

Elementary School Boundary Process

Virtual Meeting with Elementary School PTA Presidents and
APS School Ambassadors, and Advisory Group Representatives

October 5, 2020



Agenda

- Opening and Introduction
- Welcome from Dr. Duran
- Managing Elementary School Enrollment
- Fall 2020 Boundary Process
- Initial Boundary Proposal
- Community Engagement
- Questions

To ask a question:
Type in the Live Q&A box

Managing Elementary School Enrollment

Managing Elementary School Enrollment

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 Schools Moves Adopted Feb. 2020 for Fall 2021

Three schools opening in new sites per the February 2020 School Board decision to move three schools to address imbalance between where students live and neighborhood school capacity:

- Immersion from Key at current ATS site
- Arlington Traditional at current McKinley site
- McKinley, with the majority of students, at the new building at the Reed site

Spring 2020 Data Review began the Fall 2020 Boundary Process

Review of data with advisory groups and community members in preparation for the boundary process

Boundary proposals/maps include:

1. **October 5**
Initial Boundary Proposal
2. **Nov. 5**
Superintendent's Recommended Elementary School Boundaries for 2021-22
3. **Dec. 3**
School Board's Adopted Elementary School Boundaries for 2021-22

No additional schools will be added to the initial boundary proposal

Fall 2020 Enrollment Data and This Boundary Process

- Opening a new school, adjusting boundaries, and moving three schools will address some of the current enrollment imbalances for 2021-22
- **This boundary process is guided by the 2019 10-year projections**
 - The 2020 10-Year Projections will be published in Dec., after the Dec. 3 adoption of boundaries
 - In January, staff will re-run elementary projections applying the adopted boundaries
- Initial enrollment for 2020-21 is down but it is not expected to affect projection trends
 - 2020-21 is unusual, there is no precedent for estimating enrollment during a pandemic
 - Planning needs to focus on data that exists
- Projections for future enrollment are based on data over multiple years

Fall 2020 Boundary Process: Moving Forward

- Initially planned to adjust boundaries at most, if not all, elementary schools
- Now, we will minimize student reassignments in this process and make boundary adjustments in a way that keeps more students together
- Only boundary adjustments made in this process will be those needed due to opening of a new school, for adjusted neighborhood attendance zones for ASFS and McKinley at the Reed site, and the need to bring enrollment to more manageable levels
- Using a narrow scope in this boundary process means making boundary adjustments at only seven existing elementary schools



Schools not included in the 2020 Boundary Process

- Abingdon
- Alice West Fleet
- Barcroft
- Barrett
- Carlin Springs
- Discovery
- Dr. Charles Drew
- Hoffman-Boston
- Jamestown
- Nottingham
- Oakridge
- Randolph

Schools not included in the 2020 Boundary Process

With boundary adjustments only at seven existing elementary schools, APS is managing enrollment in other ways:

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

The Annual Update Documents the Steps APS Takes to Manage Enrollment

- View the 2020 Annual Update www.apsva.us/wp-content/uploads/2020/02/2020-02-12-Annual-Update-FINAL.pdf
- The 2021 Annual Update will be completed in February 2021

Next Steps to Produce the Annual Update

- This work begins once the School Board adopts boundaries on Dec. 3
- P&E reruns elementary projections using new boundaries
- Principals and departments consider the ways to manage capacity
- Adjustments in the Annual Update will also be reflected in the Spring 2021 Update to projections for 2021-22 and in the School Board's FY 2022 Budget

- Plans that reevaluate and update elementary school capacity were not completed as APS focused on reopening schools
- Cross-departmental work was completed with
 - Facilities & Operations and principals to update the number of classrooms
 - Dept. of Teaching and Learning provided input on considerations for PreK and Countywide Special Education programs
- This boundary proposal is using existing capacity
www.apsva.us/wp-content/uploads/2020/02/Update-to-Fall-2019-Capacity-Utilization-Tables-v2.pdf
- This work will continue later this fall in time to inform
 - The Annual Update
 - The 2020-21 capacity utilization reports
 - The FY 2021 CIP, and
 - Future elementary school boundary processes

Fall 2020 Boundary Process

APS School Board Policy B-2.1 Boundaries

Boundary Adjustment Processes Guided by 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 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.

Boundary Scenario Development Approach

Initial Boundary Proposal	
Alignment – Reassigned planning units or clusters of planning units that had: <ul style="list-style-type: none"> • 24 or more students, or • if less than 24 students, when they were in closer proximity or aligned with middle/high school cohorts 	Considered
Stability <ul style="list-style-type: none"> • Not moving Planning Units that were reassigned in the 2018 boundary process 	Yes
Demographics <ul style="list-style-type: none"> • Moving F/RL rate for schools towards the countywide average 	Considered
Proximity & Efficiency <ul style="list-style-type: none"> • Increasing the proportion of students who live in the walk zone for the neighborhood school they are assigned • Reducing the distances for bus riders • Filling schools to capacity 	Considered
Contiguity <ul style="list-style-type: none"> • Maintaining attendance zones that are contiguous • Containing the school to which students are assigned 	Yes

- Create a new neighborhood school attendance zone for the new neighborhood schools at the current Key site and for McKinley, with the majority of its students, at the new building at the Reed site.
- Develop adjusted neighborhood attendance zones for Arlington Science Focus School.
- Adjust boundaries and use other tools to manage enrollment at other neighborhood elementary schools.
- The School Board will adopt new boundaries on December 3, 2020, that will apply to all students at neighborhood elementary schools starting in the 2021-22 school year.

Using Community Input from Data Review Process

- Added an extra year to Planning Unit projections, to include 2024 and provide a longer-term view
- Corrected a new housing development classification from multifamily elevator to multifamily garden, which affected the Student Generation Rate
- Corrected the year forecasted for a new residential development's completion, from 2021 to 2020, which meant accounting for these students a year earlier than expected
- Worked with Arlington County staff to review and verify questions and make adjustments to some data on housing developments

Discussions with Instructional Leaders on Initial Draft Boundary Scenarios

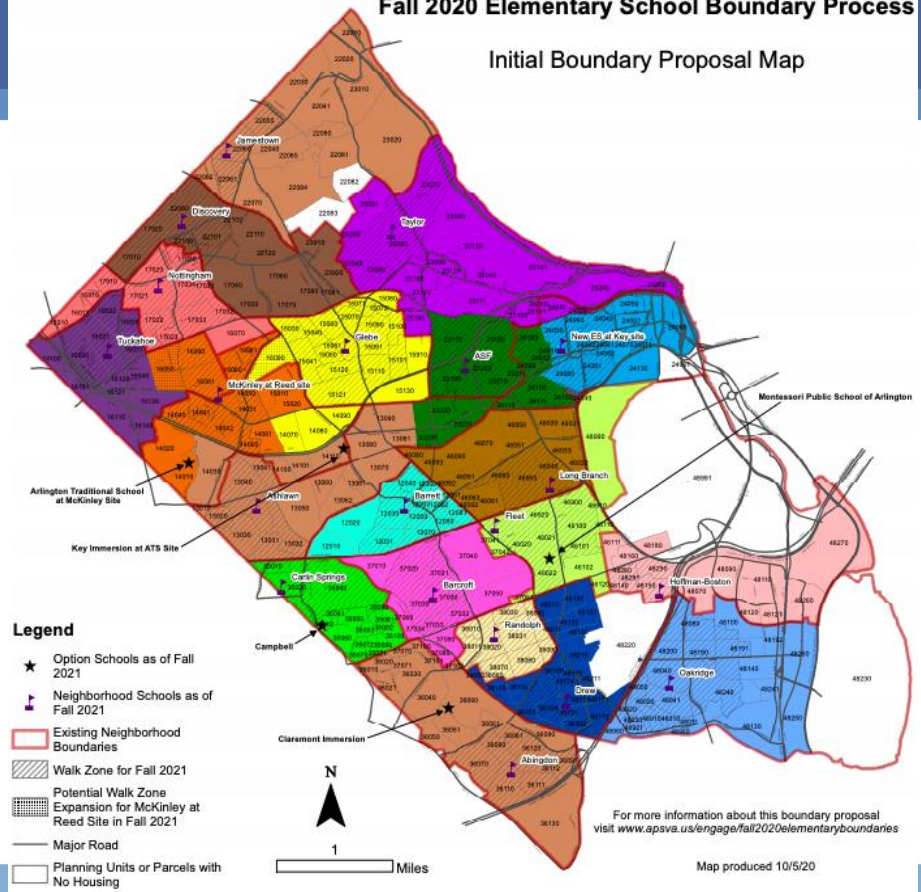
The Department of Planning and Evaluation, in collaboration with the Departments of Teaching & Learning, Facilities & Operations, the Chief Diversity, Equity and Inclusion Officer, and Administrative Services held discussions this summer with elementary school principals to review and discuss initial draft scenarios for the Fall 2020 boundary adjustment process.

These discussions focused on the following:

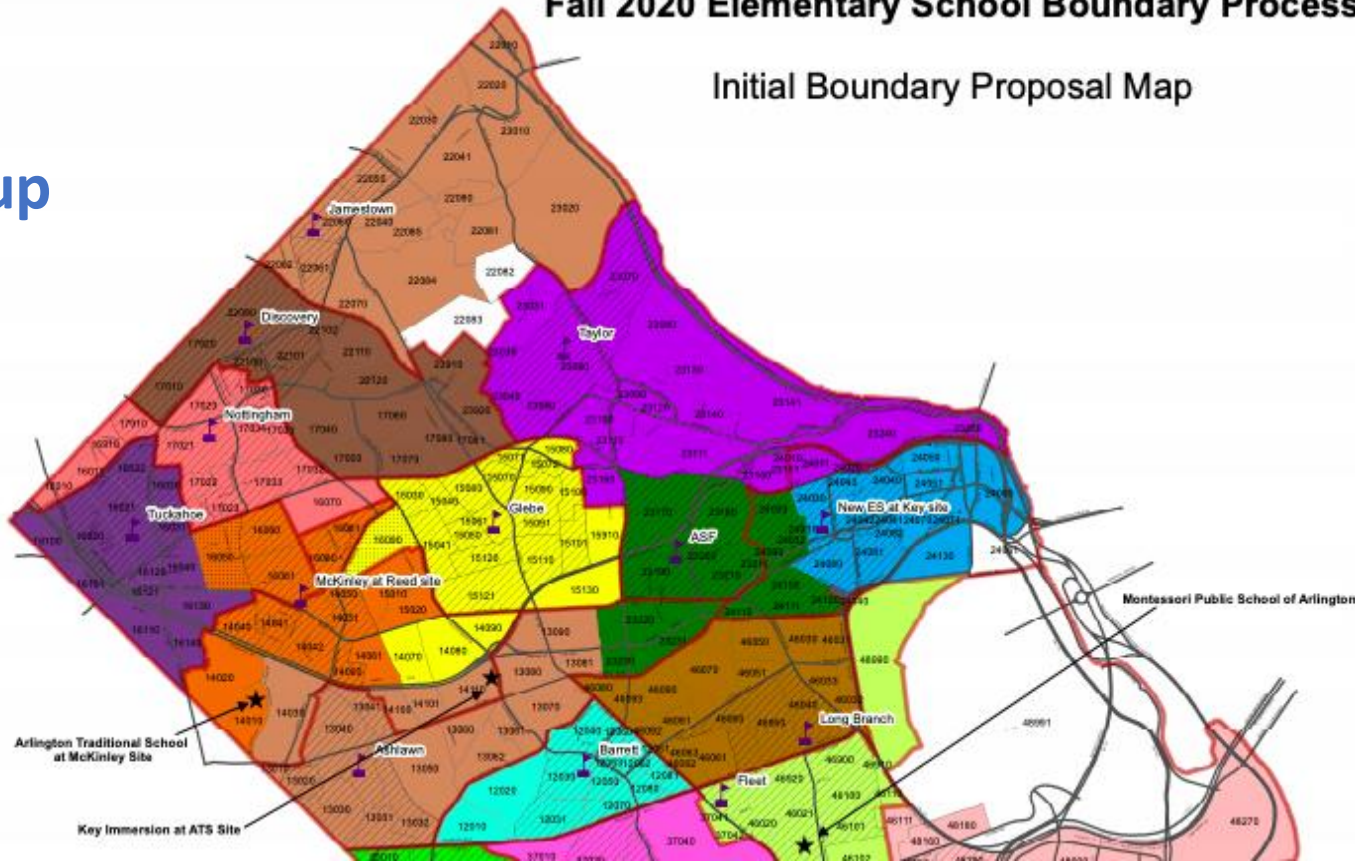
- Information about the data review process and how stakeholder input is being used
- Considerations and priorities for adjusting school boundaries
- Principals' guidance and approach on boundary processes
- Their instructional input to inform the process of adjusting boundaries

Initial Boundary Proposal

Initial Boundary Proposal



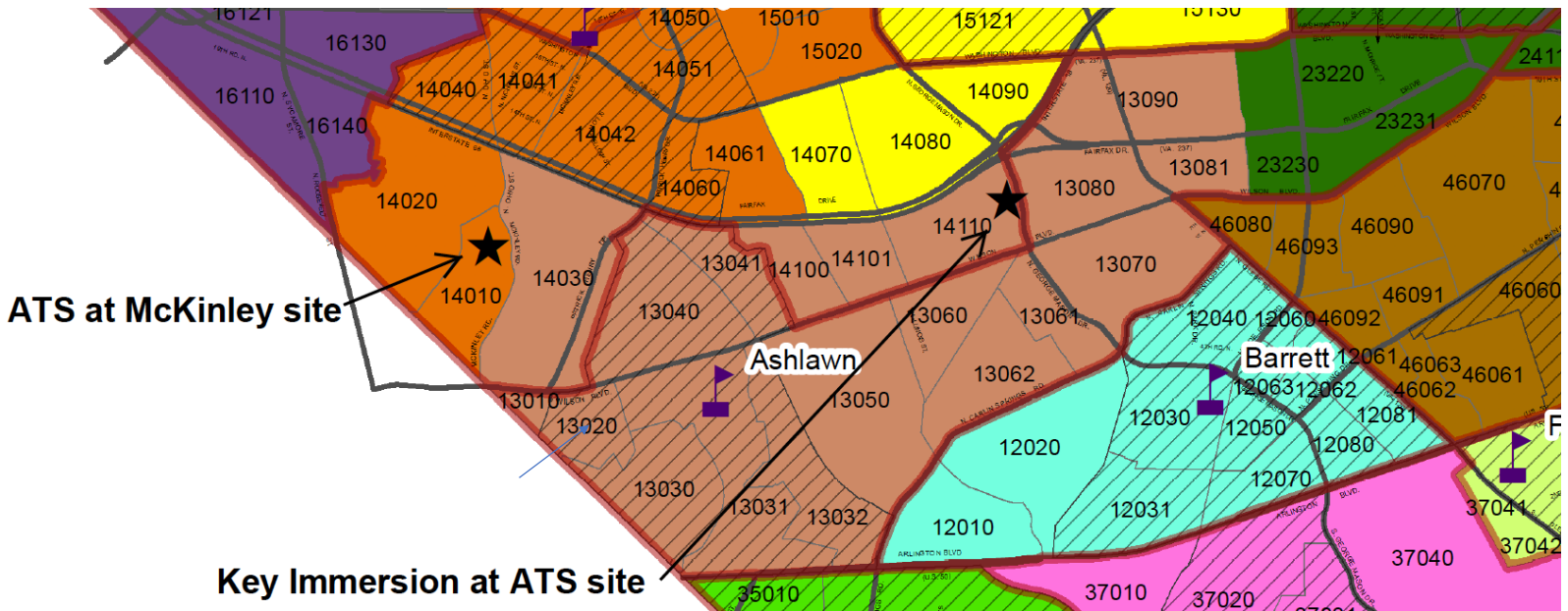
A Closeup



Highlights of Initial Boundary Proposal

- Schools involved in this boundary proposal include: Ashlawn, ASFS, Glebe, Long Branch, McKinley, Taylor, Tuckahoe
- Approximately 1,400 students—13% of Grade K-5 neighborhood school students—from seven schools would be reassigned to another neighborhood school
 - Nearly half (45%) are ASFS students reassigned to the new neighborhood elementary school at the Key site, which is in closer proximity to where they live
 - Other students were reassigned to schools that are more proximate to where they reside
- The proposal would result in a net gain of about 800 more students who live in the walk zone of their assigned neighborhood schools
- 19 out of 20 neighborhood elementary schools containing their entire walk zones within their boundaries.
- In addition, about 500 McKinley students will move with administration and staff to the new building at the Reed site, putting nearly 60% of its students in the school's walk zone as compared to 28% at the current McKinley site.

Ashlawn



What are the Boundary Changes?

- Adding 4 planning units (14030, 14100, 14101, 14110), estimated 159 students in 2021, from the current McKinley attendance zone.
 - All of the students reassigned from McKinley to Ashlawn are outside of the walk zone of McKinley @ Reed and live below route 66 which in most cases is in closer proximity to Ashlawn.
 - All of these students will matriculate to Swanson and then onto W-L or Yorktown as do the majority of current Ashlawn students.
- Reassigns 3 planning units (23220, 23230, 23231) in the Virginia Square triangle, estimated 142 students in 2021, to ASF, which reduces bus ride time for these students.
 - All these students will matriculate to Swanson and then onto to W-L. The majority of ASFS students matriculate to Dorothy Hamm MS and then onto W-L.

	Sept 30, 2019	2021-22	2023-24
PreK Enrollment	27	60	60
K-5 Enrollment	708	719	674
PreK-5 Capacity Utilization	107%	114%	108%

Notes

- 1) Will require use of existing relocatables
- 2) PreK enrollment assumes programs at full capacity

Additional factors

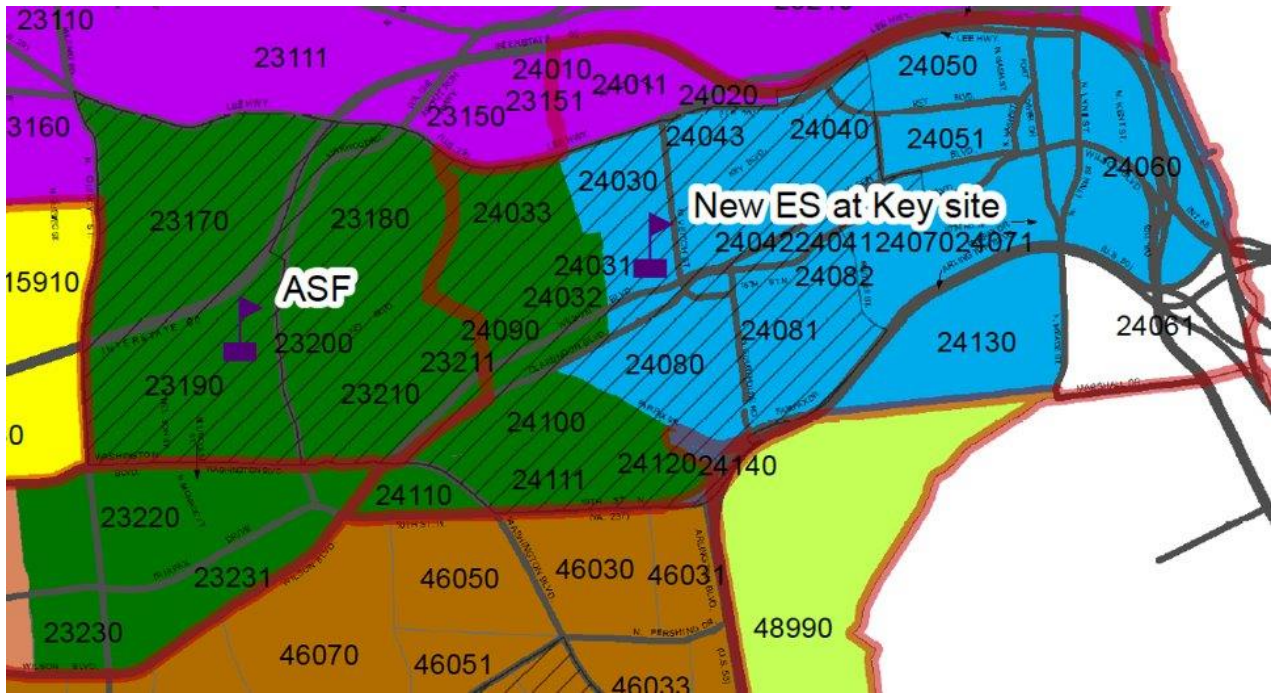
- 3 planning units in Tuckahoe's attendance zone are walkable to McKinley @ Reed and are proposed to be reassigned to McKinley @ Reed. Capacity is needed to incorporate an estimated 127 students.

Enrollment & Building Capacity

- Enrollment projected to decline and reduces need for relocatables to manage enrollment by 2023

Demographic

- Free/Reduced Lunch Rate using 2019-20 enrollment likely to remain constant at appx. 14%



What are the Boundary Changes?

- Adding 6 planning units (23170, 23180, 23190, 23200, 23210, 23211), estimated 183 students in 2021, from Taylor.
 - 2 of the planning units are in the walk zone for ASFS and other 4 units are in closer proximity to ASFS than to Taylor, which reduces bus ride times for these students
 - All of these students matriculate to Dorothy Hamm MS and then W-L as do the majority of ASFS students
- Adding 3 planning units (23220, 23230, 23231) in the Virginia Square triangle, estimated 142 students in 2021, from Ashlawn, which reduces bus ride time for these students.
 - All these students matriculate to Swanson and then on to to W-L. The majority of ASFS students matriculate to Dorothy Hamm MS and then onto W-L.

	Sept 30, 2019	2021-22	2023-24
PreK Enrollment	0	14	14
K-5 Enrollment	714	498	581
PreK-5 Capacity Utilization	129%	93%	108%

Notes

- 1) May require use of 1-2 existing relocatables in 2023
- 2) PreK enrollment assumes programs at full capacity

What are the Boundary Changes? – con't

- Reassigns 15 planning units (24030, 24031, 24040, 24041, 24042, 24043, 24050, 24051, 24060, 24070, 24071, 24080, 24081, 24082, 24130), estimated 635 students in 2021, to the new neighborhood elementary school @ Key site, which increases walkability and reduces bus ride time for these students.
 - Over 50% of the students assigned to the New ES @ Key live in the walk zone
- Reassigns 3 planning units (24010, 24011, 24020), estimated 28 students in 2021, to Taylor. These planning units are above Lee Highway with adjacent planning units currently assigned to Taylor
 - All of these students matriculate to Dorothy Hamm MS and then onto W-L or Yorktown as do the majority of current Taylor Students

Additional Factors

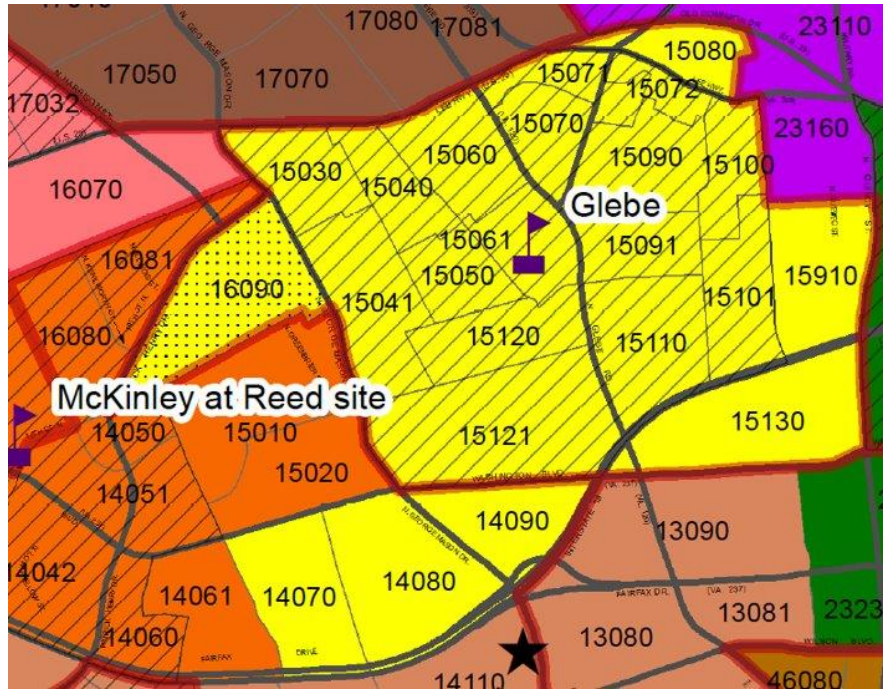
- ASFS is currently a neighborhood school outside of its boundary. None of the current students live in the walk zone. With the adjusted boundary, the entire walk zone is assigned to the school and students reassigned will have shorter bus ride times.

Enrollment & Building Capacity

- Enrollment projected to increase by 2023 and potential need to use 1-2 of the existing relocatable classrooms to manage enrollment beginning in 2023

Demographic

- Free/Reduced Lunch (F/RL) Rate using 2019-20 enrollment reduces from 20% to 7%
- In 2022, a committed affordable housing (CAF) development will open and result in a significant increase in ASFS enrollment and will likely increase F/RL rate to 18%.



What are the Boundary Changes?

- Adding 3 planning units (14070, 14080, 14090), estimated 83 students in 2021, from the current McKinley attendance zone.
 - All of the students reassigned from McKinley to Glebe are outside of the walk zone of McKinley @ Reed. The bus distance to Glebe is shorter than the distance to the McKinley site
 - McKinley students matriculate to Dorothy Hamm MS or Swanson and then onto W-L or Yorktown just as current Glebe students do.

Additional factors

- 3 planning units in Tuckahoe’s attendance zone are walkable to McKinley @ Reed and are proposed to be reassigned to McKinley @ Reed. Capacity is needed to incorporate an estimated 127 students.

Enrollment & Building Capacity

- Enrollment projected to decline by 2023 and reduces number of relocatable classrooms needed to manage enrollment

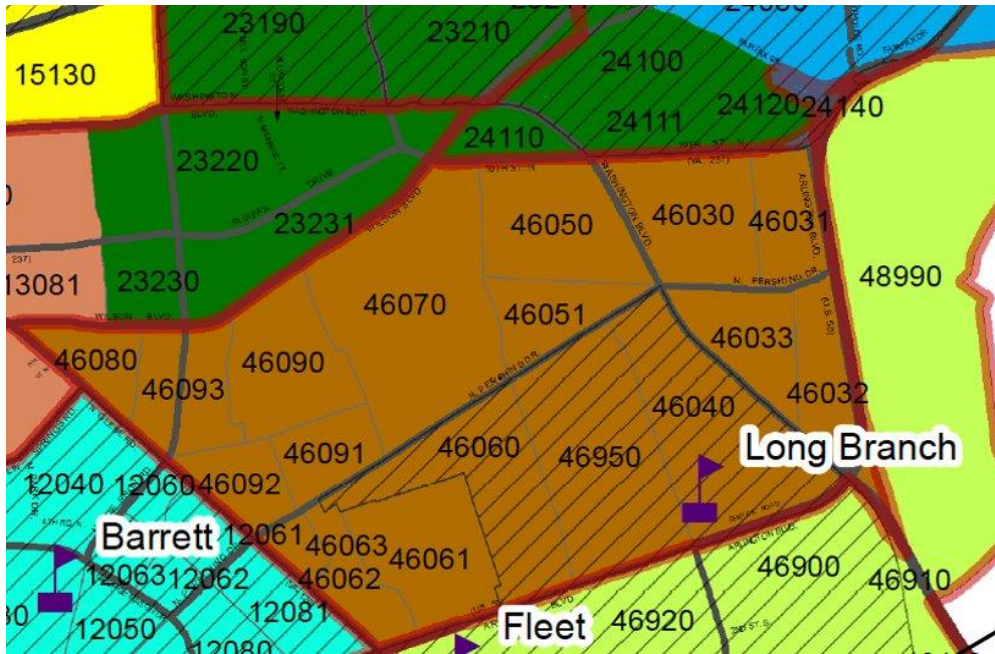
Demographic

- Free/Reduced Lunch Rate using 2019-20 enrollment declines slightly from 15% to 13% with boundary proposal

	Sept 30, 2019	2021-22	2023-24
PreK Enrollment	11	14	14
K-5 Enrollment	563	639	610
PreK-5 Capacity Utilization	113%	128%	122%

Notes

- 1) Will require use of existing relocatables
- 2) PreK enrollment assumes programs at full capacity



What are the Boundary Changes?

- Reassigns 1 planning units (24140), estimated 15 students in 2021, to the new neighborhood elementary school @ Key site.
 - These students live within the walk zone for new ES @ Key site.
 - This planning unit is currently an island and does not maintain a contiguous border with Long Branch.
 - These students currently matriculate to Jefferson and then onto Yorktown. All students at the New ES @ Key matriculate to Dorothy Hamm and then onto Yorktown. Middle School articulation would be addressed so that these 15 students would matriculate with their peers to Dorothy Hamm

Enrollment & Building Capacity

- Enrollment projections show declining trend

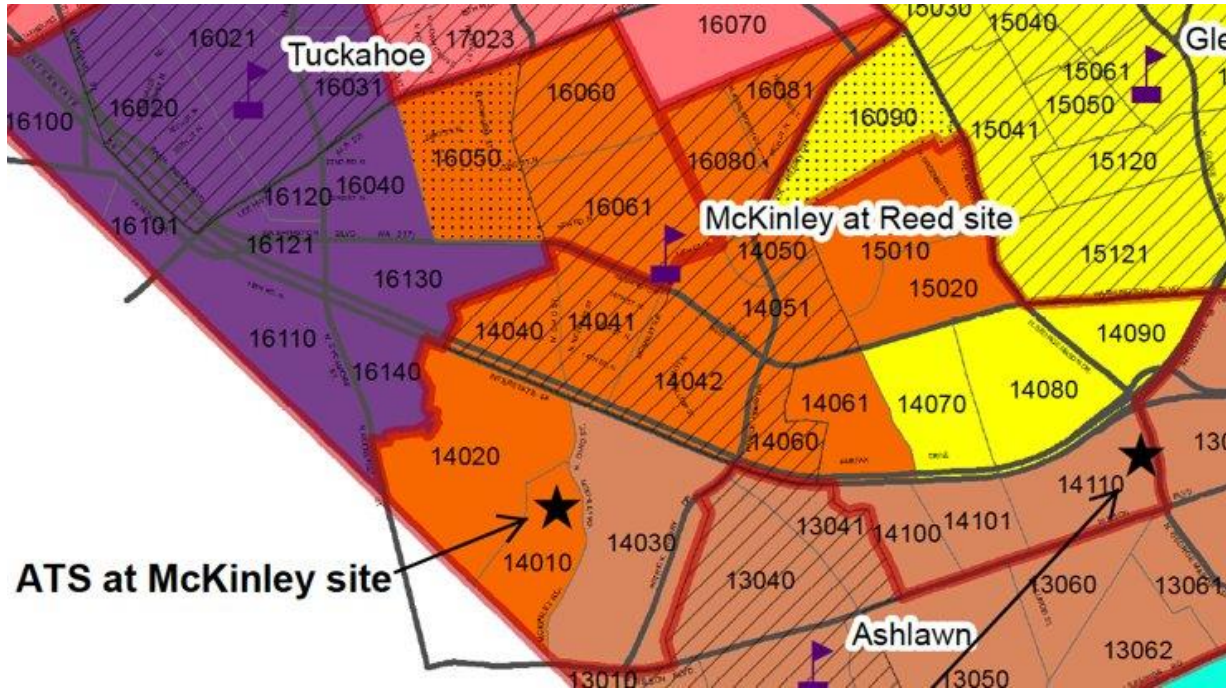
Demographic

- Free/Reduced Lunch Rate using 2019-20 enrollment likely to remain constant at 31%

	Sept 30, 2019	2021-22	2023-24
PreK Enrollment	34	22	22
K-5 Enrollment	486	443	425
PreK-5 Capacity Utilization	98%	87%	84%

Notes

1)PreK enrollment assumes programs at full capacity



What are the Boundary Changes?

- Adding 3 planning units (16050, 16060, 16061) to McKinley @ Reed site, estimated 127 students in 2021, from Tuckahoe.
 - All of these planning units are in the walk zone for McKinley @ Reed
 - All of these students matriculate to Swanson and then Yorktown as will nearly all the McKinley at Reed students.
- Reassigns 4 planning units (14030, 14100, 14101, 14110), estimated 159 students in 2021, to Ashlawn.
 - All of the students reassigned from McKinley to Ashlawn are outside of the walk zone of McKinley @ Reed and live below route 66 which, in most cases, is in closer proximity to Ashlawn.
 - All of these students will matriculate to Swanson and then onto W-L or Yorktown as do the majority of current Ashlawn students.

	Sept 30, 2019	2021-22	2023-24
PreK Enrollment	0	0	0
K-5 Enrollment	782	636	587
PreK-5 Capacity Utilization	114%	87%	80%

What are the Boundary Changes? con't

- Reassigns 3 planning units (14070, 14080, 14090), estimated 83 students in 2021, to Glebe.
 - All of the students reassigned from McKinley to Glebe are outside of the walk zone of McKinley at Reed
 - These students matriculate to Dorothy Hamm MS or Swanson and then onto W-L or Yorktown just as current Glebe students do.

Additional factors

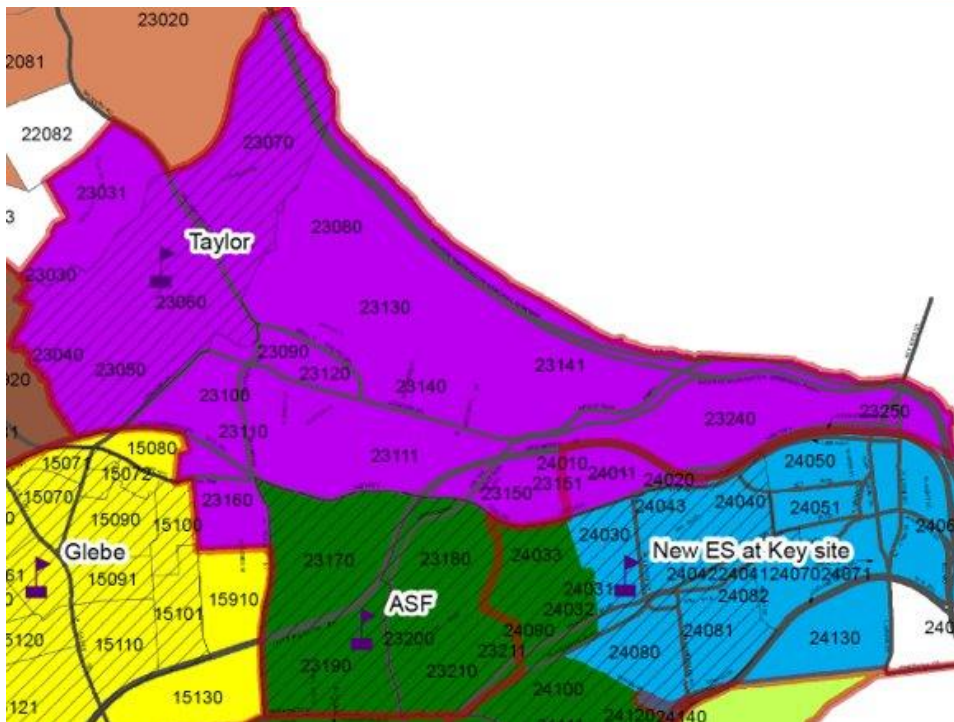
- Approximately 2/3 (about 500 students) of current McKinley students will move to McKinley @ Reed site

Enrollment & Building Capacity

- Enrollment projected showing declining trend with existing boundary and proposed adjusted boundary

Demographic

- Free/Reduced Lunch Rate using 2019-20 enrollment likely to remain constant at approximately 9%



What are the Boundary Changes?

- Adding 3 planning units (24010, 24011, 24020), estimated 28 students in 2021, from ASF.
 - These planning units are above Lee Highway with adjacent planning units currently assigned to Taylor.
 - All of these students matriculate to Dorothy Hamm MS and then onto W-L or Yorktown as do the majority of current Taylor Students
- Reassigns 6 planning units (23170, 23180, 23190, 23200, 23210, 23211), estimated 183 students in 2021, to ASFS.
 - 2 of the planning units are in the walk zone for ASFS and other 4 units are in closer proximity to ASFS than to Taylor, which reduces bus ride times for these students
 - All of these students matriculate to Dorothy Hamm MS and then W-L as do the majority of ASFS students

	Sept 30, 2019	2021-22	2023-24
PreK Enrollment	14	14	14
K-5 Enrollment	679	531	491
PreK-5 Capacity Utilization	105%	83%	77%

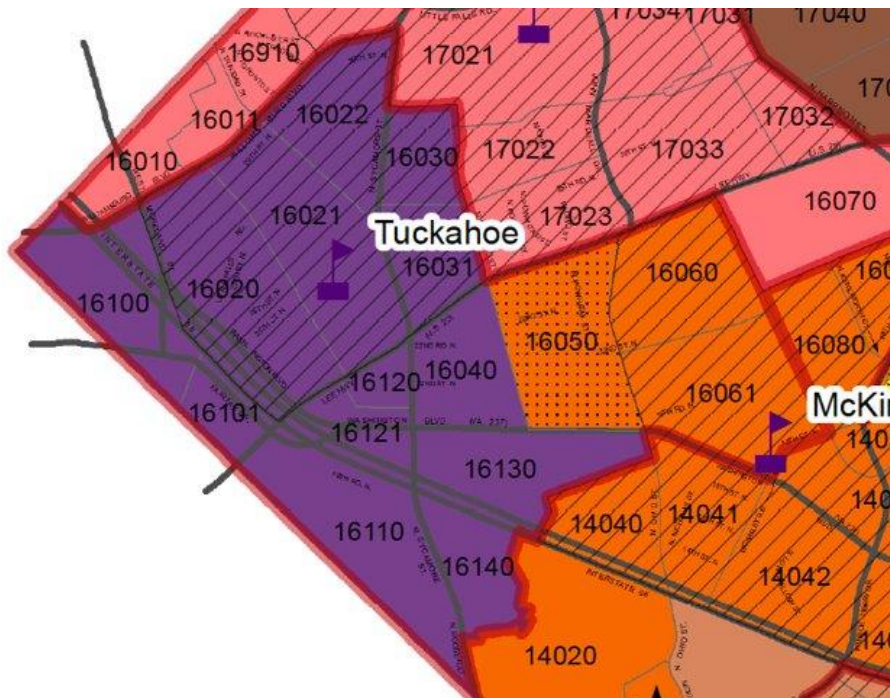
Notes
1)PreK enrollment assumes programs at full capacity

Enrollment & Building Capacity

- Enrollment projected to decline by 2023 and reduces need for relocatables to manage enrollment by 2023

Demographic

- Free/Reduced Lunch Rate using 2019-20 enrollment likely to remain constant at 14%



What are the Boundary Changes?

- Reassigning 3 planning units (16050,16060, 16061), estimated 127 students in 2021, to McKinley at Reed.
 - All of these planning units are in the walk zone for McKinley @ Reed
 - All of these students matriculate to Swanson and then Yorktown as will nearly all McKinley @ Reed students.

	Sept 30, 2019	2021-22	2023-24
PreK Enrollment	19	28	28
K-5 Enrollment	507	358	329
PreK-5 Capacity Utilization	97%	71%	66%

Enrollment & Building Capacity

- Enrollment projected to decline

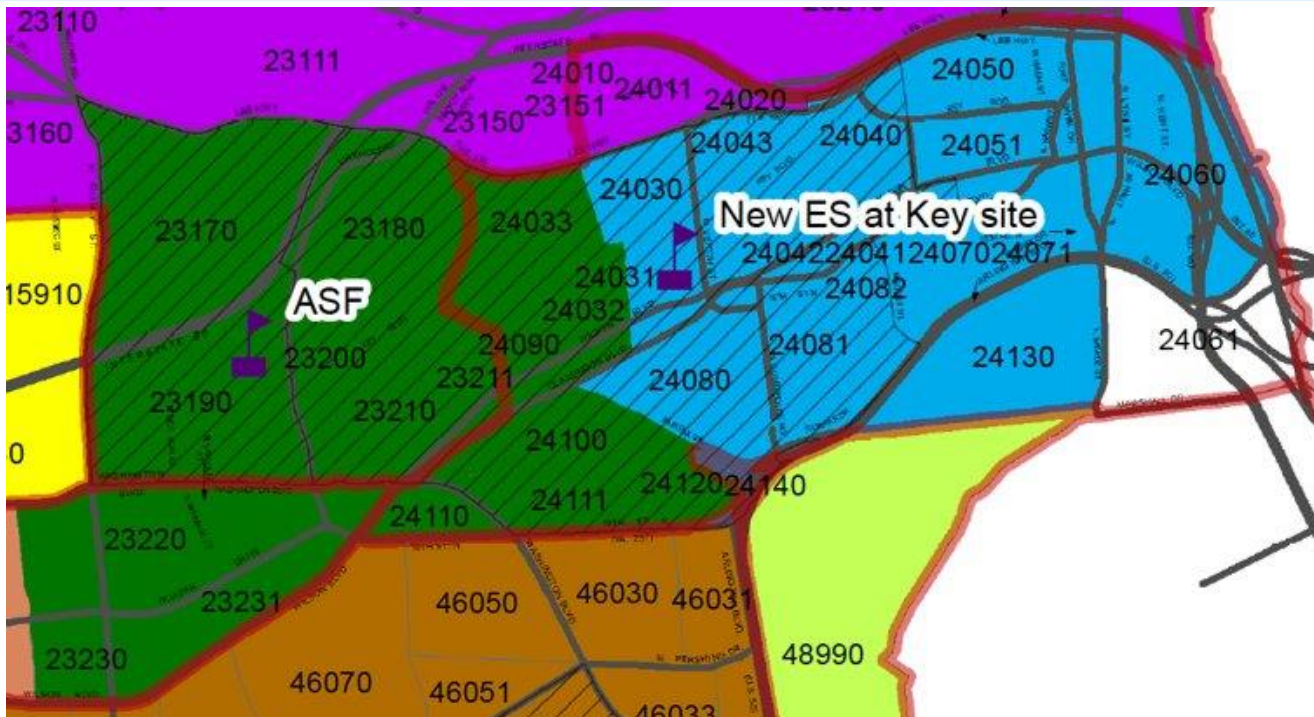
Notes

1)PreK enrollment assumes programs at full capacity

Demographic

- Free/Reduced Lunch Rate using 2019-20 enrollment likely to remain constant at 5%

New Elementary School at Key Site



What are the Boundary Changes?

- Adding 15 planning units (24030, 24031, 24040, 24041, 24042, 24043, 24050, 24051, 24060, 24070, 24071, 24080, 24081, 24082, 24130), estimated 635 students in 2021, from ASF, which increases walkability and reduces bus ride distance for these students.
 - Over 50% of the students assigned to the New ES @ Key live in the walk zone
 - Adding 1 planning unit (24140), estimated 15 students in 2021, from Long Branch
- These students live within the walk zone for new ES @ Key site.
 - This planning unit is currently an island and does not maintain a contiguous border with Long Branch.

	Sept 30, 2019	2021-22	2023-24
PreK Enrollment	N/A	32	32
K-5 Enrollment	N/A	650	711
PreK-5 Capacity Utilization	N/A	104%	114%

Notes

- 1) Will require use of 1-2 existing relocatables in 2023
- 2) PreK enrollment assumes programs at full capacity

Enrollment & Building Capacity

- Enrollment projected to increase and will require use of 1-2 of the existing relocatables in 2023

Demographic

- Free/Reduced Lunch Rate using 2019-20 enrollment estimated at 26%

Staff is proposing that transfer students attend their assigned neighborhood school or reapply for a transfer for 2021-22

- In past boundary processes, transfer students were not addressed, and they remained at the school while students residing in the boundary were moved out.
- Policy J-5.3.31 Options and Transfers address program continuity. “Once a student is admitted to an option school/program or accepts a transfer to a neighborhood school that is accepting transfers, enrollment will be continuous through the grade levels of that school/program, unless the school is involved in a boundary change. In such cases, the Board may make a different decision as part of the boundary change adoption.
- The proposal is seeking language to allow students with “instructional needs”, to continue with the transfer.
- Clear language will be included in the Superintendents Proposed Boundaries on Nov. 5.

Grandfathering will not be recommended for students in any grade. Staff is exploring options that would allow students with an IEP and their siblings to remain at the school.

- Grandfathering in 2018 boundary process has proven to be a challenge for APS transportation
- Many students in addition to those reassigned in the boundary process are going to experience change in 2021-22 in different ways. Students impacted by the school moves will move to a new building. Students at Barcroft may be impacted by a new calendar.

- Community input will be considered as staff prepares the Superintendent's recommended boundary proposal for the School Board on Nov. 5
- APS is seeking community input on the following:
 - Identifying any needed refinements to boundary proposal at the Planning Unit level
 - Hearing from stakeholders about the priorities in this boundary process
- There are multiple community engagement opportunities
- As staff gather input from the community, please note:
 - This process is not a vote, rather an opportunity for staff to hear a range of input from across the county
 - Sharing the same input more than once is not necessary—all input will be reviewed and considered as staff moves to the next step in this process
 - Staff welcomes collective input from PTAs and advisory groups

Community Engagement



Community Engagement

- Community engagement in this process began with Spring 2020 Data Review in place of “Getting Started” meeting previously used in boundary processes
- APS Engage webpage continues to be the information hub:
 - Boundary proposal, maps, data table, community input
 - Community Questionnaire
 - FAQs, Recordings of Community Meetings, and Information Resources
- APS will use varied APS communication channels to share information:
 - Virtual community meetings and virtual staff open office hours
 - News releases, School Talk messages, social media posts, Facebook Live videos in English and Spanish, handout in five languages at APS meal sites, updates, and more
 - Information resources shared with Bilingual Family Resource Assistants

www.apsva.us/engage/fall2020elementaryboundaries/



Fall 2020 Elementary School Boundary Process

New Boundaries for the 2021-22 School Year



APS is developing new boundaries for some neighborhood elementary schools, and some students will be reassigned to another neighborhood school starting in the 2021-22 school year. The boundary proposal involves students from Ashlawn, ASFS, Glebe, Long Branch, McKinley, Taylor and Tuckahoe. Families can review and provide input on this proposal by October 20, 2020. Staff may refine the proposal in preparation for the Superintendent's recommendation. The School Board will vote on December 3, 2020, to adopt new boundaries.

Stay Informed and Get Engaged!

For information visit: www.apsva.us/engage/fall2020elementaryboundaries/



Share your input on the initial boundary proposal by **October 20, 2020**:

- English, Amharic, Arabic, Mongolian and Spanish: Find a Community Questionnaire online at the link above.
- English & Spanish: Complete the Community Questionnaire online at the link above using any device, including mobile phones.
- Amharic, Arabic, Mongolian & Spanish: Answer questions from the Community Questionnaire and share any additional input on the boundary proposal in these languages by leaving a voice message at 703-228-6310.

COMMUNITY ENGAGEMENT OPPORTUNITIES AND TIMELINE

Oct. 5-20	Community Questionnaire — See above for how to share your input in one of five languages.
Meeting #1: Oct. 7 7-8:30 p.m.	<p>Virtual Community Meetings #1 and #2 to share information on the boundary proposal and answer questions from community members. Note: the same information will be presented at both meetings to provide an additional engagement opportunity for people new to the process.</p> <p>Find the events at www.apsva.us/engage/fall2020elementaryboundaries-virtualevents and learn how to join in using Microsoft Teams or Facebook Live. Also available:</p> <ul style="list-style-type: none"> • View meetings live on Comcast Channel 70 or Verizon Channel 41 • Send questions in English or Spanish via text to 703-957-0089 <p>Instructions for simultaneous interpretation during both meetings:</p>
Meeting #2: Oct. 14 7-8:30 p.m.	<ul style="list-style-type: none"> • Español: Para escuchar en español, marque el número de teléfono 1-646-307-1479. Luego marque el código: 8915 541 472 • መጀመሪያ በዚህ ቁጥር ይደውሉ 1-646-307-1479 በመቀጠል ያዎ የሚቀጥለውን 7717 692 178 • Монгол: хэлмэрч: 1-646-307-1479 Монгол хэлмэрчийн код: 3686 798 342 • يرجى الإتصال على الرقم 1 646 307 646 ثم الإتصال على الرقمى 517 975 5770
Oct. 9	Facebook Live videos in English and Spanish: www.facebook.com/ArlingtonPublicSchools/

Multiple opportunities to share input

Timeline	Activity
Oct. 5	<ul style="list-style-type: none"> •Virtual meeting with Advisory Group Representatives and Elementary School PTA leaders (to be recorded and posted) •Draft boundary proposal and additional information resources posted online
Oct 5-20	<ul style="list-style-type: none"> •Community Questionnaire in English and Spanish •Multilingual Voice Mail Line for input in Amharic, Arabic, Mongolian and Spanish
Oct. 7 & 14 7-9 p.m.	<p>Virtual Community Meetings</p> <ul style="list-style-type: none"> •The same information will be presented at each meeting •Call-in phone lines for simultaneous interpretation in Amharic, Arabic, Mongolian and Spanish available •Will be recorded and posted online
Oct. 16: 12-1 p.m. Oct. 17: 9-10 a.m. Oct. 20: 7-8 p.m.	<p>Virtual Staff Open Office Hours</p> <ul style="list-style-type: none"> •Informal opportunities for community members to ask questions in English or Spanish •Will be recorded and posted online

School Board Meetings on Elementary School Boundaries

Timeline	Activity
Oct. 29 at 6:30 p.m.	Work Session
Nov. 5 at 7 p.m.	Meeting - Superintendent's Boundary Proposal
Dec. 1 at 8 p.m.	Public Hearing
Dec. 3 at 7 p.m.	Meeting – Adoption of Elementary School Boundaries

For more information: www.apsva.us/school-board-meetings/



Frequent updates throughout each engagement process, including:

- Links to School Board Work Session/Meetings
- Presentations
- Timeline
- Data
- Community Input
- FAQs



Questions? Write to:
engage@apsva.us

Information Resources for PTAs and Advisory Groups

- Brief slides for use at PTA meetings—English and Spanish (Oct. 6)
- Handout in English, Amharic, Arabic, Mongolian and Spanish
- Questionnaire in five languages & voicemail line
- Community input and PTA input will be shared online

www.apsva.us/engage/fall2020elementaryboundaries/

All Arlington Public Schools (APS) budget and operations decisions are based on the best information available at the time. Staff and community members are reminded that funding forecasts from Arlington County and the state may change, based on many external factors. Similarly, student enrollment and projections are based on the best available information, but are also subject to change due to employment, housing and other economic factors. For these reasons, APS and the Arlington School Board may adjust future budget allocations, staffing and other operations decisions to reflect the existing community and operating landscape.

Questions

Elementary School Boundary Process

**Virtual Meeting with Elementary School PTA Presidents and
APS School Ambassadors, and Advisory Group Representatives**

October 5, 2020