School Board Work Session:
The Fall 2018 Elementary School Boundary Process
August 28, 2018
Follow the Fall 2018 Elementary School Boundary Process

Link to information about the process: apsva.us/elementary-school-boundary-change

Webpage includes:

• Copy of presentation
• Illustrative Single Consideration Maps
• Planning unit level data used in Illustrative Single Consideration Maps
Agenda for Aug. 28 Work Session

• Objectives
• Why change elementary school boundaries
• Points of consideration
• Schools involved
• Approach
• Questions for School Board
• Next steps
  – Timeline
  – Opportunities for community engagement
APS is

• working to create the best learning experiences for our students
• experiencing strong enrollment growth, shifting demographics, and evolving state education requirements
• implementing complex and overlapping development initiatives
Enrollment Expected to Continue to Grow

APS student enrollment 10-year projections¹
• 30,000+ students by 2022
• 32,000+ students by 2026

Arlington County 30-year population forecasts
• Indicate continued growth through 2030
• From 207,600 residents in 2010 to 261,800 by 2030²

¹ Fall 10-Year Projections prepared December 2017, APS.
² Profile 2018, Planning Division of the Department of Community Planning, Housing and Development, Arlington County Government.
Why Change Elementary School Boundaries?

Boundaries will change in accordance to School Board policy B-2.1

By 2019, APS will adjust boundaries for:
• Opening of the new Alice W. Fleet Elementary School
• Montessori program move to the Henry building
• Drew opening as a new neighborhood school
• Better balance of enrollment across schools involved
Points of Consideration
Context Informing the Boundary Process

- Concerns/input from elementary school principals
- Pre-K distributed across elementary schools
- Impact of Options and Transfers policy
- Kindergarten projections
- Evaluation of Barcroft’s calendar
Points of Consideration
Lessons Learned from Discovery Boundary Process

Boundaries changed three years before opening of Discovery

+ Ambassadors informed their respective schools communities
+ Principals had time to build new school communities

- Enrollment projection data changed closer to opening - required more boundary adjustments one year before opening
- Families made decisions on their school options through transfer requests or physical moves based on the first set of boundary scenarios
- Created frustration and uncertainty for families
- Resulted in fatigue in engagement in the process
The following schools’ Planning Units will be included in the boundary process for

<table>
<thead>
<tr>
<th>Fall 2018</th>
<th>*Both Fall 2018 and Fall 2020</th>
<th>Fall 2020</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Drew</td>
<td>• Abingdon</td>
<td>• Arlington Science Focus (ASF)</td>
</tr>
<tr>
<td>• Fleet (Henry)</td>
<td>• Barcroft</td>
<td>• Ashlawn</td>
</tr>
<tr>
<td>• Hoffman-Boston</td>
<td>• Long Branch</td>
<td>• Barrett</td>
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<tr>
<td>• Oakridge</td>
<td></td>
<td>• Carlin Springs</td>
</tr>
<tr>
<td>• Randolph</td>
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<td>• Discovery</td>
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<td>• Nottingham</td>
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<td>• Reed</td>
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<td>• Taylor</td>
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<td></td>
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<td>• Tuckahoe</td>
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</tbody>
</table>

*A school may be involved in both processes. Staff will minimize the number of times a specific planning unit is impacted.

Source: SB Policy B-2.1 Boundaries
Plan presented to School Board on June 7, 2018

Who Will Be Involved?
Potential Timeframe for Elementary School Boundary Processes

Schools to be included in Fall 2018 boundary process (green):
- Drew
- Henry (Fleet)
- Hoffman-Boston
- Oakridge
- Randolph

Planning units from these schools could potentially be included either in the Fall 2018 boundary process or in the Spring 2020 boundary process (yellow):
- Abingdon
- Arlington Science Focus (ASF)
- Barcroft
- Carlin Springs
- Long Branch
- Taylor
Plan presented to School Board
on June 7, 2018

Who Will Be Involved?
Under Consideration for Either the Fall 2018 or Spring 2020 Process

**Abingdon**
- Waiting until 2020 elementary school boundary process would allow more data about new Kindergarten cohort, transfer rate, and impact of new Options & Transfer policy

**Arlington Science Focus (ASF)**
- The 2018 boundary process could address projected overutilization and the fact that the school site is outside of its attendance zone, but would limit planning units that can be included in future process for Reed
- Limited planning units may be included in the Fall 2018 boundary process: all others would be reviewed as part of the Spring 2020 boundary process
- Waiting until 2020 elementary school boundary process would allow more data about new Kindergarten cohort, transfer rate, and impact of new Options & Transfer policy

**Taylor**
- Some of the school’s attendance zone includes planning units located within the ASF walk zone
- Limited planning units may be included in the Fall 2018 boundary process: all others would be reviewed as part of the Spring 2020 boundary process

**McKinley**
- Given proximity to Reed, APS recommends addressing McKinley boundaries as part of Spring 2020 process
Arlington Science Focus (ASF)
Superintendent’s Plan

• Focus the fall 2018 boundary process on South Arlington schools affected by the opening of Fleet and the Montessori move to Henry

Drew, Fleet (Henry), Hoffman-Boston, Oakridge, Randolph, and some planning units from Abingdon, Barcroft and Long Branch

• Address the ASF boundary through a building swap between ASF and Key after the 2019-20 school year
When Reed opens in 2021, APS will have additional capacity in North Arlington
Rationale

- The June 2017 revision of the Options & Transfer Policy (J-5.3.31) removed Key from the Key/ASF boundary.
- In fall 2018, students who live in the Key/ASF boundary:
  - Attend ASF neighborhood school
  - Must apply via the lottery for admission to Key
- ASF is the only neighborhood school that sits outside of its boundary.
- Key Immersion is located within the ASF boundary.
Depending upon when we implement the building swap, the student and staff community at both schools could remain largely intact.

On the contrary, if new boundaries are developed around ASF, families in various surrounding schools will be impacted by the fall 2018 Boundary process.
Ways to Implement the Building Swap
Seek input on timing alternatives

- After completion of the fall 2018 boundary process APS will propose a timeline for gathering input from the school communities on the timing of the building swap:
  - Sept. 2020 or
  - Sept. 2021

- The fall 2020 boundary process for the 2021-22 school year will consider boundary adjustments for ASF in the building on Key Blvd.
Ways to Implement the Building Swap
Seek input on timing alternatives

Building Swap for Sept. 2020 Implementation

- No new facilities opening
- Both communities move together as part of the building swap
- Some ASF planning units may be moved as part of fall 2020 boundary process for the 2021-22 school year and will require decisions about currently enrolled students in those planning units

Building Swap for Sept. 2021 Implementation

- APS opening new facilities including:
  - Elementary school at Reed site
  - High School seats at Ed Center
- The Immersion program moves to the ASF building
- The School Board will adopt boundaries and address grandfathering that applies to all ASF neighborhood and transfer students before the building swap is implemented
This allows opportunities for:

- Focusing staff resources on creating boundaries for
  - New Alice W. Fleet
  - Drew as a new neighborhood school
  - Balancing enrollment among neighboring areas
- Evaluating impacts of revised Options and Transfer policy on enrollment, new admission procedures apply for 2018-19
- Focusing resources on new school openings in the 2019-20 school year
- Allows staff to develop, and community to engage and respond to, more flexible boundary solutions
- Additional time to evaluate all information regarding capacity utilization and future program growth
Planning for ASF/Key Building Swap

• A draft timeline for community input on the building swap will be published in January 2019

• The fall 2018 boundary process will focus on the boundaries for
  - Drew
  - Fleet (Henry)
  - Hoffman-Boston
  - Oakridge
  - Randolph
  - Abingdon
  - Barcroft
  - Long Branch
Approach

• Use Planning Unit-level data with student demographics and enrollment estimates\(^1\)

• Account for students who attend Option Schools and Programs

• Assume Pre-K classrooms across elementary schools

• Use the Expanded Walk Zones developed this Spring
  – Areas identified for walk zone expansion do not require significant infrastructure improvements at this time
  – APS Transportation Dept. will determine final walk zones once boundaries are approved

• Develop boundaries based on an iterative process of:
  – Optimizing boundaries based on the six policy considerations
  – Creating boundary scenarios that blend the policy considerations
  – Gathering input from community on boundary scenarios

\(^1\) Estimates approach is posted in the FAQ’s at www.apsva.us/elementary-school-boundary-change
## Boundary Policy Considerations

<table>
<thead>
<tr>
<th>Category</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Efficiency</td>
<td>minimizing future capital and operating costs</td>
</tr>
<tr>
<td>Proximity</td>
<td>keeping students close to the schools so they can walk safely or minimizing bus ride times</td>
</tr>
<tr>
<td>Stability</td>
<td>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</td>
</tr>
<tr>
<td>Alignment</td>
<td>minimizing separation of small groups of students from their classmates when moving between school levels</td>
</tr>
<tr>
<td>Demographics</td>
<td>promoting demographic diversity</td>
</tr>
<tr>
<td>Contiguity</td>
<td>maintaining attendance zones that are contiguous and contain the school to which students are assigned</td>
</tr>
</tbody>
</table>
Interpretation of Efficiency

Minimizing future capital and operating costs

- Balance building utilization across schools
- Monitor transportation costs

<table>
<thead>
<tr>
<th>Consideration</th>
<th>Planning Unit Data Sheet</th>
<th>Boundary Proposals</th>
</tr>
</thead>
<tbody>
<tr>
<td>Efficiency</td>
<td>reported for each planning unit</td>
<td>number of planning units eligible for bus service and capacity utilization will be reported for all proposed boundary maps</td>
</tr>
</tbody>
</table>
Example Map:
_Illustrates Efficiency Only for Discussion Purposes_

For Illustrative Purposes Only
- Map illustrates optimization of boundaries for **Efficiency only**
- Capacity utilization averages 95% among the eight schools
- Ranges between 91% to 108% among individual schools

Legend

1 Calculated based on K-5 permanent seat capacity and Fall 2019 enrollment estimates for each scenario boundary (for illustrative purposes)
Interpretation of Proximity

Encourage relationship between schools and the community by keeping students close to the schools they attend so that they can walk safely to school or, if eligible for bus service, so that bus ride times are minimized.

- Identify if planning unit is in the walk zone, including expansion areas as defined in Spring 2018 Walk Zone Review process
  - Areas identified for walk zone expansion do not require significant infrastructure improvements at this time

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<td>reported for each planning unit</td>
<td>number of walkable planning units will be reported for all proposed boundary maps</td>
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</tbody>
</table>
Example Map: 
*Illustrates Proximity Only for Discussion Purposes*

For Illustrative Purposes Only
- Map illustrates optimization of boundaries for **Proximity only**
- Each scenario boundary includes its school’s expanded Walk Zone
Interpretation of 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

None of the students who will be part of this boundary change have been impacted by another elementary boundary change

• *Note-the recent revisions to the Options/Transfers policy does not impact the Stability Consideration in boundary decisions*

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<tr>
<td>Stability</td>
<td>is set the same across all planning units</td>
<td>will not be reported for proposed boundary maps</td>
</tr>
</tbody>
</table>
**Interpretation of Alignment**

Minimizing separation of small groups of students from their classmates when moving between school levels

Alignment is keeping groups of students together and maintaining school communities as they move through school levels

- Focusing on elementary to middle school
- Goal is that small groups of students are not separated from classmates as they move to next school level

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<tr>
<td>Alignment</td>
<td>is set the same across all planning units</td>
<td>will assess planning units with small groups of students having different alignment patterns, and be reported for proposed boundary maps</td>
</tr>
</tbody>
</table>
Example Map:
*Illustrates Alignment Only for Discussion Purposes*

For Illustrative Purposes Only
- Map illustrates optimization of boundaries for **Alignment only**
Interpretation of Demographics

Promoting demographic diversity

- Diversity interpreted for this purpose as the proportion of students receiving Free or Reduced Cost Lunch (F&RL)

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<tr>
<td>Demographics</td>
<td>number of students receiving F&amp;RL, as long as there are 10 or more students</td>
<td>F&amp;RL will be reported in aggregate for all proposed boundary maps</td>
</tr>
</tbody>
</table>
Example Map:
Illustrates Demographics Only for Discussion Purposes

For Illustrative Purposes Only
• Map illustrates optimization of boundaries for **Demographics only**
• Percent F&RL students is 49% among eight schools\(^1\)
• Ranges between 35% to 66% among individual schools

\(^1\) Calculated based on Fall 2017 F&RL counts and Fall 2019 enrollment estimates for each scenario boundary (for illustrative purposes)
Maintaining attendance zones that are contiguous and contain the school to which students are assigned.

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</thead>
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<tr>
<td>Contiguity</td>
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<td>will be assessed as planning units are combined and reported for proposed boundary maps</td>
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</table>
Boundary Proposals

Each proposal will include

• A map
• List of assigned planning units and data
• School estimates for 2019-20 through 2021-22
  – Total enrollment
  – Enrollment by grade
  – Capacity utilization
  – Demographics (Free/Reduced Lunch, race/ethnicity, English Learners, Students with Disabilities)
Grandfathering Proposal

• Rising 5th grade students and concurrent siblings could stay for one additional year only, with transportation for only that one year
• Once the 5th grade students have moved to middle school, siblings will attend their newly assigned neighborhood school

Community input on proposal will be gathered at:
  – “Getting Started” Community Meeting, Sept 26
  – Staff Open Office Hours, Oct 3
  – Online Input, Sept 26 – Oct 10
  – Emails to engage@apsva.us

Community input will inform superintendent’s proposed boundaries to the School Board
Boundary proposal for grandfathering will estimate:

• Utilization rates for years when grandfathering applies
• Timeframe for balancing enrollment
• Transportation
  bus ride times and/or number of buses
• Operational costs
Questions for School Board

1. Are there questions on the planned ASF and Key building swap?

2. Does the School Board want any adjustments to the 2018 fall elementary school boundaries approach?

3. Are there additional items for staff to consider?
Next Steps
<table>
<thead>
<tr>
<th>Status</th>
<th>Date</th>
<th>Milestone/Meeting</th>
</tr>
</thead>
<tbody>
<tr>
<td>✔️</td>
<td>June 7</td>
<td>SB Monitoring Report</td>
</tr>
<tr>
<td>✔️</td>
<td>August 28</td>
<td>SB Work Session</td>
</tr>
<tr>
<td></td>
<td>September 26</td>
<td>“Getting Started” Community Meeting</td>
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<tr>
<td></td>
<td>Sept 26 – Oct 10</td>
<td>Online Input on boundary scenarios that balance the policy considerations</td>
</tr>
<tr>
<td></td>
<td>October 3</td>
<td>Open Office Hours</td>
</tr>
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<td></td>
<td>October 17</td>
<td>“What We Heard” Community Meeting</td>
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<td></td>
<td>November 8</td>
<td>SB Information Item on Elementary Boundaries</td>
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<td></td>
<td>November 27</td>
<td>SB Public Hearing</td>
</tr>
<tr>
<td></td>
<td>December 6</td>
<td>SB Adoption of Elementary Boundaries</td>
</tr>
<tr>
<td></td>
<td>January 28, 2019</td>
<td>Kindergarten Information Night</td>
</tr>
</tbody>
</table>
Community Engagement

The community will be asked to provide input on grandfathering staff proposal and the draft boundary scenarios.

Upcoming engagement:

• “Getting Started” Community Meeting, Sept 26, from 7-8:30 pm, at Kenmore Middle School
  – Live-streamed; simultaneous interpretation

• Online Input on boundary scenarios, from Sept 26 to Oct 10

• Open Office Hours, Oct 3, from 7-8:30 pm, at Kenmore Middle School

• “What We Heard” Community Meeting, Oct 17, from 7-8:30 pm, at Kenmore Middle School
  – Live-streamed; simultaneous interpretation

apsva.us/elementary-school-boundary-change
Pre-Engagement Activities

Summer Outreach included

– Handout shared at June 11 CCPTA Meeting
– APS Traveling Trolley (to public libraries) – Info table at Drew, Barcroft and Randolph – July 18, 25 and Aug. 1
– School Talk message, social media posts and website updates, including timeline, maps and policy considerations – July 26
– Staff Open Office Hours – Aug. 7
– Facebook Live video series explaining boundary policy considerations

apsva.us/elementary-school-boundary-change/