

<b>March 30 Community Meeting: Index cards</b>	
<b>ENROLLMENT AND TRANSFERS</b>	
	How many kids are on the waitlist for the options schools: ATS, Immersion, Campbell, Drew?
	What does it mean to balance enrollment - provide transportation? Would that include when Claremont zoned students are admitted to Key due to the length of the waitlist?
	in terms of automatic lottery - how many kids are even registered by April 15 to take part in such a lottery?
	What can be done about the issue of North Arlington being more diverse?
	2018-19 was referenced? What happens for immersion and in what years? Is 2018 the years for the revised boundaries for incoming kindergartners?
	What about VPI? Do the boundaries still apply?
	What does slide 21 mean?
	What are plans for grandfathering and at what levels for immersion?
	Why not guarantee admission for MS & HS for those in ES option programs
	It's been stated that a student who attends an immersion elementary would not be guaranteed a spot at immersion middle school. Is that correct? Why not?
	PIP removes guaranteed admission preferences across policy. What is staff analyzing for the impact of removing the guarantee?
	Will "walkable" planning units be considered as a potential guarantee or preference for the current elementary immersion programs?
	For consistency, why are more key factors not retained in the policy vs moved to the PIP?
	When will the middle school boundaries for immersion change?
	Why is APS not working with JFAC for siting of 1,300 seats and other future seats?

	Capacity usage of north Arlington elementary schools is highly uneven (between 80%-120%). Why are north elementary school boundaries being revised in 2017-2018?
	How are you engaging the Hispanic community in this decision?
	How does having Claremont students in the walk zone get on about fit with our education goals?
	How is it more equitable to move a student right by Claremont to a far away neighborhood school?
<b>K12 Alignment</b>	
	Did APS consider planning units when drawing the boundary for immersion? If not, what process will be used to determine boundaries?
	What does APS intend to do to ensure proper staffing of secondary immersion schools?
	Will students be allowed to transfer to a closer immersion programs if there's room? E.g., will immersion transfer still be in place?
	What would happen to ES FLES in the new plan?
	When you identify Reed and Randolph as IB, would they be option schools or neighborhood schools?
	Zone changes East/West make for longer transfers via bus then North/West. Have you calculated buses are \$95,000 in these scenarios?
<b>1300 seats</b>	
	Why aren't you considering some of the programs at the end center and at the Kenmore site? Also, what would be missing in terms of activities?
	In Washington-Lee adding so many seats how will you accommodate sports teams and arts for so many students at one school?
	Will the 9th grade academy be for all 9th graders? One zone?
	How is it equitable to have one 3500 HS with 2 other 2000 seat HS
	Each of the options allows for fields for sports, marching band, etc.?
	Under option A, if you have a 9th grade academy how much larger would the graduating class at WL be compared to Wakefield or Yorktown?

	Arlington Tech and Kenmore would not have access to what extracurricular activities. What if they want these activities?
	At the Kenmore site does the county, not school system, zoning permit that # of students/traffic onto these roads/land size.
	How does the "world languages" at the Ed Center add seats?
	What is the process between APS and Arlington County on how the final choice is made?
	What programs and activities would not be available at a 4th neighborhood school-high school? What is the difference between the Kenmore site and the Career Center site? Explain the the risk.
	What would happen to the career center if picked for new 1300 HS?
	Why would a 1300 seat HS not be able to offer all the activities as the 3 big HS?
	Much has been said about immersion of IB schools. What are the plans for expeditionary learning schools like Campbell?
	Please provide the raw numbers for the percentages and ranking discussed.
	Immersion has been able to provide more option in classes to support the language as the program has grown at Wakefield. The options depend on the increase of the students enrolled and will decrease if the program is split in high school. What is the plan to maintain the options?
	It is difficult to find qualified staff to teach in the immersion program to teach at the secondary level. If the program is split at the middle school and high schools levels, what is your plan to hire twice the staff we currently have?
	You can do STEAM/STEM/IB in an immersion school. Is this being considered? Why do families and students need to choose STEAM/IB or being bilingual?
	Given the demand for elementary immersion as indicated by the current over-enrollment, is there the possibility of a 3rd immersion elementary school?
	How will APS gauge interest for MS and HS immersion?

	I've hear that there may not be a robust enough number of native-Spanish-speaking staff to support a 2nd immersion high school. As you look at DEMAND, what do the data tell us about supply of immersion teachers?
	I heard you say you wouldn't guarantee HS immersion access if you are in immersion in elementary. But we are guaranteed now; why the change?
	What would happen to ES FLES in the new plan?
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