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Preparing for Elementary School Fall 2020 Boundary Process

1 message

Bourdouane, Gladis <gladis.bourdouane@apsva.us> Wed, Jul 22, 2020 at 10:24 AM
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Hello, we hope everyone is healthy and well!

We're excited for today's discussion on planning for the upcoming fall elementary school boundary process.

Please note :

Shortly you will be receiving an invitation (in Teams) for a group breakout discussion, from 2:50-3:15 p.m.

We will discuss this in more detail.

For now, simply join this large group meeting at 1:30 p.m.

We look forward to seeing you and working with you.

Thank you!

-The Planning & Evaluation Team

Join Microsoft Teams Meeting

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

Conference ID: 266 837 274#

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9K

Elementary School Planning: Elementary Boundaries 2021-22

Meeting with Instructional Leaders

July 22, 2020

Lisa Stengle, Executive Director, Planning & Evaluation

Gladis Bourdouane, Integrated Project Planner

Robert Ruiz, Principal Planner



Please type in the chat box to tell us you are here.

Once the meeting starts, we ask that you:

- Press the mute button to eliminate background noise
- Please hold questions and comments until the end of each section
- Use the chat box for questions/comments since staff will monitor this throughout the discussion
- Focus your comments and keep them short



- Welcome and Introductions
- Objectives and Outcomes
- Data Review with Community
- Boundary Considerations
- Priorities for Adjusting Boundaries
 - Principals on Approach to Boundary Process
 - Guiding Principles by Principals
- Draft Boundary Scenario Discussions
- Next Steps
- Final Questions



Meeting Objectives and Outcomes

- To share information about the data review process and how stakeholder input is being used
- Discuss considerations and priorities for adjusting school boundaries
- Review 2019 summer work with instructional leaders
- Review draft boundary scenarios
- Gather input from the instructional lens of school leaders
- Use instructional input to inform planning for boundary adjustments

Elementary School Planning for 2021

Phase 1: Fall 2019

Address imbalance
between enrollment
and capacity

SB action on Feb. 6, 2020

Phase 2: Spring 2020

Conduct review
of data for the
Fall boundary
process

Phase 3: Fall 2020

Develop boundaries for
neighborhood elementary
schools, effective 2021-22

SB action Dec. 3, 2020

Ongoing
Phase:
Underway

Help schools prepare for transition
with school moves and new
boundaries for 2021-22.

Elementary School Boundary Process Timeline

| Timeline | Activities |
|---------------------------------|---|
| April 2020 | Spring Data Review Pre-Engagement with FAC & Early Reviewers |
| May 12-June 5, 2020 | Data Review community engagement |
| June-August 2020 | <ul style="list-style-type: none"> • Refine data based on input received • Begin to develop draft scenarios for fall boundary process • Hold discussions with instructional leaders |
| August 27, 2020 | School Board Work Session on Planning Processes |
| August 2020 | <ul style="list-style-type: none"> • Engage webpage on elementary school boundary process • Final data posted online |
| Late September to December 2020 | Virtual opportunities for community input on draft boundary adjustments |
| December 3, 2020 | School Board adopts new boundaries |
| 2021-22 School Year | New elementary school boundaries take effect |



Review

April-June 2020

- Input to APS after 2018 Elementary School Boundary Process
 - Community input and FAC helped identify revisions needed to data
 - CCPTA recommended that APS allow more time for data review separate from boundary adjustment process
- In response to this feedback, we changed the process to allow more time to review and refine data early before developing boundary scenarios
 - Boundary process in two phases now extends over longer period of time—data review in spring and then boundary adjustments in fall
 - Early review of data with community allows more time to make any needed refinements to data
 - Boundary adjustment process in fall can be more focused
 - Both phases include opportunities to gather stakeholder input

What We Heard During the Data Review

- Input from community on housing development forecast
 - Working with Arlington County to verify input
- Preference on methodology used for projecting future Kindergarten students
- Request for transparency on decision points and factors for making decisions
- Request for community input to be considered when making decisions
- Every participant who provided input asked that their Planning Unit not be moved



How Input is Being Incorporated

- The planning unit projections for this boundary process will project out one extra year to 2024 to provide a longer-term view at the elementary school level.
- A new housing development classification was corrected from multifamily elevator to multifamily garden, which affected the Student Generation Rate.
- The year forecasted for a new residential development's completion was corrected from 2021 to 2020, which meant we need to account for these students a year earlier than expected.
- We continue to verify the community's input against approved housing developments in Arlington County Government data.
 - Where there are differences, we are doing further work to make sure the information we are using is accurate
 - Final data will reflect identified and verified changes

Boundary Adjustment Process

School Board Adoption is scheduled for December 3, 2020

In preparation for the 2021-22 school year, APS will conduct the Fall 2020 Elementary School Boundary Process to:

- Develop new attendance zones for new neighborhood elementary schools at the Reed and Key sites
- Develop a new neighborhood attendance zone around Arlington Science Focus School
- Manage building capacity utilization by adjusting boundaries across neighborhood elementary schools

Notes:

- New boundaries will apply to all students at neighborhood elementary schools for SY 2021-22
- APS will continue to use relocatable classrooms to manage enrollment across elementary schools
- Planning for School Move transitions is taking place now through Sept. 2021. Information: www.apsva.us/engage/elementary-school-planning-for-2021/planning-for-school-moves-2021/

Boundary adjustment processes follow School Board policy:

*The Arlington School Board has established, and may change, school attendance boundaries to govern school assignments based on student residence both to **advance the educational mission of the system and to contribute to the efficiency of the school division.***

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.

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

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

Principals and Instructional Leaders on Approach to Boundary Processes

Key Points from 2019 Planning Discussions with Elementary School Principals

- How to follow through on the best course of action for the district despite external pressures
- The importance of providing accurate and timely data so updates can be shared with the community
- The need to receive information prior to its public release so that principals will be better prepared to talk about issues with their communities and clarify misconceptions
- The need to maintain option program instructional fidelity

- Follow boundary policy considerations
 - Balance demographics among schools when possible
 - Adhere to walk zones as much as possible
 - Use existing space as efficiently as possible
 - Increase operational efficiencies to keep more resources in the classroom
- Put instructional needs in the forefront to guide planning processes
 - What are the best possible sites to maintain the instructional integrity of option schools (e.g., 50/50 Immersion, Montessori)
 - Locate PreK where needed

Review and discuss a draft plan to adjust the locations of some PreK Programs and Special Education Programs, in order to:

- Reevaluate the location of early childhood programs, making them accessible for eligible families throughout the county
- Maximize use of programs by locating them closer to where eligible students live
- Determine K-5 capacity for the Fall 2020 boundary process

- Staff updated PreK locations and programs, and provided further breakdown of room types
- Principals are asked to review and suggest revisions by July 29
 - Sarah Johnson shared file link
- That updated information will be used to create draft boundary scenarios for the August 12 meeting
- The following scenarios were based on the Elementary Capacity Data table shared at the June 24 meeting with elementary school principals

Draft Boundary Scenarios



2023
2022
2021
2020

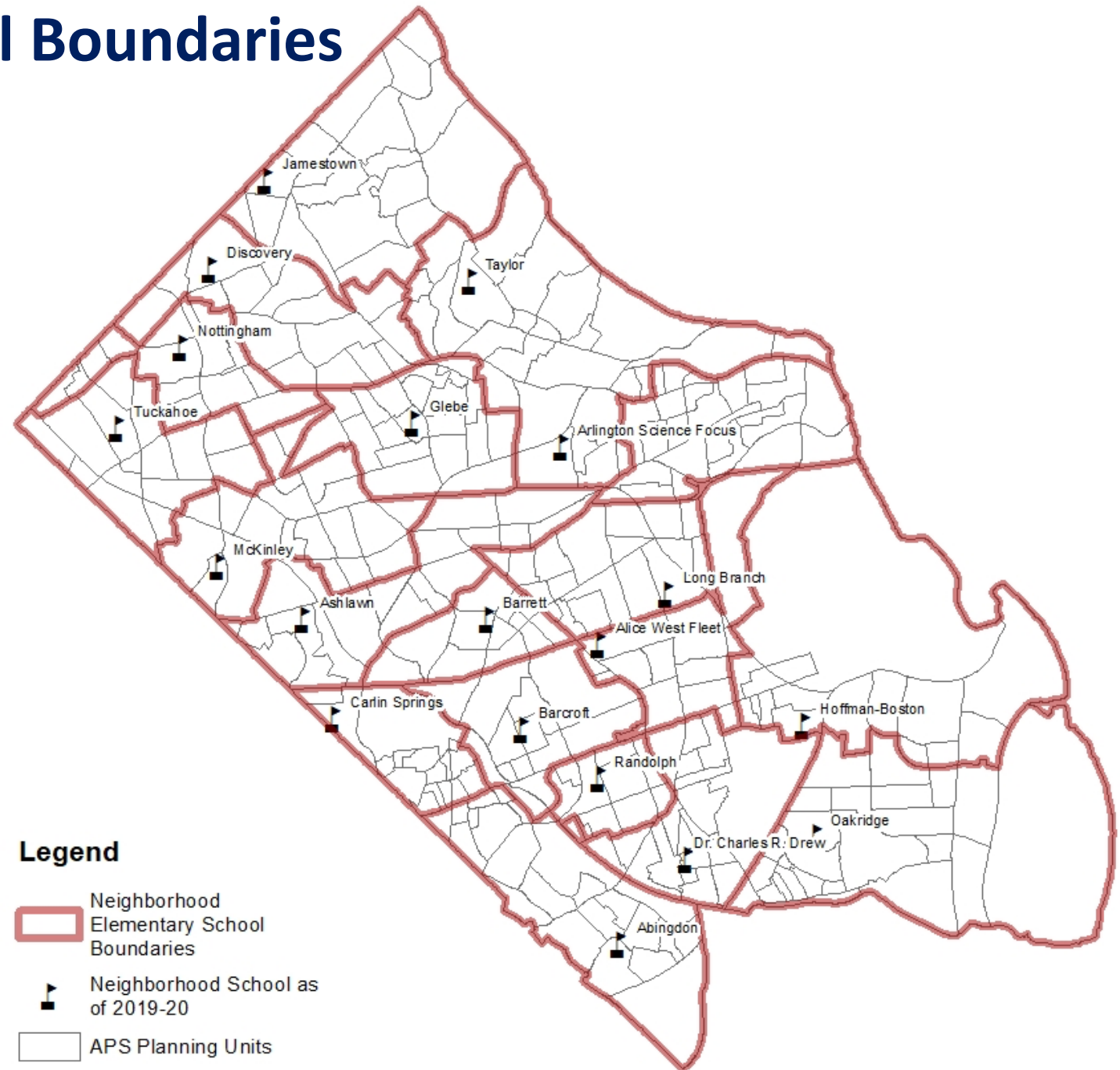


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2019-20 Neighborhood School Boundaries

Context:

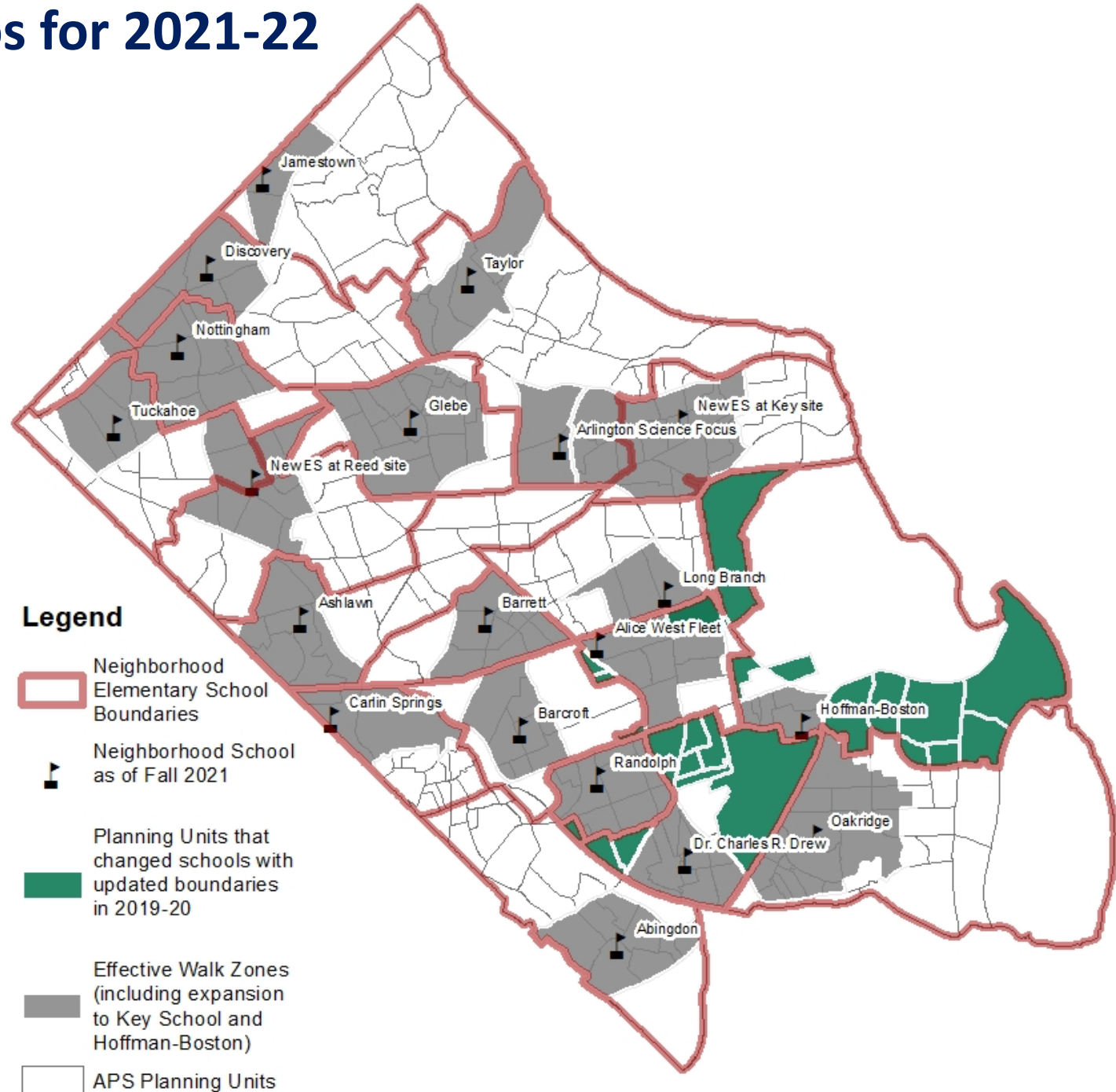
- Each neighborhood elementary school attendance zone is created by grouping planning units together.
- This map shows current neighborhood elementary school boundaries, neighborhood elementary schools, and planning units.
- During the Fall 2020 boundary process, the School Board will vote on a new combination of planning units to form updated neighborhood elementary school boundaries for 2021-22.



Building Initial Boundary Scenarios for 2021-22

How Policy Considerations Apply

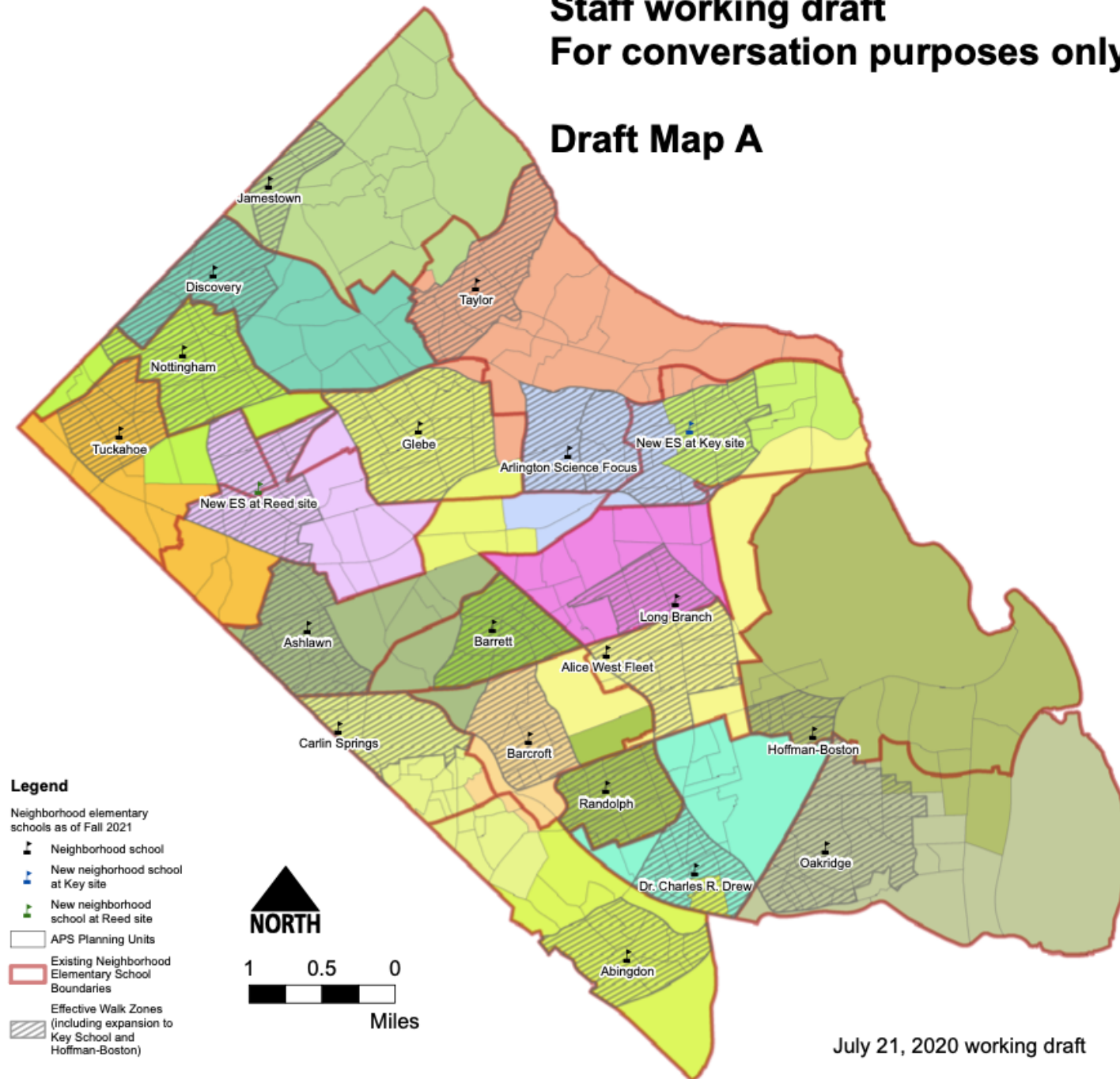
- Do not reassign planning units that were moved to a new neighborhood school in the 2019-20 school year (stability).
- To the extent possible, maintain each neighborhood school's walk zone within each adjusted neighborhood school boundary (proximity).



Draft Map A

Observations:

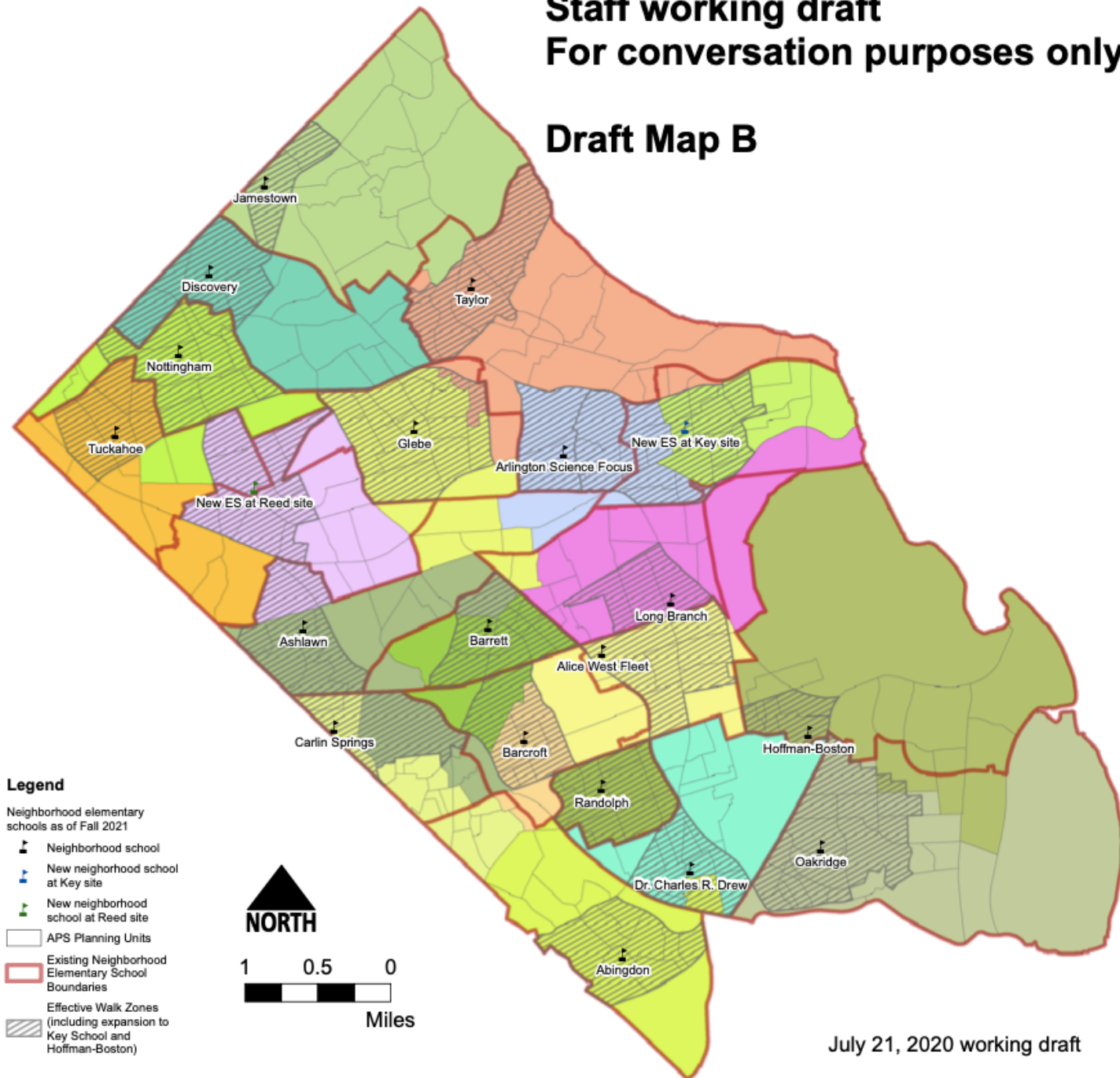
- FRL Highest: 69.6%
- FRL Lowest: 1.3%
- Capacity Utilization Highest: 149%
- Capacity Utilization Lowest: 72.1%



July 21, 2020 working draft

Observations:

- FRL Highest: 71.2%
- FRL Lowest: 1.3%
- Capacity Utilization Highest: 144%
- Capacity Utilization Lowest: 72.1%



Breakout Groups

2:50-3:15 p.m.

Discussion Break Out Groups: 2:50-3:15

- Join meeting invitation you received with the subject:
“Group 1, 2 **or** 3,” scheduled for 2:50-3:15 p.m.
- In your groups, the facilitator will share the screen with map #B and accompanying spreadsheet with data information on capacity utilization and FRL percentages
- 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 3:15 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 concerns?
2. What benefits do you observe?
3. What solutions would you suggest to address the capacity challenges posed by this draft boundary scenario? For example:
 - PreK program moves
 - Relocatable classrooms
4. Is there additional information you need that we have not provided to you?
5. Are there any additional questions or comments?

Discussion Break Out Groups: 2:50-3:15

Group 1 – Facilitator, Sarah Johnson Recorder, Robert Ruiz

| | |
|----------------------|---|
| Ragan Sohr | Barrett |
| Lynne Wright | Oakridge |
| Mary Begley | ASFS |
| Holly Hawthorne | ATS |
| Michelle McCarthy | Jamestown |
| Judy Apostolico-Buck | Barcroft |
| Claire Peters | New School at Key Site |
| Kim Graves | Drew |
| Jessica Panfil | Immersion at Claremont |
| Cintia Johnson | Assistant Supt., Administrative Services |
| Kristin Haldeman | Director, Multimodal Transportation |
| Wendy Pilch | Director, Early Childhood & Elementary Education |

Group 2—Facilitator, Gladis Bourdouane Recorder, Kathy Mimbreg

| | |
|-------------------|------------------------------|
| David Horak | Abingdon |
| Harold Pellegreen | Taylor |
| Eileen Gardner | Nottingham |
| Carlos Ramirez | Randolph |
| Frances Legagneur | Alice W. Fleet |
| Jessica DaSilva | Long Branch |
| Jamie Borg | Glebe |
| Marleny Perdomo | Immersion at Key |
| Michael DePalma | Facilities Planner |
| Corina Coronel | Coordinator, Welcome Center |
| Jonathan Turrisi | Director, Strategic Planning |

Group 3—Facilitator, Lisa Stengle Recorder, Helene Hartman

| | |
|--------------------|--|
| Heidi Smith | Hoffman-Boston |
| Erin Russo | Discovery |
| Mitch Pascal | Tuckahoe |
| | Carlin Springs |
| Breonna McClain | Ashlawn |
| Colin Brown | New School at Reed |
| Maureen Nesselrode | Campbell |
| Catharina Genove | Montessori Public School |
| Kelly Krug | Director, Special Education |
| Elaine Perkins | Coordinator, Early Childhood |
| Arron Gregory | Chief Diversity, Equity and Inclusion Officer |

Wrap-Up and Next Steps

- Staff will create revisions to scenarios
 - Including revisions to Elementary Capacity Table
- By July 29—Please provide P&E with additional input on scenarios, the elementary capacity table, and any additional information needed
- Next meeting—Wed., August 12, 1:30-3:30 p.m.
- Elementary School Boundaries webpage—week of Aug. 17
 - Data Review Summary
 - Summer work with elementary school principals
 - Timeline (note: all community engagement activities will be virtual)

| Immediate Concerns | Schools |
|--|--|
| All agreed that anything above 100 IEPs is unmanageable for staff involved with IEP meetings – will take too much time. Need to look at SWD population. | 159 IEPs at Carlin Springs. 137 IEPs at Ashlawn |
| Changes look a lot different to what they expected. This will be a bigger change for the community than what has previously been communicated. | Ashlawn |
| P&E is not accounting for students attending option schools. | |
| We should have the same standards across all schools. There is a concern that moving certain planning units from Barcroft would upset the ELs/non ELs balance and hence require a change to the instructional model. This does not seem to be a concern at other schools that have a large proportion of ELs, for example Carlin Springs and Randolph. Should we base more around ELs? | Barcroft. Carlin Springs. Randolph |
| General concern about the domino effects on MS and HS. | MS & HS |
| Jamestown and Reed have the least FRL students, have the least racial diversity, least crowded. Is it equitable/acceptable to increase the percentage of FRL students at some schools? Consult Equity guidelines – what do schools look like for success? | Jamestown. Reed |
| Concern that the Ft. Myers area was transferred in the last boundary process to Fleet and it looks like this map would move them back to Long Branch. These are military families who are looking for stability while they're in this area. Would they be grandfathered? | Fleet. Long Branch. Ft. Myer |
| Concern that we make sure families aren't moved multiple times. On this map, it looks like some Tuckahoe families that just moved to Nottingham and McK in 2014 may be asked to move again; also, it appears that a number of students would be moved back to Jamestown from Discovery. The community may have lots of opinions about this. | Nottingham. Tuckahoe. McKinley (Reed). Jamestown. Discovery. |

Concern about transportation if Fleet attendance zone extends beyond Glebe Rd.

Fleet

Concern about losing diversity. In a previous boundary process, Tuckahoe lost its diversity because of the families moving to McKinley.

Tuckahoe

Community is asking when will we discuss boundaries (feeder school structure) for Key and CIS given that when Key Immersion moves to ATS it will be within the current CIS boundary

Immersion

Capacity/Classrooms**Schools**

There are currently 34 usable classrooms (including 2 SE PreK classes). With the move to Reed, this reduces to 32 usable classrooms.

School capacity seems to be increasing while usable classroom space is decreasing.

McKinley.
Reed

Suggestion: Leave MIPA classes at ATS (i.e. the current McKinley building).

ATS

Move Montessori out of Carlin Springs to Barcroft.

Carlin Springs.
Barcroft

Move one VPI class from Carlin Springs to Key.

Carlin Springs.
Key

Could look at PreK SE program moves but have a lot of students so would need to move somewhere in South Arlington – unsure where at this time.

South
Arlington

Move the toddler class from Carlin Springs. It should be placed with another PreK SE program for 3-5-year olds. Unsure where at this time – cannot put it at Campbell.

Carlin Springs.

PU Moves**Schools**

Suggestion to move Alcova Heights to Fleet

Fleet

Move some students from Carlin Springs to Barcroft and/or keep Alcova Heights at Barcroft.

Carlin Springs.
Barcroft

Reassign PU 48210 to Abingdon

Abingdon

There is a planning unit right by Drew and in its walk zone that would be bused to Abingdon.

Can we consider some Planning Units that are currently in Drew and move them from Drew to Fleet? These are planning units had been in Henry and could provide relief to Drew.

Drew. Fleet

Drew: 48210 – 52 student in 2023 moves to Abingdon, not contiguous to Abingdon, benefit from a transportation perspective

Drew.
Abingdon

Drew: Some reservations about assigning 2 planning units in Drew's walk zone to Abingdon, some affordability housing issues

Drew.
Abingdon

Carlin Springs area, unfortunate to loose students that can walk to Carlin Spring and put them on a bus to Ashlawn

Carlin Springs.
Ashlawn

Benefits

Not too many weird shapes, centered around school sites. More contiguous – not extreme.

Schools like CS must have relief, but it is challenging with limited options.

School diversity may be more balanced, including diversity and free reduced lunch

Questions

Could they see a before and after picture?

Does distance learning put a different perspective on this?

Is grandfathering a priority?

Can principals have access to the spreadsheet and map?

Is there flexibility in moving planning units that moved pre- post- Sept. 2019

Equity officer – what conditions (what do schools look like) lead to higher success outcomes for all students, s

will the transfer out rate be a non-issue if Barcroft is no longer a year-round school? Possibly not when you loo

idents from Barcroft.