



Jonathan Turrisi &lt;jonathan.turrisi@apsva.us&gt;

---

## Elementary School Draft Boundary Scenarios

1 message

---

**Bourdouane, Gladis** <gladis.bourdouane@apsva.us> Thu, Aug 6, 2020 at 10:21 AM  
To: "Stengle, Lisa" <lisa.stengle@apsva.us>, "Pilch, Wendy" <wendy.pilch@apsva.us>, "Gregory, Arron" <arron.gregory@apsva.us>, "Haldeman, Kristin" <kristin.haldeman@apsva.us>, "Nesselrode, Maureen" <maureen.nesselrode@apsva.us>, "Graves, Kimberley" <kimberley.graves@apsva.us>, "Turrisi, Jonathan" <jonathan.turrisi@apsva.us>  
Cc: "Mimberg, Kathy" <kathy.mimberg@apsva.us>

Hello,

We hope you are well and healthy.

We look forward to our discussion this afternoon, in preparation for the scheduled Aug. 12 meeting with elementary principals. Thank you!

Our Agenda for this afternoon:

- Introductions
- Share working draft agenda for Aug. 12 meeting with elementary school principals
  - Internal draft map and data table will be shared in advance via *Sharepoint*
  - Summary of Principals' input and feedback from 7/22 meeting
  - Highlights of key points that helped develop new scenario to be shared
  - Highlight challenges and constraints in developing scenarios
  - Review internal draft map scenario and data table showing how scenario would change demographics at individual schools and division as a whole
  - Questions, feedback, and suggestions
- Transportation Guiding Principles
- Ensuring equity and alignment with APS policies and strategic plan goals through boundary processes
  - Elementary Planning Phases
  - Equity during the 2020 boundary process and for future processes
  - Boundary timeline – aligns and informs hiring and staffing process

+++

Thank you!

-The P&E Team

---

### [Join Microsoft Teams Meeting](#)

+1 571-451-2488 United States, Arlington (Toll)

Conference ID: 907 452 59#

[Local numbers](#) | [Reset PIN](#) | [Learn more about Teams](#) | [Meeting options](#)



Jonathan Turrisi &lt;jonathan.turrisi@apsva.us&gt;

---

## Preparing for Elementary School Fall 2020 Boundary Process - Mtg. #2

1 message

**Bourdouane, Gladis** <gladis.bourdouane@apsva.us>

Mon, Aug 10, 2020 at 8:25 AM

To: #Principals ES <#principals.es@apsva.us>, "Stengle, Lisa" <lisa.stengle@apsva.us>, "Ruiz, Robert" <robert.ruiz@apsva.us>, "Johnson, Sarah" <sarah.johnson2@apsva.us>, "Mimberg, Kathy" <kathy.mimberg@apsva.us>, "Hartman, Helene" <helene.hartman@apsva.us>, "Pilch, Wendy" <wendy.pilch@apsva.us>, "Haldeman, Kristin" <kristin.haldeman@apsva.us>, "Gregory, Arron" <arron.gregory@apsva.us>, "Perkins, Elaine" <elaine.perkins@apsva.us>, "Krug, Kelly" <kelly.krug@apsva.us>, "Johnson, Cintia" <cintia.johnson@apsva.us>, "Coronel, Corina" <corina.coronel@apsva.us>, "DePalma, Michael DePalma" <michael.depalma@apsva.us>, "Turrisi, Jonathan" <jonathan.turrisi@apsva.us>, "Schaffner, Kenwyn" <kenwyn.schaffner@apsva.us>, "Peters, Claire" <claire.peters@apsva.us>  
Cc: "Sohr, Ragan" <ragan.sohr@apsva.us>, "DaSilva, Jessica" <jessica.dasilva@apsva.us>, "McClain, Breonna" <breonna.mcclain@apsva.us>, "Pascal, Mitch" <mitch.pascal@apsva.us>, "Wright, Lynne" <lynne.wright@apsva.us>, "Begley, Mary" <mary.begley@apsva.us>, "Hawthorne, Holly" <holly.hawthorne@apsva.us>, "Ramirez, Carlos" <carlos.ramirez@apsva.us>, "Mccarthy, Michelle" <michelle.mccarthy@apsva.us>, "Horak, David" <david.horak@apsva.us>, "Pellegreen, Harold" <harold.pellegreen@apsva.us>, "Panfil, Jessica" <jessica.panfil@apsva.us>, "Genove, Catharina" <catharina.genove@apsva.us>, "Brown, Colin" <colin.brown@apsva.us>, "Russo, Erin" <erin.russo@apsva.us>, "Shaw, Sara" <sara.shaw@apsva.us>, "Perdomo, Marleny" <marleny.perdomo@apsva.us>, "Borg, Jamie" <jamie.borg@apsva.us>, "Legagneur, Francis" <francis.legagneur@apsva.us>, "Nesselrode, Maureen" <maureen.nesselrode@apsva.us>

Good Morning,

This Wed, Aug. 12 is the second meetings to review internal draft elementary boundary scenarios and have a discussion on any potential instructional concerns to consider.

This work will form the foundation for boundary scenarios used in elementary planning Phase 3 - Fall 2020 Elementary Boundary Process.

We look forward to seeing you!

Thank you.

-The Planning &amp; Evaluation Team

---

### Join Microsoft Teams Meeting

+1 571-451-2488 United States, Arlington (Toll)

Conference ID: 634 579 524#

[Local numbers](#) | [Reset PIN](#) | [Learn more about Teams](#) | [Meeting options](#)

# Elementary School Planning: Elementary Boundaries 2021-22

Meeting with Instructional Leaders

August 12, 2020

Lisa Stengle, Executive Director, Planning & Evaluation

Jonathan Turrisi, Director of Strategic Planning

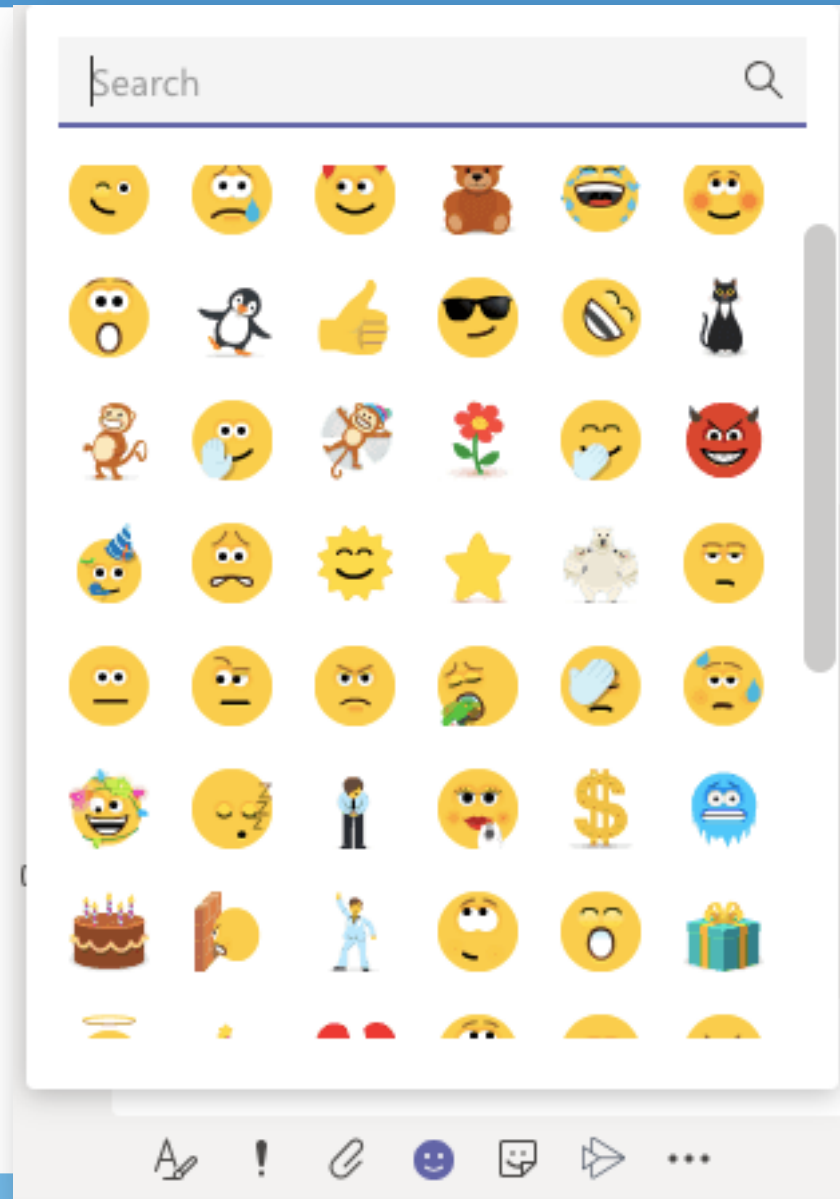
Gladis Bourdouane, Integrated Project Planner

**Please type into the chat box to tell us you are here!**

**Share an emoji that best describes how you're feeling!**

Once the meeting starts, we ask that you:

- Press the mute button to eliminate background noise
- Always feel free to use the chat box for questions/comments – *staff will monitor*
- Use the “raise hand” feature if you have a question or comment during discussion

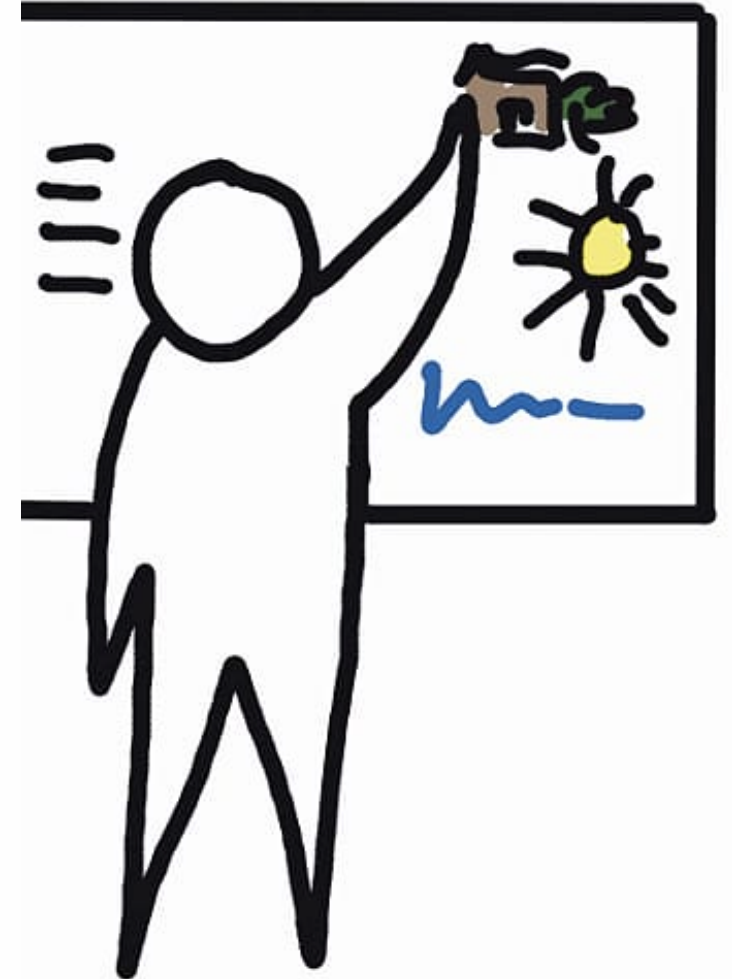




**Jonathan Turrisi**

Director of Strategic Planning  
Planning and Evaluation

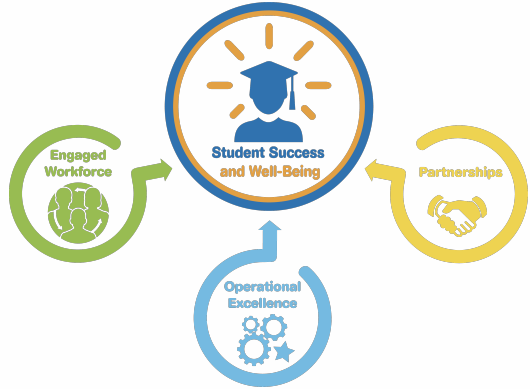
- Summary of Principals' input
- Priorities for Adjusting Boundaries
  - Principals on Approach to Boundary Process
  - Guiding Principles by Principals
- Draft Boundary Scenario Discussions
- Next Steps
- Final Questions



- Ability to review how the proposed boundary scenarios affects the demographics in individual schools and the district
  - Can principals have access to the spreadsheet and map
- Concern about crossing major roads
- Concern over increases and decreases with FRL and Sped populations
- Question on whether we are able to move Planning Units that were previously moved in the 2018 boundary process
- Question regarding option school students represented in the data

- Sharepoint Folder shared with Principals
  - Demographics Data Table
  - Internal Draft Scenario Maps
  - Capacity Utilization and Projected Data
- Maintained Drew's walk zone in draft scenario C
- Maintained Carlin Springs walk zone in draft scenario C
- Moved Ft. Myer Planning Unit to Fleet
- Maintained those Planning Units that were previously moved in the 2018 Boundary process



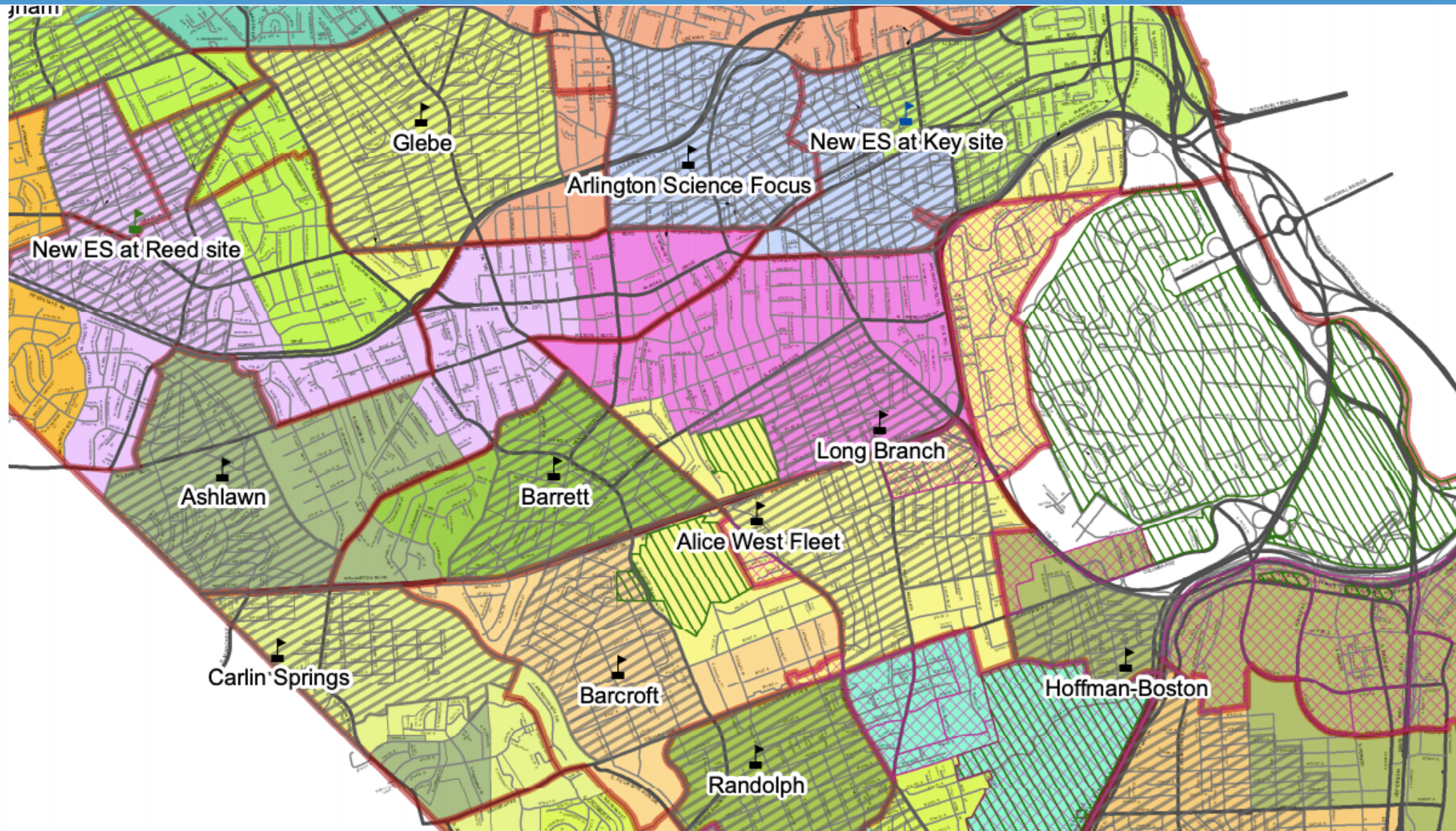


- APS Strategic Plan
- School Board Policy B-2.1 Boundaries
  - Boundary Considerations
- Guiding Principles
  - Principals
  - PreK
  - Special Education
  - Transportation

# Demographics Data Table

Enrollment School		Boundary applied to data as of 9/30/2019	Total Enrollment K-5	Race/Ethnicity										Economically Disadvantaged		Has Disability		Has 504 Plan		English Learners		1		2			
				Asian		Black		Hispanic		White		Other		#	%	#	%	#	%	#	%	#	%	#	%	#	%
			#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%	
4	Abingdon	2019-20 Boundary	704	68	9.7%	107	15.2%	223	31.7%	258	36.6%	48	6.8%	304	43.2%	94	13.4%	9	1.3%	268	38.1%	59	8.4%	55	7.8%		
5		2021-22 Scenario C	578	14	2.4%	89	15.4%	182	31.5%	252	43.6%	41	7.1%	195	33.7%	84	14.5%	10	1.7%	163	28.2%	40	6.9%	23	4.1%		
6		Difference	-126	-54	-7.2%	-18	0.2%	-41	-0.2%	-6	7.0%	-7	0.3%	-109	-9.4%	-10	1.2%	1	0.5%	-105	-9.9%	-19	-1.5%	-32	-3.3%		
7	Alice West Fleet	2019-20 Boundary	574	51	8.9%	54	9.4%	163	28.4%	259	45.1%	47	8.2%	164	28.6%	78	13.6%	11	1.9%	186	32.4%	32	5.6%	35	6.1%		
8		2021-22 Scenario C	591	57	9.6%	56	9.5%	192	32.5%	244	41.3%	42	7.1%	213	36.0%	78	13.2%	10	1.7%	233	39.4%	51	8.6%	42	7.3%		
9		Difference	17	6	0.8%	2	0.1%	29	4.1%	-15	-3.8%	-5	-1.1%	49	7.5%	0	-0.4%	-1	-0.2%	47	7.0%	19	3.1%	7	1.2%		
10	Arlington Science Focus	2019-20 Boundary	714	166	23.2%	76	10.6%	62	8.7%	342	47.9%	68	9.5%	144	20.2%	55	7.7%	8	1.1%	206	28.9%	44	6.2%	23	3.2%		
11		2021-22 Scenario C	439	68	15.5%	29	6.6%	27	6.2%	277	63.1%	38	8.7%	45	10.3%	46	10.5%	9	2.1%	71	16.2%	19	4.3%	9	2.0%		
12		Difference	-275	-98	-7.8%	-47	-4.0%	-35	-2.5%	-65	15.2%	-30	-0.9%	-99	-9.9%	-9	2.8%	1	0.9%	-135	-12.7%	-25	-1.8%	-14	-1.9%		
13	Arlington Traditional (option) at McKinley Bldg in 2021	2019-20 Boundary	553	116	21.0%	88	15.9%	74	13.4%	217	39.2%	58	10.5%	146	26.4%	53	9.6%	19	3.4%	175	31.6%	21	3.8%	22	4.0%		
14		2021-22 Scenario C	553	116	21.0%	88	15.9%	74	13.4%	217	39.2%	58	10.5%	146	26.4%	53	9.6%	19	3.4%	175	31.6%	21	3.8%	22	4.0%		
15		Difference	0	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%		
16	Ashlawn	2019-20 Boundary	708	89	12.6%	22	3.1%	109	15.4%	403	56.9%	85	12.0%	102	14.4%	86	12.1%	26	3.7%	157	22.2%	31	4.4%	32	4.5%		
17		2021-22 Scenario C	728	53	7.3%	56	7.7%	269	37.0%	303	41.6%	47	6.5%	322	44.2%	102	14.0%	23	3.2%	298	40.9%	61	8.4%	69	9.5%		
18		Difference	20	-36	-5.3%	34	4.6%	160	21.6%	-100	-15.3%	-38	-5.5%	220	29.8%	16	1.9%	-3	-0.5%	141	18.8%	30	4.0%	37	5.2%		
19	Barcroft	2019-20 Boundary	399	19	4.8%	46	11.5%	204	51.1%	109	27.3%	21	5.3%	239	59.9%	58	14.5%	6	1.5%	224	56.1%	37	9.3%	62	15.5%		
20		2021-22 Scenario C	368	22	6.0%	42	11.4%	185	50.3%	103	28.0%	16	4.3%	211	57.3%	54	14.7%	5	1.4%	203	55.2%	35	9.5%	58	15.5%		
21		Difference	-31	3	1.2%	-4	-0.1%	-19	-0.9%	-6	0.7%	-5	-0.9%	-28	-2.6%	-4	0.1%	-1	-0.1%	-21	-1.0%	-2	0.2%	-4	0.9%		
22	Barrett	2019-20 Boundary	500	27	5.4%	39	7.8%	260	52.0%	151	30.2%	23	4.6%	301	60.2%	125	25.0%	8	1.6%	293	58.6%	79	15.8%	50	10.0%		
23		2021-22 Scenario C	463	28	6.0%	38	8.2%	251	54.2%	128	27.6%	18	3.9%	293	63.3%	104	22.5%	7	1.5%	284	61.3%	70	15.1%	49	10.4%		

# Internal Draft Map Scenario Review



# Breakout Groups

1:50-2:30 p.m.

# Discussion Break Out Groups: 1:50-2:30

- Join meeting invitation you received with the subject:  
“Group 1, 2 **or** 3,” scheduled for 1:50-2:30 p.m.
- In your groups, participants will have an opportunity to review the draft scenario map, accompanying data tables showing demographics, and capacity utilization table
- There will be a group recorder to capture answers to the discussion questions and report a summary of group discussion when we come back together.
- By 2:30 p.m, we will all come back to the main meeting by joining the "Preparing for Elementary School Fall 2020 Boundary Process" meeting.

## Discussion Questions:

1. What are your immediate questions or concerns?
2. What benefits do you observe for your school? division?
3. What solutions would you suggest to address the capacity challenges posed by this draft boundary scenario? For example:
  - PreK program moves
  - Relocatable classrooms
  - Shifting certain Planning Units
4. Is there additional information you need that we have not provided to you?
5. Any additional questions or comments?

# Discussion Break Out Groups: 1:50-2:30 p.m.

## Group 1 – Facilitator, Sarah Johnson Recorder, Robert Ruiz

David Horak	Abingdon
Kim Graves	Drew
Heidi Smith	Hoffman-Boston
Lynne Wright	Oakridge
Carlos Ramirez	Randolph
<i>Kenwyn Schaffner</i>	Carlin Springs
Frances Legagneur	Alice W. Fleet
Maureen Nesselrode	Campbell
Jessica Panfil	Immersion at Claremont
Cintia Johnson	Assistant Supt., Administrative Services
Kristin Haldeman	Director, Multimodal Transportation
Arron Gregory	Chief Diversity, Equity and Inclusion Officer

## Group 2—Facilitator, Gladis Bourdouane Recorder, Kathy Mimbreg

Judy Apostolico-Buck	Barcroft
Jamie Borg	Glebe
Jessica DaSilva	Long Branch
Breonna McClain	Ashlawn
Ragan Sohr	Barrett
Colin Brown	McKinley at Reed
Catharina Genove	Montessori Public School
Marleny Perdomo	Immersion at Key
Michael DePalma	Facilities Planner
Wendy Pilch	Director, Early Childhood & Elementary Education
Jonathan Turrisi	Director, Strategic Planning

## Group 3—Facilitator, Lisa Stengle Recorder, Helene Hartman

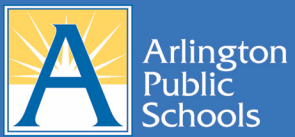
Mitch Pascal	Tuckahoe
Erin Russo	Discovery
Eileen Gardner	Nottingham
Michelle McCarthy	Jamestown
Harold Pellegreen	Taylor
Mary Begley	ASF
Claire Peters	New School at Key
Holly Hawthorne	ATS
Kelly Krug	Director, Special Education
Corina Coronel	Coordinator, Welcome Center
Elaine Perkins	Coordinator, Early Childhood

# Welcome Back!

Highlights of Discussions

2:30-2:45 p.m.





# Elementary School Boundary Process Draft Timeline

Timeline	Activities
<b>June-August 2020</b>	<ul style="list-style-type: none"><li>• <b>Refine data based on input received</b></li><li>• <b>Develop draft scenarios for fall boundary process</b></li><li>• <b>Hold discussions with instructional leaders</b></li></ul>
August 27	<ul style="list-style-type: none"><li>• School Board Work Session on Planning Processes</li></ul>
September 2	<ul style="list-style-type: none"><li>• Engage webpage on elementary school boundary process</li><li>• Final data posted online</li></ul>
September 21 to October 18	<ul style="list-style-type: none"><li>• Virtual opportunities for community input on draft boundary adjustments</li></ul>
October 27	<ul style="list-style-type: none"><li>• Proposed School Board Work Session</li></ul>
<b>November 5</b>	<ul style="list-style-type: none"><li>• <b>Draft scenario presented at School Board Meeting</b></li></ul>
November 10 & 12	<ul style="list-style-type: none"><li>• School Board – Committee of the Whole &amp; Work session</li></ul>
<b>December 3</b>	<ul style="list-style-type: none"><li>• <b>School Board adopts new boundaries</b></li></ul>

- **Mid-October-** Meeting with ES Principals to share summary of community feedback and gather additional input to help with possible refinements/adjustments in preparation for presenting draft scenario to School Board on November 5.
- **Mid-November-** Final meeting ES Principals in mid-November following SB work sessions and continued feedback from stakeholders to gather Principal's final input on the final draft scenario in preparation for SB adoption on December 3, 2020.

## Detailed Comments

Alcova-Heights neighborhood is a small group of students, maybe 42 total—they tend to walk. Concerned about splitting a small neighborhood (not dense). Keep The entire Alcova-Heights together.

Is there flexibility in this scenario to get Long Branch under capacity so that relocatables can be removed which would allow more room for students to play.

boundary is longer/skinnier so walk zone decreases by 25%. Mostly walkable right now. If goal is walkability, significant decrease.

plan to SB so that is goes along with the plan for Equity – AG draft – nothing finalized – we are beginning to discuss – when will we get highlights of this?

asked about grandfathering. In applying Scenario C boundaries to Sept 30th data, option school students stayed at the same option school, all other students were counted at their neighborhood school (this was footnoted in the spreadsheet). We don't have a school board directive yet. N.B Administrative transfers are guaranteed a place at that school for the duration of the school level.

– Scenario C is better because it fills the building up more.

Have we had non-contiguous boundaries before?

south side of the county to set up an early childhood center? This would allow extra K-5 capacity in the schools.

would like a map of just her school, enlarged to show the streets.

Drew identified, just identified one planning unit to move, but now include another planning unit that is a walk zone. Why? Drew identified, just identified one planning unit to move, but now include another planning unit that is a walk zone. Why? New boundary is rather unusual  
oWorried about the “blow-back” regarding Drew.  
oNew Reed boundary, is rather unusual.

How these boundaries scenarios compare to the current immersion boundaries. Look at demographics of the new immersion boundaries that would be built from the boundary scenarios.