for your continued commitment to skilled and thoughtful planning, as reflected by your outstanding work on the learning model during this pandemic.

Hi Lisa and Gladis,

We are requesting to meet virtually with APS staff to discuss initial boundary changes affecting Planning Units (PUs) 24030 and 24031. Through our efforts to keep our neighborhood intact, we have a petition [http://chn.g.it/tmgyqjNGYy<https://linkprotect.cudasvc.com/url?a=http%3a%2f%2fchn.g.it%2ftmgyqjNGYy&c=E,1,3q8BDBdz5gh1mepvdL4UKu0A0zJwolJQgrV58u0lpNQCQ4xdX9suaOdU0i0bu1n_GOfE06sXmqKQmZ8VfBJWkV7qQlZDGM0t48GS3-NSej4-&typo=1>](http://chn.g.it/tmgyqjNGYy&c=E,1,3q8BDBdz5gh1mepvdL4UKu0A0zJwolJQgrV58u0lpNQCQ4xdX9suaOdU0i0bu1n_GOfE06sXmqKQmZ8VfBJWkV7qQlZDGM0t48GS3-NSej4-&typo=1) signed by 96 families supporting our Planning Units aligning with the same school to be attended by the vast majority of our neighborhood's geography.

Are we able to set a date and time this week via a Zoom or Teams call? We have worked hard to participate in APS Engage events and forums. However, due to limited slots given the many individual families' questions, we have not had success securing the time. We hope the support of 96 families would merit addressing this matter.

Respectfully,

Subject: Planning Units 24100, 24111, and 24120

Dear Superintendent Duran and members of the planning team,

I am writing to ask that you please consider walkability for my specific neighborhood (planning units 24100, 24111, 24120; I live in planning unit 24100) when refining the boundary proposal. These planning units are all within the key walk zone. We are not zoned for key in the proposal, we are zoned for ASFS. After having examined the maps and talking this over with my neighbors, I understand and agree with

your reasoning for keeping us at ASFS.

When considering refinements to the proposal, please either keep us at ASFS or move us to the new school at Key. Please do not consider moving us to Long Branch -- our neighborhood is not walkable to Long Branch. We can walk to ASFS and Key, not to Long Branch. Walking to Long Branch involves crossing several extremely busy streets; moving our neighborhood there would make more families reliant on cars in our area since it would no longer be possible to walk to extended day or afterschool activities or conferences. This would really effect the ability for our neighborhood to be part of the school community. It would also increase congestion and traffic in a part of the county that has reduced parking requirements for apartment buildings. Zoning us for an unwalkable school will go counter to decades worth of smart long range planning for our neighborhood.

Maintaining the zoning of our units to ASFS also fulfills many of the APS criteria:

1. Alignment: Zoning our units to ASFS maintains alignment for middle school and high school (since the majority of ASFS goes to Dorothy Hamm for middle school and W-L for high school. Long Branch students currently go to Jefferson middle school. 2. Efficiency and Proximity: We are walkable to ASFS, but not walkable to Long Branch. We are also closer to ASFS than we are to Long Branch. Moving our units to Long Branch will cause Long Branch to be over capacity. In the current proposal, ASFS is below capacity (93%). 3. Diversity: The planning units in my neighborhood are the source of diversity at ASFS in the current proposal. Moving our units to Long Branch will reduce the F/RL rate of ASFS to below 7%. 4. Contiguity: We are contiguous with the boundaries for ASFS and Key by small neighborhood streets. We are in the walk zone for Key. For Long Branch though, we are separated by major streets (10th St and Washington Blvd, both of which are 5 lane roads) that are not easily crossable by elementary students.

With all of the uncertainty with COVID-19, I ask that you please keep our neighborhood at ASFS in your refinements.

Dear School Board and APS representatives:

I'm writing in regards to the elementary boundary proposal. I'm a current parent to [REDACTED] children on [REDACTED] at McKinley elementary school. We are in the 14070 planning unit. I'm extremely disappointed that our planning unit is proposed to move to Glebe. I request that you keep this planning unit with the McKinley community moving to Reed. I do not support the proposed boundary proposal for 14070 for the following reasons:

- **It causes unnecessary emotional strain for our children.** We have been told from the start that McKinley and its students will move to Reed. Due to this, my children have been told time and again that they will be going to Reed with their friends. To change this at this time, is very stressful to them. My older child was in tears when he learned of the proposal and being separated from his friends and community for his last year of elementary school. Change can be hard at anytime, but during a pandemic when they have already been adjusting and working with so much other required change, it is a very big additional change that doesn't feel necessary or justified.

- **I don't want to add children to already over capacity schools when there are under capacity schools nearby.** Glebe and Ashlawn, the two schools where McKinley students are proposed to move besides Reed, are already over capacity. Having been at McKinley the last 5 years, we know that being at an over capacity school has major downsides to the students. It means having to deal with a waiting list for extended day; limited school resources because of planning factors (e.g., school nurse, librarian, etc.); not getting a turn in the school play; no school field because the trailers take up that space; having to have recess and lunch at 10 am; among other things. Our students deserve a year at a school that isn't over capacity.

- **I want to feel like the school board and APS support the McKinley community.** The school moves process that were made recently implied that McKinley moving would not negatively impact our students. Let's do the right thing and not put the McKinley community at a disadvantage because the Northeast part of the community needed a neighborhood school. We shouldn't give to one and take away from the other. McKinley families are feeling like the system is continually taking away from our kids rather than giving back to them through school moves and boundary processes.

- **There is a need for a comprehensive boundary process, and moving my planning unit to Glebe now will limit the effectiveness of a comprehensive process.** Due to the need for a comprehensive process, by moving my planning unit now, it locks us into Glebe for at least the next 5 years. That will be a disadvantage when trying to do a comprehensive boundary process in the next year or so. It would be better to keep the McKinley community together for this initial move and revisit moves in a comprehensive way when that comprehensive process takes place.

Other considerations:

- **I support grandfathering of current 4th graders.** I understand the transportation challenges with grandfathering, but I suspect we may not have full in person learning next school year. If that is the case, transportation may not be an issue for students in a virtual setting.

- **I support students with IEPs having the option to choose to stay with their school community or move with their planning unit.** IEP meetings rely on trusting relationships between school administrators and teachers and parents. To be forced to forge new relationships takes time, and it would be hard to create the trust for positive special education discussions with new school administrators and teachers. I support giving these families and their kids the option to stay with their original school or move with their planning unit.

- **Could the county support opening up the under capacity schools for more transfers?** It seems that allowing families to attend the under capacity schools at the far north of the county could benefit balancing capacity.

Regards,

Hi,

We have a 1st grader at Glebe Elementary and we are slightly confused by all these emails and info regarding the school boundaries. Would you be able to help or could you let us know who we should contact?

Basically we want to know if the boundary changes affect us. We're at [REDACTED] and in a weird part of our neighborhood that is the cut off (right now we go to Glebe and the people across the street from us go to McKinley). Do you know by our address if we're still slated to go to Glebe next year based on the proposed changes?

Thanks for any help you can provide,

Dear Dr. Francisco Durán, APS Superintendent,

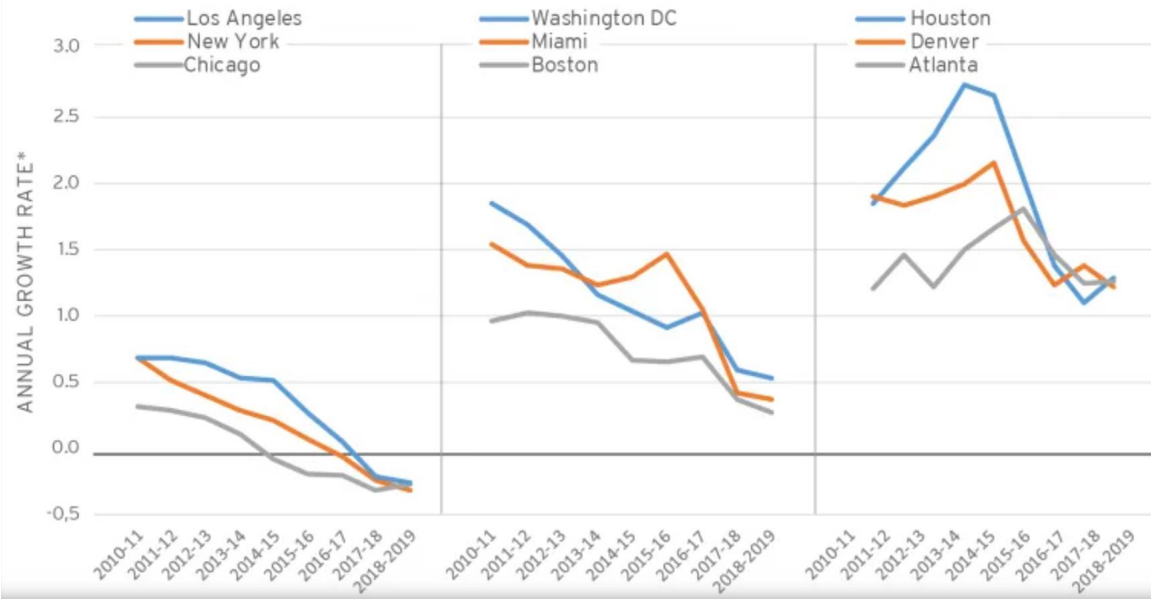
I would like to thank the APS team for its hard work on this first draft of the recommendations for boundary relocation. It is an immutable fact that many buildings in Arlington's school system are overcrowded and something has to be done to try to alleviate that issue. However, I feel strongly that APS has made a grave mistake in moving PU 14080 out of the McKinley at Reed zone to Glebe Elementary. The driving reason is that the new McKinley at Reed school is CLOSER and under a mile walking distance, while Glebe is over a mile and requires crossing George Mason at a TERRIBLY busy location. I believe this fact ALONE clearly requires APS to add PU 14080 BACK into the McKinley at Reed zoning area.

In general, our neighborhood/11th Road is FAR more walkable to the McKinley at Reed School location and is closely tied to the Westover community. This is where we eat, shop, go to the farmer's market and socialize. This is where we take our kids to get ice cream at Toby's and white pizza at the Italian Store. Westover is OUR town and our community. If APS is genuinely focused on keeping the community together then there is NO REASON to put PU 14080 anywhere but at the McKinley school at Reed. Compounding this is that Glebe Elementary is ALREADY overcrowded and the projected attendance at the

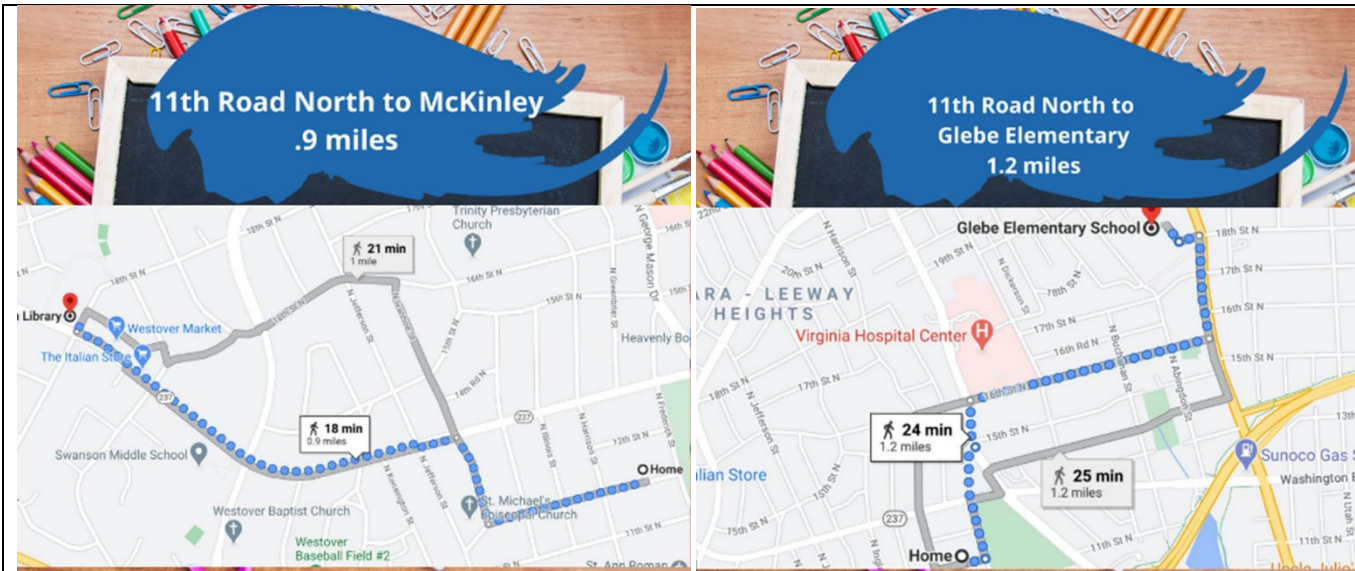
Reed School is under 90%. While I understand that there are estimated increases in attendance projected and this site can't expand with mobile classrooms, that is a concern that will likely become null based on the major population shifts occurring across the U.S. People are moving out of cities and urban areas in droves due to the pandemic and while hopefully we will find a vaccine that won't bring people back to living in this area. Just take a look at this recent article by the Brookings Institute: <https://www.brookings.edu/research/even-before-coronavirus-census-shows-u-s-cities-growth-was-stagnating/> This year's reduction in attendance is NOT an anomaly.

FIGURE 2

Annual growth rates for selected metropolitan areas
2010-2019



The boundaries as drafted are negligent in that they do NOT take into consideration the overcrowding at other schools. The Reed School has more room to accommodate ALL the students from McKinley. Given the SIGNIFICANT emotional toll virtual school and COVID-19 has put on these elementary students it is SHAMEFUL that APS would suggest separating them this year. McKinley is OUR school, and the new Reed Schools is where all students should go...particularly ones that have a strong affinity to the Westover neighborhood.



Additionally, while I understand that the grandfathering for current 4th graders could impact the budget due to transportation, I don't think that is in keeping with APS' commitment for this effort. You can't say on one hand that you will DO YOUR BEST to keep all the students together and then say you can't grandfather due to budget concerns. I also understand it is an equity issue – so let the parents decide if they are able to provide transportation they will and if not, APS should incur the cost of transportation.

My family purchased our current home on [REDACTED] Road North 13 years ago very much in part due to the amazing schools to which we were districted, McKinley being the most important. It is a fantastic community especially due to our closeness to Westover. Please don't take that away from our neighborhood and community.

I implore you to do the right thing for Arlington and McKinley and make the right decision and keep our community together and **add PU 14080 BACK into the McKinley at Reed zoning area.**

Dear Engage,

When you post the draft ES boundary scenario or scenarios on Oct 5, please provide the corresponding excel PU files.

The engagement period has been condensed and families need full transparency without delay.

Please confirm this email was read and received.

Hello,

On the FAQ, question 4 says: <https://www.apsva.us/engage/fall2020elementaryboundaries/#ESCommunityEngagement>

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.

Please clarify - if my planning unit is reassigned in this current process, what is the earliest it could be resigned again? 2026? 2025? 2024? 2023? The current answer only covers new boundary processes through 2022.

Thank you,

My main boundary question is what happens when Key moves out of its own boundary zone. How will they be adjusted? Parents lotteried into the school, and moving the school puts many families in an uncertain situation. Will they still have a seat at Key? Given that the building is much smaller, will all currently enrolled kids be guaranteed a spot? I enrolled my child there for a variety of reasons, but in part because the neighborhood school is not diverse and does not give the immersion experience. Key really is our only reasonable option, short of moving, which is not an affordable alternative in Arlington. Please ensure that families that selected immersion will be guaranteed access to their chosen option. And children should not have to be bussed across the county to Claremont to receive it. They should continue to have access to Key as it is the closest option for many families even at it's new building.

Our neighborhood is within the expanded walk zone for Key and yet somehow we are not signed to the new neighborhood school at the Key site under the new boundary proposal. We are assigned to Taylor. This is nonsensical given our proximity to Key. We are divided from Taylor by Spout Run and I66. It is not in our neighborhood and therefore should not be our signed "neighborhood" school. Our address is

While I am not a proponent of moving students from current McKinley PUs to an already over crowded Ashlawn, why would PUs 14100 and 14101 not be in the walk zone to Ashlawn? PUs 13040 and 13041 already at Ashlawn and on the north side of Wilson Blvd are in the walk zone so I do not think 14100 and 14101 being north of Wilson as the issue. For distance, it appears the furthest point in 14101 is under 1 mile.

Also, why is 13050, an existing Ashlawn PU, not in the walk zone? It appears the entire PU is within 1 mile walk of Ashlawn.

The draft report has the following note on the last page:

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.

How can a proposal on boundary changes be made without this information?

There seems to be a disconnect between Staff that is doing the boundary proposal and the facilities and operation group. Staff even stated the following in the presentation when a question was posed about sending McKinley students to already overcrowded Ashlawn and Glebe in a pandemic with questionable ventilation:

Staff:

'Facilities and operations is working closely with the principles to ensure a safe environment, that work is separate from the work of planning and evaluation but in terms of classroom usage that work and safety is being done by facilities and operations.'

What I hear from this: We, planning and evaluation, are blindly moving PUs and numbers around regardless of schools already being overcapacity and it is someone else's problem to actually get kids in seats and to the shared spaces. We just care about walk zones and bus distances, regardless if walk zones are used and we just measure distance of a bus ride and don't take into consideration traffic and the impact on the bus ride time.

How is capacity not a higher priority? How can taking students out of an under capacity school, Tuckahoe, and taking students from an over capacity school to two other already over capacity schools be justified by walk zones and bus distance? I recall the reasoning behind the school moves, that took McKinley away, was overcrowding in the Rosslyn area. If it was a priority for that area why is it not a priority for McKinley?

PUs 14070 and 14080 should not move to an already over capacity Glebe that is also further away and would be a longer bus ride but should be moved to the Reed School Site that is closer and is walkable and bikeable from these PUs.

In the map key the the box with the dots represents 'Potential Walk Zone Expansion for McKinley at Reed Site in Fall 2021.

The map however has two PU with the dots:

16050 - currently a Tuckahoe PU that is proposed to move to the Reed Site School (reminder, Tuckahoe is currently under capacity and only moving PUs out of Tuckahoe makes it only more under capacity)

16090 - currently a Glebe PU and is shown to remain a Glebe PU.

Please explain why 16090 falls under 'Potential Walk Zone Expansion for McKinley at Reed Site in Fall of 2021'.

16050 is currently in the Tuckahoe ES Walk Zone expansion, <https://www.apsva.us/wp-content/uploads/2020/09/Tuckahoe-WZ-expansion-v2.pdf>

Based on this, 16050 should remain in the Tuckahoe walk zone, I believe the crossing of Lee Highway was the reasoning it was not previously in the walk zone. Now that it is, it should remain.

It seems to me that once McKinley was taken away in the school moves, the Reed Site School attendance zone was attempted to be created by drawing a circle with RSS in the center. This is idyllic planning at best. It would be great if that's the way it worked out but the reality is the schools get built where there is land to build them. The students already exist, we are not in the open plains building schools and people building around them after. Yes, there will be students in existing schools that are now closer to the RSS. That is not justification to the impact created by centering the attendance zone.

It is presented that the proposal tries to keep as many students from McKinley together by moving them to the RSS.

Yes the numbers can be presented as such:

Of the 745 current McKinley students, 503 are moving to RSS, that's 67.5%

But that is only partial data.

Combining all the PUs that are proposed to be moved as part of the RSS, there are 745 current McKinley students and 126 current Tuckahoe students for a total of 871 students that are moving. Of the 871, 368 students will not be moving to a school with their previous student population. That is 42% of students. Only 58% of the students proposed to move are staying with their previous student population, the students that are moving from McKinley to RSS.

Please do not overlook the fact that Ashlawn and Glebe are already overcapacity and Tuckahoe is under capacity in moving PUs. Moving students from Tuckahoe just because they may now be closer to a new school simply because the school was built where the land was available should not supersede the current overcrowded conditions and the breaking up of McKinley and Tuckahoe student populations.

Please move PUs 14070 and 14080 to RSS with the other McKinley students and not to overcrowded and further away Glebe, a school that is not out neighborhood school.

Thank you,

Thank you for all your work in trying to use the best data you have to try and do the best planning. I particularly like when Lisa reminds people how hard it is to count students that are not even born yet.

I do have some questions:

1. The K-5 Enrollment for McKinley at Reed Site states 636. From the PU Data Fields List I come up with 629.4 for the 16 proposed planning units for the new school at the Reed site. Not a significant difference but want to make sure we are looking at the same data as much as possible.

2. The PU Data Fields List has Percentage of students who attended their neighborhood school in 2019-2020.

a. Confirm that the percentage that did not attend their neighborhood school are attending either an option school or another neighborhood school.

b. In projecting the enrollment for 2021, and beyond, I do not think you use this percentage to decrease the projection for the neighborhood school. Please confirm and why is that not a factor?

For example, for the 16 PUs that I calculate to be 629.4, if I take the percentage of each PU that does not attend their current neighborhood school, the revised total would be 564.6, a difference of 64.8. That is a significant difference.

c. If the reason the percentage is not used to decrease the number in b. is because it assumes that anyone that is attending another neighborhood school and not an option school would go to their new neighborhood school then can at least the percentage of students that attend an option school be deducted?

Although older data, using Planning Unit Level Data Nov 22 2019, for the same 16 PUs, of the total students, 89.6% went to their neighborhood school. Of the 10.4% that did not, 8% went to option schools and 2.4% went to another neighborhood school. From b. above the percentage that do not attend their neighborhood school is that about the same, 10.3%. Assuming the same breakdown that 8% go to option schools and will continue to do so regardless of the neighborhood school they are moved to, the breakdown of the 64.8 students would be approximately 50 at option schools and 14.8 at other neighborhood schools. 50 is still a significant number that could be deducted from the projection.

First, how fortunate are we to live in such a prosperous area to be able to provide such a significant amount of funding to our public school system? The answer is simply very.

As student population grows we are able to fund building renovations and expansions and even new buildings, of course new buildings can only go where space is available and not necessarily in the center of its boundaries.

While no one can truly predict the future, staff does their best to use the best data they can get to project future needs.

With regards to the design of the new elementary school at the Reed site I have questions about the designed capacity, the calculated and published capacity, and if there is a difference between those and the actual capacity the classrooms and building can accommodate.

From the Report on 2017-2018 Class Size Report the recommended maximum class size is as follows:

- K 24
- 1 24
- 2 26
- 3 26
- 4 27
- 5 27

I reference these maximums although the 2019-2020 report has the same recommended maximum. I use this as a reference as I believe these would have been the current recommended maximums at the time of the design of the new school.

I reviewing the Final Design Report 09.19.2019 page 15 provides the square footage by area type and also the number of students based on the square footage of the classrooms. Page 16 further breaks down the square footage and also provides references from APS 2004 Educational Specifications, Fleet Program and Actual, and Reed Program and Actual. From this table you can see that the design calculates the following number of students per classroom (Capacity Generating) for Reed:

		# of classrooms	Actual NSF	Capacity Generating	Total Capacity
PreK	plus Toilet & Changing Table	2	1360	16.00	32
K	plus Toilet	5	4810	23.33	116.65
					148.65
1st	plus Toilet	5	4815	23.33	116.65
2nd		5	4160	23.33	116.65
					233.3
3rd		5	4030	23.33	116.65
4th		5	4170	23.33	116.65
5th		5	4030	23.33	116.65
	Total # of classrooms	32			349.95
			Building Capacity		731.9

While I do not disagree with the calculations as presented, my concern and question is do the classrooms as designed allow for the APS recommended maximum class size?

While I could not find an APS recommended maximum class size for PreK, the other grades are as stated above. The design used 16 for PreK and 23.33 for all other grades. The 23.33 is less than the APS recommended max of 24, 26, and 27.

As I stated above we are very fortunate to be able to provide significant funding for public schools including new construction. However if we do not have new schools designed to meet the recommended maximum class size we are not being good stewards of the funding.

When the recommended maximum class sizes are used, the following is calculated:

		# of classrooms	Actual NSF	Capacity Generating	Total Capacity
PreK	plus Toilet & Changing Table	2	1360	16.79	33.58
K	plus Toilet	5	4810	23.93	119.65
					153.23
1st	plus Toilet	5	4815	23.96	119.78
2nd		5	4160	25.84	129.19
					248.97
3rd		5	4030	25.83	129.17
4th		5	4170	26.90	134.52
5th		5	4030	26.87	134.33
	Total # of classrooms	32			398.02
			Building Capacity		800.2

As I stated I do not have a recommended maximum for PreK but I did raise the Capacity Generating slightly, producing an additional 1.5 student capacity in PreK. Also I did not go to the exact maximum recommended class size but stayed below, even if only slightly.

You can see that based on the number of classrooms and the recommended maximum class size, the total capacity of the new school is 800.

Please confirm that the actual capacity of the new school is 800.

Upon confirmation revise the calculations using this capacity.

Even if there is a desire, although I think unwarranted at this location as it is not in an area that is conducive to sudden spikes in student population from people moving into the area for jobs as is other areas of the county, to not go to 100% capacity on day one, the difference between 90% of 732 and 90% of 800 is still an additional 61 students. Planning on only 90% capacity on day one allows for a buffer of 80 students. Again, I believe this is too high a number considering other schools are well over 100% capacity and that is with relocatables. Perhaps a buffer of 64 would be acceptable, allowing 2 students per classroom.

If the actual capacity is not 800, explain why was the school not designed to meet the recommended maximum class size? Was the overall school not designed for 800 or were the classrooms not design for 800?

If the classroom sizes are the limiting factor, what is the actual capacity of the building/common/shared spaces?

As an example, McKinley has a class room capacity of 684 but trailers were able to be added increasing the student population to 828 and the building/common/shared spaces were apparently able to accommodate the additional students because those spaces can accommodate more then just the classrooms in the building.

Thank you and I look forwarded to your responses.

Good Morning,

Thank you again for all your efforts in this process.

I do not like to use the term winners and losers in this process as all are part of the Arlington Public School system and all should be considered winners. However there are impacts and outcomes based on any changes. With one of the goals being to keep all as feeling like winners and having improvements made by this process, I offer the following:

I am using the 2021 projected numbers to try and be consistent:

Currently there are 20 PUs currently assigned to McKinley.

Of the 20, 3 are in the McKinley walk zone and 17 bused.

Using 2021 numbers:

745 total students

531 bused

214 walk zone (29%)

(Essentially this is saying all the students stay at McKinley for SY 2021, but we know that is not true, but it is the point of reference for below)

If all of the 20 PUs go to the RSS:

Of the 20 PUs, 8 are in the RSS walk zone and 12 are bused.

Using 2021 numbers:

745 total students

467 bused

278 walk zone (37%)

Are these numbers as good as what is in the fist proposal with regards to walk zone and bussing? Of course not. But there is an increase in the % in the walk zone.

In moving all the McKinley PUs to RSS:

1. No students are added to Glebe
2. No students are added to Ashlawn
3. No students are moved out of Tuckahoe
4. There are still more students in the walk zone to RSS then there are currently at McKinley.

- 4a. There is a likelihood that more students will chose to walk to RSS even if not in a designated walk zone. (14061, 15010, 15020, 14070, 14080)
5. Moving all of McKinley to RSS will allow facilities to finish their report, for it to comprehensive, and included fully in the future boundary process.
6. This answers the 'keep all of McKinley together at one school' since the school moves changed the dynamic of an additional neighborhood school in this area and instead resulted in a new neighborhood school at Key.
7. You will be moving the McKinley school building to another site but not moving PUs to different schools. That means that all of the PUs will be able to be moved next year or the following on a larger scale boundary process that would likely include existing Taylor, Jamestown, Discovery, Nottingham, Ashlawn and Glebe PUs in addition to RSS/McKinley and Tuckahoe PUs that were proposed to move.

If boundary changes are not made for SY 2022 the numbers are projected for RSS/McKinley to be:

719 total students
454 bussed
265 walk zone (38%)

On first pass you may say that RSS does not have the capacity to take all of the current 20 McKinley PUs. As I have noted in previous correspondence I believe that the capacity of RSS needs to be further investigated. I believe that using the recommended max class size should be used to determine true capacity. While I am sure the majority would agree that there is no desire to have larger class sizes there needs to be a compromise that allows schools such as Glebe and Ashlawn to not be over 100% capacity. I believe the capacity that should be used for RSS is 770. Using this number, the projected 745 can be accommodated and there are still two levels of buffer should the actual student population rise above the current projected.

Thank you again for all the efforts and trying to deal with all the moving parts. An expression I have heard is that this process may be like 'herding cats'.

Good Afternoon,

Just brief note to say how disheartened I am by what the Staff proposed for the revised boundaries. In just a cursory review there are many flaws in the proposal. I, and I am sure many others, will point out all the flaws soon enough. Please understand that the perception is, even if it is not APS Staff and Board's intent, is that you have no regard for communities and have no issue with pitting neighborhoods against each other. In particular the McKinley community has already have their school taken.

I personally am not looking for Staff and the Board to make 'the hard decision' but to make the correct decision.

From the video recording, they key statement I heard that MUST be followed:

Lisa Stengle:

'If the capacity numbers that are in our proposal are too high and concerning, now we are probably long term going to be using relocatables (can we please just call them trailers?) across the system, this should get us closer to what we should be. However it would be helpful to hear from schools, if that is a concern there are some options, we can push some planning units west, there is more room I believe at Tuckahoe and we can make some changes that actually free up some capacity at Glebe and Ashlawn if we continue to push some of those planning units west.'

PUs 14070 and 14080 should move to Reed and not to Glebe. Adding PUs to Glebe only increases the overcrowding. Saying that there is an increase in 21-22 but then a decrease in 23-24 is very misleading, it is at best clever wording and presentation of the data to explain the proposal, at worst it is pure deception. In 23-24 Glebe will still be over capacity, even with trailers. Saying the number of students decrease is only referencing it to the immediate increase and does not address that it will remain overcapacity at 122% and 103% with trailers.

No PUs should move out of Tuckahoe to Reed. In this case the proposal does the opposite of what it does to Glebe. It takes Tuckahoe from under capacity to being further under capacity. The rates go from currently 97% and that is without trailers to 71% in 21-22 and 66% in 23-24. Frankly, Jonathan's continued use of his line of Tuckahoe PUs need to move because they are closer to Reed is irresponsible based on the outcome of these PU moves. It seems his only goal was putting PUs at the closest school and letting facilities figure out how to deal with all of the students pushed to both Glebe and Ashlawn.

Further, Reed was to be constructed to address overcrowding at McKinley. With the school moves that were pushed through now you are trying to take McKinley students from a school that was at 114% and 94% with trailers to schools that will be the same percentages at Ashlawn and even worse at Glebe at 128% and 108% with trailers. The number of McKinley students impacted, getting the same over crowdedness at Ashlawn and even more at Glebe, is 242. They are real people, not just numbers left to be figured out by facilities. The presentation only addresses the 502 students from McKinley that will move to Reed at be at a school at 87%. (Note that the total students at Reed is 636, with the 134 coming from Tuckahoe. Leaving the 134 at Tuckahoe allows all of 14070, 14080, and 14090 (83 students) to move to Reed and be at only 80% capacity. My understanding is that you will not take Reed to a capacity over 90%. While I disagree with this as the PUs feeding into Reed are not inherent to a spike of 73 students a day before school starts, the the 80% capacity does allow for 73 additional McKinley students to move to Reed. Although PU 14030 has 108, I would argue that going to 95% capacity at Reed should be considered.)

PUs 14070 and 14080 must go to Reed and not Glebe.

I do not know the position of the families in PU14090 but I would also argue that they to should move to Reed and not to Glebe but would concede that their lower numbers and adjacency may just the slight increase at Glebe.

Thank you,

It is stated that on the Glebe slide where PUs 14070, 14080, and 14090 are attempted to be justified to be moved to overcrowded Glebe and not to Reed:

1. All of the students reassigned from McKinley to Glebe are outside of the walk zone of McKinley @ Reed. The bus distance is shorter than the distance to the McKinley site.

It seems that at times staff uses the term walk zone and other times uses the term walkability. Yes, 14070 and 14080 are not in the official walk zone, but the walkability from these PUs to Reed is very high. My door to door walk is 1 mile. Yes there is a need to cross Washington Blvd but there is already a crossing guard at Swanson and I suspect there will be another crossing guard further west on Washington Blvd to accommodate PUs 14040, 14041, and 14042.

My door to door to Glebe is 1.1 miles. Yes, it is further to Glebe than Reed. And I am at the east end of 14080 yet I am still closer to Reed than Glebe. The walk or bike to Glebe requires crossing Washington Blvd and George Mason, neither of which have current crossing guards on the way to Glebe from 14070 and 14080.

Also note that PU 16050 is not in the walk zone to Reed, it would only be if the Reed walk zone is expanded. Of course I would bet that staff would push extending the walk zone for Reed purely to make their justification of moving PU 16050 to Reed.

Regarding the bus distance, staff is remis by just looking at bus distance and not also including bus duration. The drive from 14070 and 14080 would be a longer trip time regardless of any minimal difference in bus distance to Glebe based on the amount of west bound traffic in the morning on Washington Blvd.

It is referenced that PUs that were moved in the 2018 boundary process would not be moved in this process. Specific to kicking McKinley out of their current building and the open of the Reed Site School, what PUs were moved in 2018? Please include what elementary school they were moved from.

There was a question of why policy was not being followed with regards to these boundary changes, specifically:

For boundary changes that require students to change schools in the following school year, the Superintendent shall make a recommendation to the School Board on or before the first School Board meeting in March. On or before the first School Board meeting in April, the School Board shall adopt any such boundary changes. Prior to adopting any boundary changes, the School Board shall hold a public hearing, not less than ten (10) days after reasonable notice to the public.

While Staff gave a detailed timeline of the budget process and how the boundary changes need to be incorporated into that process, it really was not an answer to why policy is not being followed. I guess one could read the policy stating 'recommendation to the School Board on or before the first School Board meeting in March' as being followed because staff is pushing to have the recommendation submitted November 5. But I do not think that meets the intent of the policy. I believe that the boundary process is behind schedule, that it should have been submitted prior to the first School Board meeting in March 2019. Please clarify whether policy is being followed, if it is being ignored, or if it is being incorrectly interpreted.

Tied to this point of rushing this process is the policy language of when boundary changes may be considered:

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.

I have 1 and 4 bold as that what was presented on the slide.

For item 1, I would agree this applies as both Ashlawn and Glebe are significantly over capacity. However Staff's solution is to make them more significantly over capacity.

For item 4, I believe this further lends proof that the boundary process is very late. The Reed Site School is not planned for construction, it is under construction.

Staff states:

The Fall 2020 Elementary School Boundary Process began with the Spring Data Review to help ensure that the data used for the fall 2020 boundary process reflects what the community knows about their neighborhoods, and is accurate, complete, and ready for use in adjusting boundaries across neighborhood elementary schools.

Further, Staff states:

In Spring 2020, APS invited community members to review data that will be used in the Fall 2020 Elementary School Boundary Process.

Again, I believe this adds proof that the boundary process should have been completed much earlier. In following the timeline Staff presented for the budget process, it is a year behind.

Please provide and explain the true timeline for boundary changes and how they interact with the budget process.

Staff was asked how the process was following policy, specifically:

Considerations

The Superintendent's recommended boundary changes (and grandfathering provisions, if any) and the School Board's review of these proposed changes shall include, but not be limited to, the following considerations:

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.

Staff shall prepare a report of boundary change options, which includes a discussion of how each option addresses, at a minimum, the considerations listed above, and will make the report available to the public as part of the community engagement process as adopted by the School Board.

The draft report does not address these 6 considerations. While there was a slide presented, it was glossed over and not all points presented. Points 1 and 2 were combined on the slide but should have been separate.

Further, in the presentation the comment was made that the 'we are limiting the scope of the boundary adjustments in response to the current challenges that we're facing by the pandemic, we're minimizing the reassignment of students to another neighborhood school to keep as many students together as possible by making those boundary adjustments that are necessary to create attendance zones for the new sites and using relocatable classrooms (trailers!) to manage enrolment at schools that are overcapacity. So when we are assigning planning units we looked at the policy considerations when assigning specific planning units.'

So what does all that mean? I believe that there should have been a breakdown by PU and all six considerations with specific information.

For example, there is item 6, Contiguity. Staff can say that 14070 meets this because it is adjacent to 14080. 14080 meets it because it is adjacent to 14090. 14090 meets it because it is adjacent to Glebe 15021. But 14090 is only adjacent to Glebe 15021 because it was reassigned from McKinley to Glebe. McKinley PU 15020 was already adjacent to Glebe 15021 so why was that PU not moved to Glebe instead of to Reed? McKinley PU 15010 was already adjacent to Glebe 15041 and Glebe 16090 so why wasn't that PU moved to Glebe?

Further, PUs 14070 and 14080 are to the west of George Mason while 14090 is to the east. I believe George Mason is a major artery that is a true physical barrier that should be accounted for in Elementary boundaries let alone the neighborhood separation it establishes.

PUs 14070 and 14080 should not be moved to an already overcapacity Glebe but should be moved to the Reed Site School.

Glebe is fantastic school and the current plan calls for Glebe classrooms will be overcrowded by 130% next year.

APS' Elementary re-zoning will lead to major overcrowding of both Glebe and Ashlawn, leaving other elementary schools (Reed & others) at 70-80% capacity. This will directly affect our childrens' class sizes and the level of instruction they are able to receive. In addition, the overcrowding will require an estimated 8 additional trailers at Glebe which will take up the entire field (!) affecting recess and PE for our

kids. This is a major issue!

It is UNACCEPTABLE to force kids into trailers and take away their outside space when other schools are being utilized fully. Why move additional kids to Glebe (who aren't there now) vs moving them to a school where they can be in a real classroom with outdoor space???

STOP the THREE SCHOOLS MOVE for 2021 along with the boundary process. We all have enough on our plates without the disruption, and the ill fated moves all with zero foresight into the actual capacity and traffic patterns, etc. The decision was WRONG, it was pushed through quickly by Dr. Murphy. PLEASE Dr. Duran. PAUSE THE PROCESS. We don't have time to "engage", we are in a crisis. This places an enormous stress on parents, staff and families.