

ES Planning Questionnaire Responses 1 - 100

Qr No.	Response No.	Participation Date	Q1 What is your relationship to APS? Do you value more than one?	Q2 What are the opportunities with the above Representative Boundaries Scenario?	Q3 What are the challenges faced with the above Representative Boundaries Scenario?	Q4 What are the opportunities with the above School Moves Proposal 2?	Q5 What are the challenges faced with the above School Moves Proposal 2?	Q6 What are the opportunities with the above School Moves Proposal 2?	Q7 What are the challenges faced with the above School Moves Proposal 2?	Q8 As we look at moving some of our option schools, what challenges in creating neighborhood elementary boundaries in Fall 2024, which growth should take priority? Please rank each of the following items in order of importance with 1 being the most important to #4 being the least important.	Q9 As we look at moving some of our option schools, what challenges in creating the PreK-12 Instructional Program Pathways, which factors should take priority? Please rank each of the following items in order of importance with 1 being the most important to #4 being the least important.	Q10 What else should be considered when moving a school to another site?	Q11 To what degree do you support moving some schools, so APS can:	Q12 Do you have other suggestions?	
1	2	11/7/2024	I am the Parent or Guardian of an Elementary Student in APS enrolled in an option school							Use all existing elementary schools to full capacity. 1. Meet needs for seats in high-growth areas. 2. Keep as many students together in each school community as possible. 3. Enable walking to neighborhood schools as much as possible. 4. Enable walking to neighborhood schools as much as possible. 5. Develop a plan that best utilizes existing school facilities located on available land in the County, which do not always match where neighborhood seats are needed for current and projected growth. 6. Consider strategies that will best address recent student enrollment projections, which indicate that up to three new elementary schools may be needed in the next 10 years. 2	Long waitlist that could fill building to capacity. 3. Option school is clearly defined in the PreK-12 Instructional Pathways (IP) Framework. 2. Moving option schools to increase access for more students. 4. Moving to a site that can accommodate current population (may include relocatable classrooms) 3	1. Provide neighborhood seats in parts of the county where these are needed and APS doesn't have additional land for a new school. 2. Limit the growth of APS transportation as annual operating costs can be focused on other needs	Support		
2	3	11/7/2024	I am the Parent or Guardian of an Elementary Student in APS enrolled in a neighborhood school. I am the Parent or Guardian of a Child(ren) in PreK in APS							Use all existing elementary schools to full capacity. 4. Meet needs for seats in high-growth areas. 2. Keep as many students together in each school community as possible. 2. Enable walking to neighborhood schools as much as possible. 1. Develop a plan that best utilizes existing school facilities located on available land in the County, which do not always match where neighborhood seats are needed for current and projected growth. 3. Consider strategies that will best address recent student enrollment projections, which indicate that up to three new elementary schools may be needed in the next 10 years. 5	Long waitlist that could fill building to capacity. 4. Option school is clearly defined in the PreK-12 Instructional Pathways (IP) Framework. 2. Moving option schools to increase access for more students. 1. Moving to a site that can accommodate current population (may include relocatable classrooms) 3	Neutral	Support	Walking to school is the most important for us. A close second is the pre-k spot my child has at Tucker. None of my kids at the same school is wonderful.	
3	4	11/7/2024	I am the Parent or Guardian of an Elementary Student in APS enrolled in a neighborhood school		question the method that was used to develop this boundary scenario. Did the developer start at the top with logical boundaries and then force fit the rest of the county? Did each school building start with its logical walk zones and transportation needs? How were option schools factored in? Before using this as a fall strategy, would it be understood the method behind how it was made.					Use all existing elementary schools to full capacity. 4. Meet needs for seats in high-growth areas. 2. Keep as many students together in each school community as possible. 2. Enable walking to neighborhood schools as much as possible. 1. Develop a plan that best utilizes existing school facilities located on available land in the County, which do not always match where neighborhood seats are needed for current and projected growth. 3. Consider strategies that will best address recent student enrollment projections, which indicate that up to three new elementary schools may be needed in the next 10 years. 5	Long waitlist that could fill building to capacity. 4. Option school is clearly defined in the PreK-12 Instructional Pathways (IP) Framework. 2. Moving option schools to increase access for more students. 1. Moving to a site that can accommodate current population (may include relocatable classrooms) 2	Can you actually look at shrinking or changing out one or more option schools? They are optional after all and it's clear that county is struggling with enough capacity at neighborhood schools. It feels like this should be a consideration instead of forcing neighborhood school ability to accommodate option schools.	Strongly Do Not Support	Strongly Do Not Support	APS needs to do a county-wide, holistic analysis of school locations to ensure we can meet the needs of ALL students across the county. Nothing should be off the table since this is a big program.
4	5	11/7/2024	I am the Parent or Guardian of an Elementary Student in APS enrolled in a neighborhood school. I am the Parent or Guardian of a Child(ren) in PreK in APS	Honestly, I think you should stop using and doing about this scenario. It's a real herring because it would never actually happen. The boundaries would be drawn evenly like this and I get people herring up on specific boundaries and criticizing my methodology. It seems like you are using it to justify the fact that moving schools would be too disruptive that this, but that's not really the issue. The issue is you need seats in Roanoke and South Arlington and some schools in the North with a surplus of seats since Reed opens. I think APS needs a big disruption to get things right this time as disruption is not really an issue for me.	See above - I see no opportunities and think this is a red herring.	think you've spelled them out nicely	Why is McKinley targeted in both options? I understand why they, since that's where you need seats, but there are no other neighborhood schools that could be good options? What other scenarios were considered? Broad qualitative statements are made about keeping "nearby" students together (but not how many) and "creating more seats" (but not how many). It's also unclear whether these same comparisons were looked at for other schools in the neighborhood like Tuckahoe/Nottingham/Williams FACETS. What weighting factors were used to rank this above other scenarios? Capacity efficiency? Walkability? Instructional focus? Which ranked higher and more importantly, why? DATA. APS has not released the detailed data from which these summarized values are derived. Why not? BOUNDARIES - This school move is separated from the necessary boundary analysis - why? If the decision on where the school moves hinges on walkability and capacity efficiency, don't you need to do the boundary analysis to figure out that answer?	You've covered it.	That is many moves.	Use all existing elementary schools to full capacity. 1. Meet needs for seats in high-growth areas. 2. Keep as many students together in each school community as possible. 3. Enable walking to neighborhood schools as much as possible. 1. Develop a plan that best utilizes existing school facilities located on available land in the County, which do not always match where neighborhood seats are needed for current and projected growth. 4. Consider strategies that will best address recent student enrollment projections, which indicate that up to three new elementary schools may be needed in the next 10 years. 5	Long waitlist that could fill building to capacity. 2. Option school is clearly defined in the PreK-12 Instructional Pathways (IP) Framework. 1. Moving option schools to increase access for more students. 1. Moving to a site that can accommodate current population (may include relocatable classrooms) 4	think relocating option schools can be a great tool to maximize building capacity and move options to buildings that are underutilized. I think the buildings that are chosen for a move should be based on data. Which school buildings are the least utilized? Which ones are projected to be most under capacity? What is the capacity of the building?	Strongly Support	Strongly Support	
5	6	11/7/2024	I am the Parent or Guardian of a Middle or High School Student in APS	Neighborhoods can be kept together. Having extended boundaries isn't necessarily a problem, especially if many of those students would ride a bus anyway. Creative boundaries can bring greater diversity to many neighborhood schools.	Many walkers would become bus riders. The option schools continue to receive preferential treatment to the detriment of neighborhood schools.	Roanoke needs more neighborhood seats and moving the immersion program provides them. Current locations for countryside programs are very helpful.	The option destroys McKinley and has huge negative consequences for the community. McKinley is an excellent school as well as being the heart of the neighborhood community. Moving it to the McKinley site, with its additional seating requirements, would create havoc in a residential neighborhood.	Agree, McKinley is an exemplary elementary school and pillar of the Madison Manor, Champions Hills, and Westover neighborhoods. There is absolutely no need to annihilate one of the most successful schools in APS. There must be better options.	Use all existing elementary schools to full capacity. 2. Meet needs for seats in high-growth areas. 3. Keep as many students together in each school community as possible. 2. Enable walking to neighborhood schools as much as possible. 1. Develop a plan that best utilizes existing school facilities located on available land in the County, which do not always match where neighborhood seats are needed for current and projected growth. 4. Consider strategies that will best address recent student enrollment projections, which indicate that up to three new elementary schools may be needed in the next 10 years. 5	Long waitlist that could fill building to capacity. 2. Option school is clearly defined in the PreK-12 Instructional Pathways (IP) Framework. 1. Moving option schools to increase access for more students. 4. Moving to a site that can accommodate current population (may include relocatable classrooms) 3	Option schools should be located along or near major roads to provide easier transportation in the county. They should also have clearly defined and implemented programs.	Strongly Support	Neutral	Neighborhood schools should not be sacrificed for option schools. Our neighborhood schools should be our primary focus as they serve both students and the community as a whole.	
6	7	11/7/2024	I am the Parent or Guardian of an Elementary Student in APS enrolled in an option school. I am the Parent or Guardian of a Child(ren) not in APS	Reduce moving costs (use existing school facilities) How current boundaries could be revised	It is understood to show the worst possible boundary formation to push planning to move more schools (to keep students) together at the expense of smart planning it is worth-opinion	Could be revised to include 20-year projections for when the boundaries will need to be revised again	8 assumed existing buildings will be modified or expanded to fit all of the students that get to APS. There are enough rooms at APS for key students. McKinley does have enough use for key students and it is located centrally as well. It is a central location is a benefit. Why? Moving immersion areas from Key neighborhood will reduce diversity in that area of Arlington	Seek school reassignment, treat housing provided numbers of how many students will be moving buildings. Provide information on how environment impacts learning. Provide information on what kind of supports will be made available for students moving buildings - additional housing, etc. Address, truly, on the likelihood of families to any of these options given how attached each member of the board has become to them	Roanoke moving any program to a central location is a beneficial Assesses ES enrollment to immersion will improve if program moves - what evidence do you have for this? Perhaps could understand an ES track to determine family's relocation not entering lottery	Use all existing elementary schools to full capacity. 2. Meet needs for seats in high-growth areas. 3. Keep as many students together in each school community as possible. 4. Enable walking to neighborhood schools as much as possible. 6. Develop a plan that best utilizes existing school facilities located on available land in the County, which do not always match where neighborhood seats are needed for current and projected growth. 5. Consider strategies that will best address recent student enrollment projections, which indicate that up to three new elementary schools may be needed in the next 10 years. 1	that including relocatable classrooms in the plan doesn't make sense - if you are concerned about seats, but then also state that relocatable classrooms are a solution, you are preventing conflicting ideas, unless you already have plans for reassigning current schools to accommodate other major metropolitan areas, e.g., Washington, DC, New York City, offer fewer bus stops	Support	Support		

14	15	11/7/2020	am the Parent or Guardian of an Elementary Student in APS enrolled in a neighborhood school	It's almost impossible to see the maps, so it's hard to comment.	It's hard to see.	The goal of this is clear: you want to invite people to move their kids west. There's plenty of choice and a worthwhile goal: there are more schools and more space there, and fewer east. Student populations are spread evenly over the county, so to optimize, we want people to move west. Having Arlington Traditional west makes sense; it clearly doesn't always match a particular geographic region. So I see how that makes sense the goal, it's a "draw" from east to west.	The same is not true for Key. By your numbers 75% of Key students come from nearby schools (APS, Taylor, Glade, Flint, and Long Branch). So while some of them may travel west for the school in the first year or two, they'll be replaced by kids who are not willing to travel, and who explicitly move into the area for the neighborhood school. In the end, it's hard to see how this is going to free up a meaningful number of seats, even in the medium run. Moreover, this is going to entrap a huge number of parents who moved to Key for APS. Because now they'll have access to APS. If you really want to move people west, move APS, and have that as a neighborhood school. APS seems to be a much stronger long term draw. The sell will attract a huge number of people, but at least you'd probably get something out of the effort.	There no data, this is too complicated to understand without more data. I don't know what "Allow future capital efforts focus on Columbia Pike area" means; what is that part of this plan but we can't see that go with the other parts?	This suffers even bigger problems than proposed it with respect to the Key. Key is not going to draw anyone out here because Glenview is already out there. There's a slight chance that Key is going to do in a 5-year cycle. I think that's about as good as it gets. 4. Develop a plan that best utilizes existing school facilities located on available land in the County, which do not always match where neighborhood needs are needed for current and projected growth. 5. Consider strategies that will best address vacant student enrollment projections, which indicate that up to three new elementary schools may be needed in the next 10 years. 6	Use all existing elementary schools to full capacity. 3. Meet needs for seats in high-growth areas. 4. Keep as many students together in each school community as possible. 1. Enable walking to neighborhood schools as much as possible. 2. Develop a plan that best utilizes existing school facilities located on available land in the County, which do not always match where neighborhood needs are needed for current and projected growth. 3. Consider strategies that will best address vacant student enrollment projections, which indicate that up to three new elementary schools may be needed in the next 10 years. 6	long waitlist that could fill building to capacity. 3. Option school is clearly defined in the Pre-K 12 Instructional Pathways (IP) Framework. 4. Moving option schools to increase access for more students. 1. Allowing to a site that can accommodate current population (may include relocatable classrooms) 2	Neutral	Strongly Do Not Support	Moving kids around to minimize the transportation budget from the schools isn't going to help the county at large. There are other non-automated here kids have their parents moving that kids from east to west on that case, or kids will end up relocating the areas to where they're not to school. The first is a bad solution, because it generates traffic and wastes a huge amount of time moving these kids. It's either the county just have to live with more transportation. The second solution is also bad because these the problem of school seats isn't solved. Don't try to be too clever about forcing events. Behavior to change like by moving kids to Carlin Springs, they're just going to change their behavior to defeat your intentions.
15	16	11/7/2020	am the Parent or Guardian of an Elementary Student in APS enrolled in an option school	Hard to tell, I can't read the tiny, tiny and boy maps in the survey. I went and found them elsewhere though. What's the opportunity, is for the Board and APS Planning office to approve the high rollers in the Board?	Hard to tell, I can't read the tiny, tiny and boy maps in the survey. I went and found them elsewhere though. What's the opportunity, is for the Board and APS Planning office to approve the high rollers in the Board?	APS has concerns that moving or changing at least some option schools will be necessary because... (see below)	Setting neighborhood space where it's needed (so kids can walk) and limiting the number of students who have to move elsewhere as a plan, adding capacity to waitlist option schools is also a plan.	Hard to tell, I can't read the tiny, tiny and boy maps in the survey. I went and found them elsewhere though. What's the opportunity, is for the Board and APS Planning office to approve the high rollers in the Board?	It's not moving is not going to be popular. If that's not moving is not going to be popular, then it's a big plus. When I was growing up in Fairfax Co, a single walk to neighborhood elementary school had five different middle schools due to ES and MS having different boundaries, the adjustment to new schools with few friends was hard for some kids, and more importantly needlessly hard, could have been avoided with more rational boundary choices. Also maintains most of the benefits of your option proposal...	Use all existing elementary schools to full capacity. 3. Meet needs for seats in high-growth areas. 4. Keep as many students together in each school community as possible. 1. Enable walking to neighborhood schools as much as possible. 2. Develop a plan that best utilizes existing school facilities located on available land in the County, which do not always match where neighborhood needs are needed for current and projected growth. 3. Consider strategies that will best address vacant student enrollment projections, which indicate that up to three new elementary schools may be needed in the next 10 years. 6	long waitlist that could fill building to capacity. 3. Option school is clearly defined in the Pre-K 12 Instructional Pathways (IP) Framework. 4. Moving option schools to increase access for more students. 1. Allowing to a site that can accommodate current population (may include relocatable classrooms) 3	Support	Neutral	
16	17	11/7/2020	am the Parent or Guardian of an Elementary Student in APS enrolled in an option school	APS has concerns that moving or changing at least some option schools will be necessary because... (see below)	Setting neighborhood space where it's needed (so kids can walk) and limiting the number of students who have to move elsewhere as a plan, adding capacity to waitlist option schools is also a plan.	APS has concerns that moving or changing at least some option schools will be necessary because... (see below)	Setting neighborhood space where it's needed (so kids can walk) and limiting the number of students who have to move elsewhere as a plan, adding capacity to waitlist option schools is also a plan.	Hard to tell, I can't read the tiny, tiny and boy maps in the survey. I went and found them elsewhere though. What's the opportunity, is for the Board and APS Planning office to approve the high rollers in the Board?	It's not moving is not going to be popular. If that's not moving is not going to be popular, then it's a big plus. When I was growing up in Fairfax Co, a single walk to neighborhood elementary school had five different middle schools due to ES and MS having different boundaries, the adjustment to new schools with few friends was hard for some kids, and more importantly needlessly hard, could have been avoided with more rational boundary choices. Also maintains most of the benefits of your option proposal...	Use all existing elementary schools to full capacity. 3. Meet needs for seats in high-growth areas. 4. Keep as many students together in each school community as possible. 1. Enable walking to neighborhood schools as much as possible. 2. Develop a plan that best utilizes existing school facilities located on available land in the County, which do not always match where neighborhood needs are needed for current and projected growth. 3. Consider strategies that will best address vacant student enrollment projections, which indicate that up to three new elementary schools may be needed in the next 10 years. 6	long waitlist that could fill building to capacity. 3. Option school is clearly defined in the Pre-K 12 Instructional Pathways (IP) Framework. 4. Moving option schools to increase access for more students. 1. Allowing to a site that can accommodate current population (may include relocatable classrooms) 3	Support	Neutral	
17	18	11/7/2020	am the Parent or Guardian of an Elementary Student in APS enrolled in an option school	To further segregate first-generation and especially economically disadvantaged Latin students in the Carlin Springs ES level. One hopes that the exercise could be used along with a more long-range dispersion of affordable housing around the entire county in order to effect a truly low segregated school system. Funny how nobody is worried about Science Fiction being outside its boundary.	Advantaged people who don't want more good kids in their school	It leaves south Arlington schools out of the picture. It potentially takes up resources, for instance, for a fantastic, brand-new school for Campbell ES at the VHS site on Carlin Springs. The current Campbell can be turned into a quality daycare, which is an urgently needed in the area for working and professional families, and school transportation space to take care from the re-permuted building at W.L.	Northside moms are going to get upset if the South gets more good students.	None. It's an awful proposal in my level.	Why should all the Spanish immersion programs be in South Arlington and nearly all the choice programs (excepting those in the heart's Campbell down) a lot of kids from the Carlin Springs come, I think, to the north. I think that Latin families don't just want immersion programs but they do look for exceptional programs that are close to them. Moreover, and perhaps most of all, I take one of Arlington's least privileged student bodies and moves it from the nice, modern, bright building at Carlin Springs to the really shabby building at Campbell. And it takes Campbell - probably the only school that wants to be in their current location - that most of the desirable all-choice schools. Would Science Fiction become a lottery school open to South Arlington families to compensate?	Use all existing elementary schools to full capacity. 3. Meet needs for seats in high-growth areas. 4. Keep as many students together in each school community as possible. 1. Enable walking to neighborhood schools as much as possible. 2. Develop a plan that best utilizes existing school facilities located on available land in the County, which do not always match where neighborhood needs are needed for current and projected growth. 3. Consider strategies that will best address vacant student enrollment projections, which indicate that up to three new elementary schools may be needed in the next 10 years. 6	long waitlist that could fill building to capacity. 3. Option school is clearly defined in the Pre-K 12 Instructional Pathways (IP) Framework. 4. Moving option schools to increase access for more students. 1. Allowing to a site that can accommodate current population (may include relocatable classrooms) 3	Do Not Support	Do Not Support	No school policy will make sense and be sustained unless it has a long-term plan. Without a more constrained housing and zoning policy, even if it's politically not going to happen, it's not going to be able to accommodate the numbers. It will lead to more living standards for all.
18	19	11/7/2020	am the Parent or Guardian of an Elementary Student in APS enrolled in a neighborhood school	Can't see many opportunities, seems to be a band-aid solution as usual. Need to start building up.	Shifting to many students and staff. There is a strong push back from entire community.	None	Shifting to many students and staff. There is a strong push back from entire community.	None	Shifting to many students and staff. There is a strong push back from entire community.	Use all existing elementary schools to full capacity. 3. Meet needs for seats in high-growth areas. 4. Keep as many students together in each school community as possible. 1. Enable walking to neighborhood schools as much as possible. 2. Develop a plan that best utilizes existing school facilities located on available land in the County, which do not always match where neighborhood needs are needed for current and projected growth. 3. Consider strategies that will best address vacant student enrollment projections, which indicate that up to three new elementary schools may be needed in the next 10 years. 6	long waitlist that could fill building to capacity. 3. Option school is clearly defined in the Pre-K 12 Instructional Pathways (IP) Framework. 4. Moving option schools to increase access for more students. 1. Allowing to a site that can accommodate current population (may include relocatable classrooms) 1	Strongly Support	Strongly Support	Minimal option school, stop building high rises
19	20	11/7/2020	am the Parent or Guardian of an Elementary Student in APS enrolled in a neighborhood school	There is nothing good about this scenario.	The amount of housing and length of bus routes is undesirable.	Like this proposal. It is proposed 2 more bus routes that affect immersion to some of the speakers.	If it moves several programs, I think there will be a push back from McKinley. I am a McKinley parent and I support this proposal. Yes it is a change, but I really appreciate the effort to have a lot of McKinley together at red. Also appreciate that this will allow most of our school population to stay together in our school.	Like this proposal the most. It has the most potential to address long term issues with the placement of schools in north and south Arlington.	Again I think there will be push back from people at the affected school. I feel that this will happen regardless. As a parent at McKinley I wholeheartedly support this proposal.	Use all existing elementary schools to full capacity. 3. Meet needs for seats in high-growth areas. 4. Keep as many students together in each school community as possible. 1. Enable walking to neighborhood schools as much as possible. 2. Develop a plan that best utilizes existing school facilities located on available land in the County, which do not always match where neighborhood needs are needed for current and projected growth. 3. Consider strategies that will best address vacant student enrollment projections, which indicate that up to three new elementary schools may be needed in the next 10 years. 6	long waitlist that could fill building to capacity. 3. Option school is clearly defined in the Pre-K 12 Instructional Pathways (IP) Framework. 4. Moving option schools to increase access for more students. 1. Allowing to a site that can accommodate current population (may include relocatable classrooms) 3	Strongly Support	Strongly Support	
20	21	11/7/2020	am the Parent or Guardian of an Elementary Student in APS enrolled in an option school	Option school students would remain in their current schools. Using the percent of neighborhood schools is a dangerous and misleading. Please also include all students in the percentage moved, not just those in neighborhood schools.	The challenge are already outlined above. More than a third of elementary students would have to change schools, the current would also have to focus on each Arlington where seats are needed. It only affects four.	Initial 2 affects fewer students and the first scenario maintains more walkers. It would also allow for a focus on each Arlington where seats are needed. It only affects four.	This affects our schools with APS, please include total percentage of students involved, not just those in neighborhood schools. Please also include all students in the percentage moved, not just those in neighborhood schools. Please also include all students in the percentage moved, not just those in neighborhood schools.	This affects our schools with APS, please include total percentage of students involved, not just those in neighborhood schools. Please also include all students in the percentage moved, not just those in neighborhood schools. Please also include all students in the percentage moved, not just those in neighborhood schools.	Use all existing elementary schools to full capacity. 3. Meet needs for seats in high-growth areas. 4. Keep as many students together in each school community as possible. 1. Enable walking to neighborhood schools as much as possible. 2. Develop a plan that best utilizes existing school facilities located on available land in the County, which do not always match where neighborhood needs are needed for current and projected growth. 3. Consider strategies that will best address vacant student enrollment projections, which indicate that up to three new elementary schools may be needed in the next 10 years. 6	long waitlist that could fill building to capacity. 3. Option school is clearly defined in the Pre-K 12 Instructional Pathways (IP) Framework. 4. Moving option schools to increase access for more students. 1. Allowing to a site that can accommodate current population (may include relocatable classrooms) 1	Neutral	Neutral	Without specific figures, it's difficult for survey respondents to say how an additional budget for bus transportation might impact other operations. At the end of the day, the fewer students impacted, the better. But that's not the goal, it's to ensure the highest standards of learning are achieved so all students receive the same level of education and qualified teachers and administrators regardless of where they end up. Thank you.	
21	22	11/7/2020	am the Parent or Guardian of an Elementary Student in APS enrolled in an option school	Boundary lines are not set by the Route 50 barrier that divides this County on multiple fronts.	Barcroft becomes an even higher poverty school. This would be an attraction between an already failing school. Please APS, don't increase FRL numbers if you have more than the Barcroft. Do add more resources in the form of more single teacher classes there, not less.	This allows for a neighborhood school in Key. APS could take more 3rd children to reduce achievement gaps. Given how APS performs, consider what an increase to 40-50% FRL would provide for low-income children.	As stated above, an APS population increase could support the APS strategy. This proposal reflects institutionalized poverty that all stakeholders reduce equity and opportunity for brown and black children. Furthermore, other neighborhood schools with already high poverty rates in the area. Doing more seats in the area is better than making APS have even higher social and economic segregation. Please stop your racist policies. Separate has never been equal. Please have Campbell a small office, community and find other ways to bring equity to other schools. Also, please correct your data to reflect that over half of Campbell students are walkers.	Use all existing elementary schools to full capacity. 3. Meet needs for seats in high-growth areas. 4. Keep as many students together in each school community as possible. 1. Enable walking to neighborhood schools as much as possible. 2. Develop a plan that best utilizes existing school facilities located on available land in the County, which do not always match where neighborhood needs are needed for current and projected growth. 3. Consider strategies that will best address vacant student enrollment projections, which indicate that up to three new elementary schools may be needed in the next 10 years. 4	long waitlist that could fill building to capacity. 3. Option school is clearly defined in the Pre-K 12 Instructional Pathways (IP) Framework. 4. Moving option schools to increase access for more students. 1. Allowing to a site that can accommodate current population (may include relocatable classrooms) 2	Do Not Support	Strongly Do Not Support	Can your construction costs (e.g. in H. Hoodwood's architectural request) to have funds for bonding that can create greater equity. Conduct outreach to the low-income communities most significantly affected by your decisions - it's probably less productive using typical APS means the more types of services. Look at better options for high-poverty schools like Hamilton and Carlin Springs.		

22	23	11/7/2019	am the Parent or Guardian of an Elementary Student in APS enrolled in a neighborhood school	Permissible boundaries and long bus rides					Use all existing elementary schools to full capacity. 1. Meet needs for seats in high-growth areas. 2. Keep as many students together in each school community as possible. 4. Enable walking to neighborhood schools as much as possible. 5. Develop a plan that best utilizes existing school facilities located on available land in the County, which do not always match where neighborhood seats are needed for current and projected growth. 2. Consider strategies that will best address recent student enrollment projections, which indicate that up to three new elementary schools may be needed in the next 10 years. 1	long-waitlist that could fill building to capacity. 2. Option school is clearly defined in the PreK-12 Instructional Pathways (IPF) Framework. 4. Moving option schools to increase access for more students. 1. Moving to a site that can accommodate current population (may include relocatable classrooms). 3	Strongly Support	Strongly Support	
23	24	11/7/2019	am an APS Staff Member. I am the Parent or Guardian of an option school. I am the Parent or Guardian of a Child(ren) in PreK in APS	As horrible as the prospect sounds, at least put behind my school will remain in North Arlington. We won't be reliant on the bus/dormitory and transportation system, and we will be able to drop our child at school without being late for work for being to cross the entire county.	This school is very small! Inadequate grounds compared with our current incredible facility.			As an Arlington tax payer, this is extremely prior for me to have to live my daughter all the way to south Arlington. Do you think it is fair to have a year and a half for a school. Or drive each day to family moved to north Arlington to get into Key. This is obscene to have both summer schools cast off into South Arlington.	Use all existing elementary schools to full capacity. 1. Meet needs for seats in high-growth areas. 4. Keep as many students together in each school community as possible. 1. Enable walking to neighborhood schools as much as possible. 2. Develop a plan that best utilizes existing school facilities located on available land in the County, which do not always match where neighborhood seats are needed for current and projected growth. 3. Consider strategies that will best address recent student enrollment projections, which indicate that up to three new elementary schools may be needed in the next 10 years. 6	Other the majority of the schools population currently reside!	Strongly Do Not Support	Do Not Support	On a personal note, given the two options I would much prefer Key school given with Source Focus and you make that the neighborhood school!!!!
24	25	11/7/2019	am the Parent or Guardian of an Elementary Student in APS enrolled in a neighborhood school	Overlapping space	Budget cut for buses	Miss students when road need is.	None		Use all existing elementary schools to full capacity. 1. Meet needs for seats in high-growth areas. 2. Keep as many students together in each school community as possible. 1. Enable walking to neighborhood schools as much as possible. 5. Develop a plan that best utilizes existing school facilities located on available land in the County, which do not always match where neighborhood seats are needed for current and projected growth. 3. Consider strategies that will best address recent student enrollment projections, which indicate that up to three new elementary schools may be needed in the next 10 years. 4	long-waitlist that could fill building to capacity. 4. Option school is clearly defined in the PreK-12 Instructional Pathways (IPF) Framework. 2. Moving option schools to increase access for more students. 1. Moving to a site that can accommodate current population (may include relocatable classrooms). 3	Strongly Support	Strongly Support	
25	26	11/7/2019	am the Parent or Guardian of an Elementary Student in APS enrolled in an option school	Strongly oppose moving Key school out of Sun Village. Currently, Escalante Key is centrally located and easily accessible for the students who attend. Key covers a broad area of school districts in North Arlington. If anything, it should be made more centrally located to those districts, not sent to the far reaches of the county. Moreover, many students of Key walk to school or their families who live nearby drive there. Others take advantage of the numerous public transit opportunities in Arlington, like Metro Rail and Metro Buses. These are great benefits for an increasingly diverse school population. This location also allows the school to draw students from neighborhoods nearby that may be more affluent and more Caucasian. This allows Key to maintain the 50/50 split between native Spanish and native-English speakers.	The diversity in languages, ethnicities, and nationalities at Key benefits students all along the spectrum by allowing them to be in a school with students who come from very different backgrounds than they do. Personally, we chose to send our children to Key because it is located in our neighborhood and they can walk to school. My children, who are children of attorneys and are Caucasian, benefit greatly from the diversity of backgrounds found at Key, and think that other students benefit by having them there. However, we would be better served to have a school in a more central area like the Children and Courthouse, located in a quiet neighborhood like Sun Village? Why would Arlington even suggest moving them to an older school building, further away unless the Board felt comfortable saying that these students are less deserving than North Arlington parents?	It would also make it more difficult to maintain the 50/50 split between native-Spanish and native-English speakers that makes the school so diverse. Plus, it seems as if Arlington is trying to move its best-affluent, more-diverse student population out of an upscale neighborhood, which is very under-housed and covert form of discrimination. You would be replacing the diverse population of Key students with a predominantly Caucasian population of students in a so-called neighborhood school. Don't our less-affluent, more-diverse students deserve to go to school in a nice area like the Children and Courthouse, located in a quiet neighborhood like Sun Village? Why would Arlington even suggest moving them to an older school building, further away unless the Board felt comfortable saying that these students are less deserving than North Arlington parents?	Plus, the neighborhood has embraced the school, inviting the children to trick-or-treat through the business community nearby every Halloween, so every child no matter their financial situation gets to experience Halloween. I do not understand why you would want to take that away.	Use all existing elementary schools to full capacity. 1. Meet needs for seats in high-growth areas. 2. Keep as many students together in each school community as possible. 1. Enable walking to neighborhood schools as much as possible. 3. Develop a plan that best utilizes existing school facilities located on available land in the County, which do not always match where neighborhood seats are needed for current and projected growth. 6. Consider strategies that will best address recent student enrollment projections, which indicate that up to three new elementary schools may be needed in the next 10 years. 2	long-waitlist that could fill building to capacity. 2. Option school is clearly defined in the PreK-12 Instructional Pathways (IPF) Framework. 1. Moving option schools to increase access for more students. 4. Moving to a site that can accommodate current population (may include relocatable classrooms). 3	do not see any reason to move schools to new sites unless you are making them more centrally located to the school districts that they serve. Expanding the current schools, build new schools in high capacity areas, but these option schools in particular are a long history in their locations that extends beyond the school walls and into the communities where they reside.	Strongly Do Not Support	Do Not Support	Having requirements will be less if option schools are centrally located, neighborhood school boundaries are drawn to ways that nearby students can attend them, and new schools are built strategically to serve students who do not have access to either.
26	27	11/7/2019	am the Parent or Guardian of an Elementary Student in APS enrolled in an option school						Use all existing elementary schools to full capacity. 1. Meet needs for seats in high-growth areas. 2. Keep as many students together in each school community as possible. 1. Enable walking to neighborhood schools as much as possible. 3. Develop a plan that best utilizes existing school facilities located on available land in the County, which do not always match where neighborhood seats are needed for current and projected growth. 6. Consider strategies that will best address recent student enrollment projections, which indicate that up to three new elementary schools may be needed in the next 10 years. 1	long-waitlist that could fill building to capacity. 2. Option school is clearly defined in the PreK-12 Instructional Pathways (IPF) Framework. 2. Moving option schools to increase access for more students. 1. Moving to a site that can accommodate current population (may include relocatable classrooms). 4	Neutral	Neutral	
27	28	11/7/2019	am the Parent or Guardian of an Elementary Student in APS enrolled in a neighborhood school	None.	Additional expense associated with transportation, more kids get reassigned.	Missing more seats in APS would be a great thing. Fewer reassignments.	None.	Missing more seats in APS would be a great thing. Fewer reassignments.	Use all existing elementary schools to full capacity. 1. Meet needs for seats in high-growth areas. 2. Keep as many students together in each school community as possible. 4. Enable walking to neighborhood schools as much as possible. 4. Develop a plan that best utilizes existing school facilities located on available land in the County, which do not always match where neighborhood seats are needed for current and projected growth. 5. Consider strategies that will best address recent student enrollment projections, which indicate that up to three new elementary schools may be needed in the next 10 years. 6	long-waitlist that could fill building to capacity. 1. Option school is clearly defined in the PreK-12 Instructional Pathways (IPF) Framework. 2. Moving option schools to increase access for more students. 1. Moving to a site that can accommodate current population (may include relocatable classrooms). 3	Strongly Support	Support	
28	29	11/7/2019	am the Parent or Guardian of an Elementary Student in APS enrolled in an option school						Use all existing elementary schools to full capacity. 1. Meet needs for seats in high-growth areas. 2. Keep as many students together in each school community as possible. 1. Enable walking to neighborhood schools as much as possible. 5. Develop a plan that best utilizes existing school facilities located on available land in the County, which do not always match where neighborhood seats are needed for current and projected growth. 6. Consider strategies that will best address recent student enrollment projections, which indicate that up to three new elementary schools may be needed in the next 10 years. 2	long-waitlist that could fill building to capacity. 2. Option school is clearly defined in the PreK-12 Instructional Pathways (IPF) Framework. 2. Moving option schools to increase access for more students. 1. Moving to a site that can accommodate current population (may include relocatable classrooms). 4	Support	Strongly Do Not Support	

29	30	11/7/2020	am the Parent or Guardian of an Elementary Student in APS enrolled in an option school						Use all existing elementary schools to full capacity. 1. Meet needs for seats in high-growth areas. 2. Keep as many students together in each school community as possible. 3. Enable walking to neighborhood schools as much as possible. 4. Develop a plan that best utilizes existing school facilities located on available land in the County, which do not always match where neighborhood seats are needed for current and projected growth. 5. Consider strategies that will best address recent student enrollment projections, which indicate that up to three new elementary schools may be needed in the next 10 years. 1	long waitlist that could fill building to capacity. 3. Option school is clearly defined in the PreK-12 Instructional Pathways (IPF) Framework. 4. Moving option schools to increase access for more students. 2. Moving to a site that can accommodate current population (may include vocational classrooms) 1	Support	Neutral		
30	31	11/7/2020	am the Parent or Guardian of an Elementary Student in APS enrolled in an option school	will leave feedback regarding this option to the parents of students enrolled in the affected schools.	will leave feedback regarding this option to the parents of students enrolled in the affected schools.	There are zero opportunities with this proposal. The only way that the proposal becomes an "opportunity" is if APS moves the Key Innovation program to the new head school and leaves everyone else alone. It's a much wiser solution than playing musical chairs with so many students.	The primary challenge with this proposal is that it makes one more option school (Arlington Traditional more geographically accessible to parents in South Arlington. It's too transportation is provided for students but many parents have to use before/after school extended care. The current location is (obviously) not in South Arlington but it is at a busy intersection that is easily accessible by public transportation. All of the "good" option schools are already in North Arlington. Please do not move this one even further away from families in South Arlington. It's bad enough that Science Focus only attracts kids from the four richest school zones. You really need to keep the majority minority school in its current location that is accessible to South Arlington families. Also, making the school larger (which has already happened) has eroded the "community" aspect of Arlington Traditional. Four classes per grade is really the maximum that the school can handle.	Don't you think it's a DBID racist to have both elementary schools in South Arlington? Leave Key in the north since Clement is in the south. Also, see everything I said about Arlington Traditional.	Use all existing elementary schools to full capacity. 1. Meet needs for seats in high-growth areas. 2. Keep as many students together in each school community as possible. 3. Enable walking to neighborhood schools as much as possible. 4. Develop a plan that best utilizes existing school facilities located on available land in the County, which do not always match where neighborhood seats are needed for current and projected growth. 5. Consider strategies that will best address recent student enrollment projections, which indicate that up to three new elementary schools may be needed in the next 10 years. 3	Equity. Moves shouldn't unfairly burden some students over others. For example, no one should have to travel 45 minutes by bus to get a good education.	Support	Do Not Support	On a land near or buy Virginia Highlands Community Center/library from the county to open a school in the crowded Pentagon City/Cross City area. And you must realize you're going to need a new middle school in South Arlington within the next decade. Start planning now. Use the county to start building apartment buildings without forcing the developers to provide money for new schools or additions/improvements to current ones.	
31	32	11/7/2020	am the Parent or Guardian of an Elementary Student in APS enrolled in a neighborhood school. I am the Parent or Guardian of a Middle or High School Student in APS	Advocates board/area makes 2020 sense. We need to move option schools.		Support school moves in proposal 1. I also support making science focus NOT a neighborhood school and switch to an option school	Support school moves in proposal 1. I also support making science focus NOT a neighborhood school and switch to an option school	Please don't move Campbell. They work closely with the nature center.	Please don't move Campbell. They work closely with the nature center.	Use all existing elementary schools to full capacity. 1. Meet needs for seats in high-growth areas. 2. Keep as many students together in each school community as possible. 3. Enable walking to neighborhood schools as much as possible. 4. Develop a plan that best utilizes existing school facilities located on available land in the County, which do not always match where neighborhood seats are needed for current and projected growth. 5. Consider strategies that will best address recent student enrollment projections, which indicate that up to three new elementary schools may be needed in the next 10 years. 2	long waitlist that could fill building to capacity. 4. Option school is clearly defined in the PreK-12 Instructional Pathways (IPF) Framework. 3. Moving option schools to increase access for more students. 1. Moving to a site that can accommodate current population (may include vocational classrooms) 2	Strongly Support	Support	It is only Key in the middle of the science focus zone. Science Focus should be a neighborhood school. Key should be an option school again. Key should be a neighborhood school. Moving it to McKinley seems like a good idea. Make Washington an option school. It is centrally located.
32	33	11/7/2020	am the Parent or Guardian of an Elementary Student in APS enrolled in a neighborhood school			McKinley was recently constructed with the arts curriculum in mind. There was not built for that purpose, meaning students would be moving out of a school custom-designed for the McKinley arts focused curriculum into a generic school building (in not understanding why schools that are under capacity (Jefferson Station, Nottingham, Tuckahoe, etc.) are not being considered for option schools or to open their boundaries to more students. Also, what happened to the APS's Key building swap? Why was that put on hold?	McKinley was recently constructed with the arts curriculum in mind. There was not built for that purpose, meaning students would be moving out of a school custom-designed for the McKinley arts focused curriculum into a generic school building (in not understanding why schools that are under capacity (Jefferson Station, Nottingham, Tuckahoe, etc.) are not being considered for option schools or to open their boundaries to more students. Also, what happened to the APS's Key building swap? Why was that put on hold?	Use all existing elementary schools to full capacity. 1. Meet needs for seats in high-growth areas. 2. Keep as many students together in each school community as possible. 3. Enable walking to neighborhood schools as much as possible. 4. Develop a plan that best utilizes existing school facilities located on available land in the County, which do not always match where neighborhood seats are needed for current and projected growth. 5. Consider strategies that will best address recent student enrollment projections, which indicate that up to three new elementary schools may be needed in the next 10 years. 2	long waitlist that could fill building to capacity. 4. Option school is clearly defined in the PreK-12 Instructional Pathways (IPF) Framework. 3. Moving option schools to increase access for more students. 2. Moving to a site that can accommodate current population (may include vocational classrooms) 3	option to give preference within an option school to the neighborhood it is located in	Strongly Support	Neutral	turning under-utilized community centers into schools or acquiring land (like the need to Glade?) to build more option schools (either new using kids around and outfit them off from their neighborhood school.	
33	34	11/7/2020	am the Parent or Guardian of an Elementary Student in APS enrolled in a neighborhood school						Use all existing elementary schools to full capacity. 1. Meet needs for seats in high-growth areas. 2. Keep as many students together in each school community as possible. 3. Enable walking to neighborhood schools as much as possible. 4. Develop a plan that best utilizes existing school facilities located on available land in the County, which do not always match where neighborhood seats are needed for current and projected growth. 5. Consider strategies that will best address recent student enrollment projections, which indicate that up to three new elementary schools may be needed in the next 10 years. 6	long waitlist that could fill building to capacity. 4. Option school is clearly defined in the PreK-12 Instructional Pathways (IPF) Framework. 3. Moving option schools to increase access for more students. 1. Moving to a site that can accommodate current population (may include vocational classrooms) 4	Support	Support		
34	35	11/7/2020	am the Parent or Guardian of an Elementary Student in APS enrolled in a neighborhood school	Note. This scenario is tremendously inefficient.	More building, leading to greater expense and pollution.	More efficient, allows more students to attend a school within walking distance.	More efficient, allows more students to attend a school within walking distance.		Use all existing elementary schools to full capacity. 2. Meet needs for seats in high-growth areas. 2. Keep as many students together in each school community as possible. 3. Enable walking to neighborhood schools as much as possible. 4. Develop a plan that best utilizes existing school facilities located on available land in the County, which do not always match where neighborhood seats are needed for current and projected growth. 6. Consider strategies that will best address recent student enrollment projections, which indicate that up to three new elementary schools may be needed in the next 10 years. 6	long waitlist that could fill building to capacity. 4. Option school is clearly defined in the PreK-12 Instructional Pathways (IPF) Framework. 3. Moving option schools to increase access for more students. 1. Moving to a site that can accommodate current population (may include vocational classrooms) 2	Strongly Support	Strongly Support		
35	36	11/7/2020	am the Parent or Guardian of an Elementary Student in APS enrolled in a neighborhood school. I am the Parent or Guardian of a Middle or High School Student in APS						Use all existing elementary schools to full capacity. 1. Meet needs for seats in high-growth areas. 2. Keep as many students together in each school community as possible. 3. Enable walking to neighborhood schools as much as possible. 4. Develop a plan that best utilizes existing school facilities located on available land in the County, which do not always match where neighborhood seats are needed for current and projected growth. 6. Consider strategies that will best address recent student enrollment projections, which indicate that up to three new elementary schools may be needed in the next 10 years. 2	long waitlist that could fill building to capacity. 3. Option school is clearly defined in the PreK-12 Instructional Pathways (IPF) Framework. 3. Moving option schools to increase access for more students. 2. Moving to a site that can accommodate current population (may include vocational classrooms) 4	Strongly Support	Strongly Support		

36	37	11/7/2020	am an APS Student	ARLINGTON DUNSTON SCHOLEIA CHREAZITA PEROSOTERA MEGALIA SCHOLEIA ARADAMARIA SCHOLEIA	ARLINGTON DUNSTON SCHOLEIA CHREAZITA PEROSOTERA MEGALIA SCHOLEIA ARADAMARIA SCHOLEIA	ARLINGTON DUNSTON SCHOLEIA CHREAZITA PEROSOTERA MEGALIA SCHOLEIA ARADAMARIA SCHOLEIA	ARLINGTON DUNSTON SCHOLEIA CHREAZITA PEROSOTERA MEGALIA SCHOLEIA ARADAMARIA SCHOLEIA	ARLINGTON DUNSTON SCHOLEIA CHREAZITA PEROSOTERA MEGALIA SCHOLEIA ARADAMARIA SCHOLEIA	Use all existing elementary schools to full capacity. 1. Meet needs for seats in high-growth areas. 2. Keep as many students together in each school community as possible. 3. Enable walking to neighborhood schools as much as possible. 4. Develop a plan that best utilizes existing school facilities located on available land in the County, which do not always match where neighborhood seats are needed for current and projected growth. 5. Consider strategies that will best address recent student enrollment projections, which indicate that up to three new elementary schools may be needed in the next 10 years. 4	Long waitlist that could fill building to capacity. 2. Option school is clearly defined in the PreK-12 Instructional Pathways (IP) Framework. 3. Moving option schools to increase access for more students. 2. Moving to a site that can accommodate current population (may include relocatable classrooms). 3	Neutral	Strongly Support	ARLINGTON DUNSTON SCHOLEIA CHREAZITA PEROSOTERA MEGALIA SCHOLEIA ARADAMARIA SCHOLEIA		
37	38	11/7/2020	am the Parent or Guardian of an Elementary Student in APS enrolled in a neighborhood school. I am the Parent or Guardian of a Child(ren) not yet in PreK. I am the Parent or Guardian of a Middle or High School Student in APS		This is the best option				Use all existing elementary schools to full capacity. 1. Meet needs for seats in high-growth areas. 2. Keep as many students together in each school community as possible. 3. Enable walking to neighborhood schools as much as possible. 4. Develop a plan that best utilizes existing school facilities located on available land in the County, which do not always match where neighborhood seats are needed for current and projected growth. 5. Consider strategies that will best address recent student enrollment projections, which indicate that up to three new elementary schools may be needed in the next 10 years. 4	Long waitlist that could fill building to capacity. 2. Option school is clearly defined in the PreK-12 Instructional Pathways (IP) Framework. 4. Moving option schools to increase access for more students. 1. Moving to a site that can accommodate current population (may include relocatable classrooms). 3	Support	Strongly Support	Make another ATS -- one in one part of the county and another in another part -- to accommodate the long waitlist and reduce transportation costs.		
38	39	11/7/2020	am the Parent or Guardian of an Elementary Student in APS enrolled in an option school. I am the Parent or Guardian of a Child(ren) not yet in PreK.	None	everything is still a challenge since this is still ongoing.	Key at ATS might not meet Spanish speakers. Provides seats in needed areas.	Provides seats in needed areas.		Use all existing elementary schools to full capacity. 1. Meet needs for seats in high-growth areas. 2. Keep as many students together in each school community as possible. 3. Enable walking to neighborhood schools as much as possible. 4. Develop a plan that best utilizes existing school facilities located on available land in the County, which do not always match where neighborhood seats are needed for current and projected growth. 5. Consider strategies that will best address recent student enrollment projections, which indicate that up to three new elementary schools may be needed in the next 10 years. 4	Long waitlist that could fill building to capacity. 2. Option school is clearly defined in the PreK-12 Instructional Pathways (IP) Framework. 4. Moving option schools to increase access for more students. 4. Moving to a site that can accommodate current population (may include relocatable classrooms). 3	Strongly Support	Strongly Support	Schools that are not in the IPP (ATS) or 6 don't have enough demand (New or Clement) than why move 6, phase out instead.		
39	40	11/7/2020	am the Parent or Guardian of an Elementary Student in APS enrolled in a neighborhood school	You have presented us with two false choices. Where is the option for another elementary school? Moving the children in this area does not solve the problem of overcrowding. I consider it dishonest to have not made this fact front and center.		You are also being intentionally dishonest here by calling it the "new building," when everyone knows that you mean to put the smaller ATS in the larger key building, and the larger key school immersion population in the smaller building. I think that you don't feel any shame about this intentional dishonesty, and not looking to vote for different school board members in the next election. You should, however, be ashamed at this lack of honesty as you are a public servant who has taken an oath. Use the other plans, you don't say how this would address the overcrowding problem. I think we've all 700 seats under, with the overcrowding being placed in all but the wealthiest schools. You need to be upfront about the real impacts of these proposals.		Use all existing elementary schools to full capacity. 1. Meet needs for seats in high-growth areas. 2. Keep as many students together in each school community as possible. 3. Enable walking to neighborhood schools as much as possible. 4. Develop a plan that best utilizes existing school facilities located on available land in the County, which do not always match where neighborhood seats are needed for current and projected growth. 5. Consider strategies that will best address recent student enrollment projections, which indicate that up to three new elementary schools may be needed in the next 10 years. 2	Long waitlist that could fill building to capacity. 2. Option school is clearly defined in the PreK-12 Instructional Pathways (IP) Framework. 1. Moving option schools to increase access for more students. 4. Moving to a site that can accommodate current population (may include relocatable classrooms). 3	Do Not Support	Do Not Support	This is a farce. You just need to buy land and build schools. All of this other effort is a waste and a distraction. Maybe Armanon can build a school in the middle of that campus with the dollars we give them.			
40	41	11/7/2020	am the Parent or Guardian of an Elementary Student in APS enrolled in a neighborhood school. I am the Parent or Guardian of a Child(ren) not yet in PreK	Maximizing the number of seats is obviously an important goal as we see rising enrollments. Schools located within boundary areas is also important.	It's interesting that many schools are located on the edge of the boundary area which must result in increased busing. Would love to see a way that we could maximize each seat and then on top of having options programs located centrally in the county.	What are the demographic/Spanish language challenges in the new key location? What considerations, if any, will be made for current HOV vehicles - could they perhaps get a priority seat at the new ATS? How do we actually encourage the 40% of students who are walk-eligible for bused to do so as opposed to being dropped off? Maybe some remote drop-off locations? Is the current ATS building big enough for the current/future key population? Is there a plan for expansion?	Spreading the "bust" does seem more "fair". Locating Spanish immersion close to the new Spanish-speaking families might also be good in terms of native-speaker enrollment. Big enough for the current/future key population?	Use all existing elementary schools to full capacity. 1. Meet needs for seats in high-growth areas. 2. Keep as many students together in each school community as possible. 3. Enable walking to neighborhood schools as much as possible. 4. Develop a plan that best utilizes existing school facilities located on available land in the County, which do not always match where neighborhood seats are needed for current and projected growth. 5. Consider strategies that will best address recent student enrollment projections, which indicate that up to three new elementary schools may be needed in the next 10 years. 4	Long waitlist that could fill building to capacity. 3. Option school is clearly defined in the PreK-12 Instructional Pathways (IP) Framework. 4. Moving option schools to increase access for more students. 1. Moving to a site that can accommodate current population (may include relocatable classrooms). 2	Transportation costs.	Strongly Support	Strongly Support	No car zones around all schools. Parents who want to drive can do so, but their children must walk the last "block" to school.		
41	42	11/7/2020	am the Parent or Guardian of an Elementary Student in APS enrolled in a neighborhood school. I am the Parent or Guardian of a Middle or High School Student in APS	No money spent on moving schools. Option schools are happy.	High redistricting. Especially for the newly courthous area who would've bused halfway across the county to a brand friendly elementary.	A neighborhood school for courthous and Reslyn that adds 200 seats to the school. More walkable than not moving option schools. Adds much needed neighborhood seats to entire origin low population areas. A new neighborhood school created in key given area a chance to create their own school with the programs and resources that matter to them.	All of APS students lose their specialty science program. Key students moved to an area without a significant heritage spanish speaker population at a smaller school. Lots of program moves.	More neighborhood seats in orange low corridor. Reslyn and courthous finally get a neighborhood school. About Adey and Midtown key get to move together. Key moved to a neighborhood with a large heritage speaker population.	Lots of school moves will cost money. Some families at option schools and Midtown will have to travel further to school. Parents of students who are not in APS will have to travel out of their program to a new school.	Use all existing elementary schools to full capacity. 1. Meet needs for seats in high-growth areas. 2. Keep as many students together in each school community as possible. 3. Enable walking to neighborhood schools as much as possible. 4. Develop a plan that best utilizes existing school facilities located on available land in the County, which do not always match where neighborhood seats are needed for current and projected growth. 6. Consider strategies that will best address recent student enrollment projections, which indicate that up to three new elementary schools may be needed in the next 10 years. 3	Long waitlist that could fill building to capacity. 3. Option school is clearly defined in the PreK-12 Instructional Pathways (IP) Framework. 4. Moving option schools to increase access for more students. 1. Moving to a site that can accommodate current population (may include relocatable classrooms). 2	Neighborhood schools have sufficient seats and are reasonable close to the neighborhood it serves.	Strongly Support	Strongly Support	Close to transit dependent areas such as pentagon city, crystal city, Reslyn, courthous and Cameron that are reasonable close to bus and metro lines.
42	43	11/7/2020	am the Parent or Guardian of an Elementary Student in APS enrolled in an option school	Keeps the current, fairly equitable, distribution of option schools around the county	Midtown, Ashman, and Carlin Springs boundaries seem awkward - is there a way possible for the new school and existing schools could be adjusted to make student distribution more even?	Increasing seats in ATS	Would move two option schools closer to the border of the county, and likely further from current students and staff	More ATS seats	Use all existing elementary schools to full capacity. 1. Meet needs for seats in high-growth areas. 2. Keep as many students together in each school community as possible. 3. Enable walking to neighborhood schools as much as possible. 4. Develop a plan that best utilizes existing school facilities located on available land in the County, which do not always match where neighborhood seats are needed for current and projected growth. 5. Consider strategies that will best address recent student enrollment projections, which indicate that up to three new elementary schools may be needed in the next 10 years. 1	Long waitlist that could fill building to capacity. 2. Option school is clearly defined in the PreK-12 Instructional Pathways (IP) Framework. 4. Moving option schools to increase access for more students. 1. Moving to a site that can accommodate current population (may include relocatable classrooms). 3	Support	Do Not Support	Whether the current curriculum is tied to the current site of the school. Whether the move will reduce diversity and increase concentration of option schools in wealthier areas, broadly, within parts of the county. Whether the change will increase concentration of poverty at South Arlington neighborhood school.		

43	44	11/7/2020	am the Parent or Guardian of a Child(ren) enrolled in APS					Use all existing elementary schools to full capacity. 3. Meet needs for seats in high-growth areas. 4. Keep as many students together in each school community as possible. 1. Enable walking to neighborhood schools as much as possible. 2. Develop a plan that best utilizes existing school facilities located on available land in the County, which do not always match where neighborhood seats are needed for current and projected growth. 6. Consider strategies that will best address vacant student enrollment projections, which indicate that up to three new elementary schools may be needed in the next 10 years. 3	long waitlist that could fill building to capacity. 4. Option school is clearly defined in the PreK-12 Instructional Pathways (IP) Framework. 2. Moving option schools to increase access for more students. 1. Moving to a site that can accommodate current population (may include relocatable classrooms). 3	Strongly Support	Strongly Support				
44	45	11/7/2020	am the Parent or Guardian of a Child(ren) enrolled in APS					Use all existing elementary schools to full capacity. 3. Meet needs for seats in high-growth areas. 5. Keep as many students together in each school community as possible. 1. Enable walking to neighborhood schools as much as possible. 2. Develop a plan that best utilizes existing school facilities located on available land in the County, which do not always match where neighborhood seats are needed for current and projected growth. 6. Consider strategies that will best address vacant student enrollment projections, which indicate that up to three new elementary schools may be needed in the next 10 years. 2	long waitlist that could fill building to capacity. 3. Option school is clearly defined in the PreK-12 Instructional Pathways (IP) Framework. 2. Moving option schools to increase access for more students. 1. Moving to a site that can accommodate current population (may include relocatable classrooms). 4	Neutral	Support				
45	46	11/7/2020	am the Parent or Guardian of an Elementary Student in APS enrolled in a neighborhood school	Under the only thing that seems like a real option for many is that there is no change between what are currently neighborhood and option schools.	Adding more buses and bus routes may be a more complete school divestment and bus and the districts don't seem fully workable. It is also a lot of kids to move in one time and doesn't seem workable with some schools outside of boundaries.	This is a chance to rethink how schools are utilized which is always a good exercise. It should also take into account future growth and where new elementary schools may need to be built to prevent natural shifts in the future.	The switch of option and neighborhood schools will be disruptive. As we move to address new buildings for some schools, does APS keep it's current programming and what happens to the following McKinley kids remaining at the new ATS school? There are questions need to be answered to these questions need to be answered to parents currently at ATS.	This seems like a lot of disruptive moves. Also, how does it handle equity and diversity issues with the school population? Seems like this may create unintended population segregation. Does this change the designation of which schools are title 1?	Use all existing elementary schools to full capacity. 4. Meet needs for seats in high-growth areas. 4. Keep as many students together in each school community as possible. 1. Enable walking to neighborhood schools as much as possible. 2. Develop a plan that best utilizes existing school facilities located on available land in the County, which do not always match where neighborhood seats are needed for current and projected growth. 3. Consider strategies that will best address vacant student enrollment projections, which indicate that up to three new elementary schools may be needed in the next 10 years. 2	long waitlist that could fill building to capacity. 4. Option school is clearly defined in the PreK-12 Instructional Pathways (IP) Framework. 3. Moving option schools to increase access for more students. 1. Moving to a site that can accommodate current population (may include relocatable classrooms). 2	Support	Support			
46	47	11/7/2020	am the Parent or Guardian of an Elementary Student in APS enrolled in a neighborhood school	The schools not involved will be happy.	It's terrible and families will revolt.	Key focus on a major bus line for transportation challenged families.	McKinley probably won't be all the new buses coming from their neighborhood.	None	Campbell's programs are very linked to these buildings as well as their proximity to Long Beach Nature Center, this cannot be replicated at the ATS site.	Use all existing elementary schools to full capacity. 3. Meet needs for seats in high-growth areas. 4. Keep as many students together in each school community as possible. 1. Enable walking to neighborhood schools as much as possible. 2. Develop a plan that best utilizes existing school facilities located on available land in the County, which do not always match where neighborhood seats are needed for current and projected growth. 6. Consider strategies that will best address vacant student enrollment projections, which indicate that up to three new elementary schools may be needed in the next 10 years. 2	long waitlist that could fill building to capacity. 3. Option school is clearly defined in the PreK-12 Instructional Pathways (IP) Framework. 4. Moving option schools to increase access for more students. 2. Moving to a site that can accommodate current population (may include relocatable classrooms). 2	Don't impact schools that were part of the painful and opaque boundary process.	Strongly Support	Strongly Support	Be more transparent and don't pretend like you're listening to input but really how about your decision is going to be all along families don't like being jerked around.
47	48	11/7/2020	am the Parent or Guardian of an Elementary Student in APS enrolled in an option school	This scenario could provide opportunities to balance demographics across the schools.	How APS does not want to add buses so I'm guessing this won't happen.	Could eliminate some crowding in McKinley.	Putting ATS further away from the center of the County will likely decrease its density. Will putting key in the current ATS site be a good move for addressing the required 50% Spanish-speaking population? Will moving key to ATS hurt the immersion program? Are there too much capacity in the northern part of the County? This scenario does nothing to assist that. This all seems too piecemeal. APS needs to show their plan for 5-10 years down the line. You need to provide data and place a prime concern on demographics as you will be continuing to concentrate poverty. You will exacerbate the opportunity gap. Option schools are the most demographically balanced, and perform well. Before you run these programs, you should have a clear justification for the moves.	How quickly in Roosevelt 231 and Campbell could grow a lot.	Similar to the challenges for Program 1, moving the option school could adversely affect the program. This proposal is more likely to concentrate poverty in South Arlington. Aside from disrupting option programs and making it harder for them to succeed, ignoring demographics and concentrating poverty in South Arlington schools is irresponsible. The School Board and planning staff need to make sure they have the correct data, the most accurate projection possible, and a plan that makes ahead more than 2 years. Moving Campbell to ATS will negatively affect the EL program, which is successful. Campbell is diverse and makes better progress than many schools at closing the opportunity gap. Turning the current Campbell into a neighborhood school will decrease the diversity of the EL option school and increase the poverty at the new neighborhood school. This is irresponsible and short-sighted.	Use all existing elementary schools to full capacity. 3. Meet needs for seats in high-growth areas. 4. Keep as many students together in each school community as possible. 1. Enable walking to neighborhood schools as much as possible. 2. Develop a plan that best utilizes existing school facilities located on available land in the County, which do not always match where neighborhood seats are needed for current and projected growth. 3. Consider strategies that will best address vacant student enrollment projections, which indicate that up to three new elementary schools may be needed in the next 10 years. 1	long waitlist that could fill building to capacity. 3. Option school is clearly defined in the PreK-12 Instructional Pathways (IP) Framework. 4. Moving option schools to increase access for more students. 2. Moving to a site that can accommodate current population (may include relocatable classrooms). 1	the community has little faith in APS boundary decisions because in the past your data has been faulty, and though there have been many opportunities to engage, the engagement is not meaningful. The School Board needs to do the right thing, even if they are afraid of the community response. It's your job to make the best decisions for the majority of the students, not just the students who have parents that have money, influence, and make a lot of noise. A large proportion of APS families speak and language other than English and many do not have easy access to internet and a computer at home. You need to do all professional community outreach to ensure all voices in the County are at the table. Show the public that you are thinking more than one day at a time. What does this look like in 5 years? 7 to 10 years? Show your data, show the impact on demographics. Consider outsourcing this planning to a company that has been successful in the past. Do the right thing for all kids.	Strongly Support	Neutral	Get an outside planning company to assist with this work. If you have a long-term plan, there is a event if you are not of the community reaction. If you do not have a long-term vision/plan, get one. Make demographics a key factor. You will not lose the opportunity get otherwise. If you are serious about balancing demographics, otherwise you are all talk. And with the opportunity full boundary revisions, it will become very clear if you are serious about equity or if you are pretending. The community is getting wiser on equity, and we will be watching and ready to hold you accountable to your words and policies.
48	49	11/7/2020	am the Parent or Guardian of an Elementary Student in APS enrolled in a neighborhood school	There is an opportunity to make key a neighborhood school again and expand enrollment there. It would be a simple and effective solution without disrupting the lives of thousands of students.	Too many students will be disrupted by these proposals, and they offer other short term fixes. Make key a neighborhood school and expand the building and enrollment.	This option disproportionately impacts students enrolled in option schools. The figures cited above do not even take these disruptions for options school students into consideration. This is equivalent to giving preferential treatment to neighborhood school students. It is unclear how the disruptions for the options school students will be managed. At this point it is clear the negative impact will be disproportionate to any countywide benefits.	It would be much more effective to convert key back to a neighborhood school. Enrollment for option Spanish speaking families (like mine) dropped after the school was converted to an option school because much of the Hispanic community in Arlington does not realize it can use an option school. The program is not well advertised in Spanish. The term "immersion program" does not translate well, so there is general confusion about what the program has to offer. Making key a neighborhood school again would be a simple and effective fix to APS problems. This is the worst proposal. The new location is far from where the program is, and many parents will need to move their children to neighborhood schools. Families (like mine) involve their lives around proximity to their children's schools. Moving options schools miles from current locations will result in lower enrollment in these important programs.	This option disproportionately impacts students enrolled in option schools. The figures cited above do not even take these disruptions for options school students into consideration. This is equivalent to giving preferential treatment to neighborhood school students. It is unclear how the disruptions for the options school students will be managed. At this point it is clear the negative impact will be disproportionate to any countywide benefits.	It would be much more effective to convert key back to a neighborhood school. Enrollment for option Spanish speaking families (like mine) dropped after the school was converted to an option school because much of the Hispanic community in Arlington does not realize it can use an option school. The program is not well advertised in Spanish. The term "immersion program" does not translate well, so there is general confusion about what the program has to offer. Making key a neighborhood school again would be a simple and effective fix to APS problems. Another challenge pertains to housing children to new option school locations. The new location is far and will disrupt family schedules, and many parents will need to move their children to neighborhood schools. Families (like mine) involve their lives around proximity to their children's schools. Moving options schools miles from current locations will result in lower enrollment in these important programs.	Use all existing elementary schools to full capacity. 3. Meet needs for seats in high-growth areas. 5. Keep as many students together in each school community as possible. 1. Enable walking to neighborhood schools as much as possible. 2. Develop a plan that best utilizes existing school facilities located on available land in the County, which do not always match where neighborhood seats are needed for current and projected growth. 3. Consider strategies that will best address vacant student enrollment projections, which indicate that up to three new elementary schools may be needed in the next 10 years. 4	long waitlist that could fill building to capacity. 2. Option school is clearly defined in the PreK-12 Instructional Pathways (IP) Framework. 4. Moving option schools to increase access for more students. 4. Moving to a site that can accommodate current population (may include relocatable classrooms). 3	Options schools should not be moved. It disproportionately impacts their students relative to others, instead, they should be converted to neighborhood schools with the option for others to attend. This will allow key to expand its enrollment and better serve the growing Hispanic community in Arlington and options school.	Do Not Support	Do Not Support	See above.
49	50	11/7/2020	am the Parent or Guardian of an Elementary Student in APS enrolled in a neighborhood school					moving 20% of kids to new schools that seems crazy, just to see on buses? again crazy. I don't agree with the need for such changes.	moving 20% of kids to new schools that seems crazy, just to see on buses? again crazy. I don't agree with the need for such changes.	moving 20% of kids to new schools that seems crazy, just to see on buses? again crazy. I don't agree with the need for such changes.	Use all existing elementary schools to full capacity. 4. Meet needs for seats in high-growth areas. 5. Keep as many students together in each school community as possible. 1. Enable walking to neighborhood schools as much as possible. 2. Develop a plan that best utilizes existing school facilities located on available land in the County, which do not always match where neighborhood seats are needed for current and projected growth. 3. Consider strategies that will best address vacant student enrollment projections, which indicate that up to three new elementary schools may be needed in the next 10 years. 2	long waitlist that could fill building to capacity. 3. Option school is clearly defined in the PreK-12 Instructional Pathways (IP) Framework. 4. Moving option schools to increase access for more students. 2. Moving to a site that can accommodate current population (may include relocatable classrooms). 1	Support	Strongly Do Not Support	

50	51	12/7/2020	am the Parent or Guardian of an elementary student in APS enrolled in an option school	None	don't think it address long term growth. APS would have to re-draw boundaries soon due to growth. Too many changes and the boundaries don't make sense.	This option focuses on Columbia plus, which is good. It forces Kinder to be in charge schools and it addresses the Keyline issue.	This is great. I think moving Campbell to a central location is great as long as you adapt the AT3 building to have gardens and lunch classrooms. We don't get into Campbell and my hope would be they can grow if they building. Having 3 kindergarten classes made it hard to get in on the lottery. The school is growing in popularity. Locating the intermission school where Spanish speaking kids live would help make the program stronger and keep it true to the model. Moving Carlin Springs is good to free the majority of kids on walk there instead of cross the dangerous Carlin Springs road.	Campbell parents will be grumpy and north Arlington might be upset that both dimensions are in south Arlington.	Use all existing elementary schools to full capacity. 2. Meet needs for seats in high-growth areas. 3. Keep as many students together in each school community as possible. 4. Enable walking to neighborhood schools as much as possible. 5. Develop a plan that best utilizes existing school facilities located on available land in the County, which do not always match where neighborhood seats are needed for current and projected growth. 6. Consider strategies that will best address recent student enrollment projections, which indicate that up to three new elementary schools may be needed in the next 10 years. 3	long waitlist that could fill building to capacity. 2. Option school is clearly defined in the PreK-12 Instructional Pathways (IPP) Framework. 4. Moving option schools to increase access for more students. 3. Moving to a site that can accommodate current population (may include relocatable classrooms). 1	Strongly Support	Support		
51	52	12/7/2020	am the Parent or Guardian of an elementary student in APS enrolled in a neighborhood school	None	This would be terrible for my school (parent) by destroying our community and concentrating poor children without assistance from white collar families not working multiple minimum wage jobs.	AT3 site (now Key) and Clarendon can plan an east-west divide for intermission boundaries.	Motrievy does not have good bus locations. Carmer school was complicated there but surmer.	East west intermission boundary retained.	This is an awful idea for South Arlington. Starting in 2022 we are finally beginning to experience poor children's academic gains. Thus the Arlington staff housing was added, and teachers could not keep up with the overwhelming needs of our population. We had to close schools to struggle to this day. As 75% of 4th graders DO NOT PASS the Virginia Standards Test each year. Proposal 2 would add even more seats to the Carroll community that just can't manage so many students that are so far behind it would also make the school the Campbell site have an even higher FR. Rate. Also, we lose diversity, and healthy diversity must include middle class families alongside poor families. Proposal 2 would create greater segregation, would reduce your already significant achievement gaps, and leave many kids to be schools losing their accreditation. Please stop proposals that so obviously harm poor children.	Use all existing elementary schools to full capacity. 2. Meet needs for seats in high-growth areas. 4. Keep as many students together in each school community as possible. 1. Enable walking to neighborhood schools as much as possible. 5. Develop a plan that best utilizes existing school facilities located on available land in the County, which do not always match where neighborhood seats are needed for current and projected growth. 3. Consider strategies that will best address recent student enrollment projections, which indicate that up to three new elementary schools may be needed in the next 10 years. 3	look at the buildings themselves. Where are additions be easily added? How can the PreK-12 Instructional Pathways (IPP) Framework. 3. Moving option schools to increase access for more students. 3. Moving to a site that can accommodate current population (may include relocatable classrooms). 4	Do Not Support	Strongly Do Not Support	focus on socio economic demographics and the inevitable disparity in APS.
52	53	12/7/2020	am the Parent or Guardian of an elementary student in APS enrolled in a neighborhood school						Use all existing elementary schools to full capacity. 2. Meet needs for seats in high-growth areas. 4. Keep as many students together in each school community as possible. 1. Enable walking to neighborhood schools as much as possible. 5. Develop a plan that best utilizes existing school facilities located on available land in the County, which do not always match where neighborhood seats are needed for current and projected growth. 3. Consider strategies that will best address recent student enrollment projections, which indicate that up to three new elementary schools may be needed in the next 10 years. 3	long waitlist that could fill building to capacity. 2. Option school is clearly defined in the PreK-12 Instructional Pathways (IPP) Framework. 3. Moving option schools to increase access for more students. 3. Moving to a site that can accommodate current population (may include relocatable classrooms). 1	Support	Strongly Do Not Support	I cannot use how any of the proposals will affect my own children. I feel that being "labeled" by being added to provide input when I don't have the most important piece of information... how will each proposal affect my children. I wonder if you are withholding facts to you can garner support for concepts, and then you will make/announce the most important decisions after this consultation period.	
53	54	12/7/2020	am the Parent or Guardian of an elementary student in APS enrolled in a neighborhood school	Avoiding upheaval and the accompanying work from parents.	efficient use of available space and students reassigned to new school.	keeping students from their schools together while redistributing the option schools is a more effective way and balancing out the availability of seats. Montevideo, Overwood schools like Arlington are able to reduce numbers.	Both of the options are great ideas and in a support of either one because they ultimately reallocate the schools with minimal disruption while keeping student bodies together.	Use all existing elementary schools to full capacity. 2. Meet needs for seats in high-growth areas. 4. Keep as many students together in each school community as possible. 1. Enable walking to neighborhood schools as much as possible. 5. Develop a plan that best utilizes existing school facilities located on available land in the County, which do not always match where neighborhood seats are needed for current and projected growth. 3. Consider strategies that will best address recent student enrollment projections, which indicate that up to three new elementary schools may be needed in the next 10 years. 2	long waitlist that could fill building to capacity. 2. Option school is clearly defined in the PreK-12 Instructional Pathways (IPP) Framework. 3. Moving option schools to increase access for more students. 2. Moving to a site that can accommodate current population (may include relocatable classrooms). 4	Strongly Support	Support			
54	55	12/7/2020	am the Parent or Guardian of an elementary student in APS enrolled in a neighborhood school	Why are the boundaries created like this? Why not start by figuring out how many kids can walk to a school, before making changes that result in "nearly half of neighborhood schools would lose some of their walkable planning units," and "about 100 students who currently could walk to their neighborhood schools would be eligible for bus transportation, adding approximately 12 buses to our fleet of almost 200 buses." It seems like these proposed boundaries are not sufficient if they don't address the transportation issue.	See above. This doesn't seem like a good attempt at a representative boundary. Also, it doesn't address the core problem of not creating any additional seats.	Suppose it moves less children than Option 1. But banks that make Option 2 look a little more to get more support for Option 1.	It is not accurate to call Key a county-wide option school. It only pulls students from part of the county and this proposal puts Key outside that zone, forcing all of the students to be bused. How much will this cost?	This proposal goes AT3, but seems to be about Carlin Springs and Key. This option also appears to involuntarily place the Carlin Springs population into one of the school school buildings (Campbell). Has it considered how many students may not transfer? For the county transfer information, Carmer's/Topo/ASF kids make up 37% of the 700 kids at Key. Many families may be able to use that bus all the way across the county for school. This will ensure the intermission program and mean more overcrowding of neighborhood schools. Option 2 also concentrates the intermission program in one part of the county, which will likely lead to less diverse intermission programs in the long run. Has APS asked the staff of the affected schools if they are willing to move?	Use all existing elementary schools to full capacity. 2. Meet needs for seats in high-growth areas. 4. Keep as many students together in each school community as possible. 1. Enable walking to neighborhood schools as much as possible. 5. Develop a plan that best utilizes existing school facilities located on available land in the County, which do not always match where neighborhood seats are needed for current and projected growth. 3. Consider strategies that will best address recent student enrollment projections, which indicate that up to three new elementary schools may be needed in the next 10 years. 2	long waitlist that could fill building to capacity. 4. Option school is clearly defined in the PreK-12 Instructional Pathways (IPP) Framework. 3. Moving option schools to increase access for more students. 3. Moving to a site that can accommodate current population (may include relocatable classrooms). 2	Neutral	Support	Think the current proposals seem to involve moving a large number of students and adding/belonging to the use of (Montevideo) where student populations, without a clear understanding of the benefits and the consequences of these changes. The promotional video focused on bus that would speed off the walking bus at AT3, but without discussing what would happen to the excess transportation costs in the goal, then why was this not discussed in the promotional video or slides? Exactly how many buses are "saved" under these options? How long will the bus rides be for the kids who have to go all the way across the county?	
55	56	12/7/2020	am an APS Staff Member	Unclear	Carlin Springs is outside of the boundary, separate buses. Top many students have transitions, which will have social emotional implications and they lead to an excess of transfer requests.	Unclear	Similar as above, but with less drastic impacts	Unclear	Same as above. However, Campbell's site is specific to the special projects of the school and likely can't be replicated elsewhere. The students there are involved in an active partnership over their grounds and the passage being used to them is that the adults are taken in this away from them. Furthermore, it would mean that the Carlin Springs students, who are the most disadvantaged (per FR) would need to be moving to what is rumored to be the worst building in the county. Also, Key would be building close to Clarendon. It doesn't seem to make much sense that there are two intermission schools concentrated in the south along Rt. 7 with no program in the north.	Use all existing elementary schools to full capacity. 2. Meet needs for seats in high-growth areas. 2. Keep as many students together in each school community as possible. 1. Enable walking to neighborhood schools as much as possible. 5. Develop a plan that best utilizes existing school facilities located on available land in the County, which do not always match where neighborhood seats are needed for current and projected growth. 6. Consider strategies that will best address recent student enrollment projections, which indicate that up to three new elementary schools may be needed in the next 10 years. 1	long waitlist that could fill building to capacity. 2. Option school is clearly defined in the PreK-12 Instructional Pathways (IPP) Framework. 3. Moving option schools to increase access for more students. 4. Moving to a site that can accommodate current population (may include relocatable classrooms). 2	Support	Neutral	
56	57	12/7/2020	am the Parent or Guardian of an elementary student in APS enrolled in a neighborhood school	The area for Reed looks quite large I worry about that school opening at full capacity from Day 1.	Yes it's nice that most of the Mck families stay together.	The Westover/Madison Manor/Carmer neighborhood are also quite dense. How do you avoid overcrowding when you lose a neighborhood school in the middle of a dense neighborhood? I'm not convinced there is real value in an option school like AT3 when this area desperately needs more spaces at neighborhood schools.	The Westover/Madison Manor/Carmer neighborhood are also quite dense. How do you avoid overcrowding when you lose a neighborhood school in the middle of a dense neighborhood? I'm not convinced there is real value in an option school like AT3 when this area desperately needs more spaces at neighborhood schools.	The Westover/Madison Manor/Carmer neighborhood are also quite dense. How do you avoid overcrowding when you lose a neighborhood school in the middle of a dense neighborhood? I'm not convinced there is real value in an option school like AT3 when this area desperately needs more spaces at neighborhood schools.	Use all existing elementary schools to full capacity. 2. Meet needs for seats in high-growth areas. 2. Keep as many students together in each school community as possible. 1. Enable walking to neighborhood schools as much as possible. 5. Develop a plan that best utilizes existing school facilities located on available land in the County, which do not always match where neighborhood seats are needed for current and projected growth. 3. Consider strategies that will best address recent student enrollment projections, which indicate that up to three new elementary schools may be needed in the next 10 years. 4	long waitlist that could fill building to capacity. 2. Option school is clearly defined in the PreK-12 Instructional Pathways (IPP) Framework. 3. Moving option schools to increase access for more students. 4. Moving to a site that can accommodate current population (may include relocatable classrooms). 3	Strongly Support	Strongly Support	Option schools increase transportation costs and take resources from neighborhood schools from which children can walk - at least on the elementary school level. Moving AT3 to Montevideo would increase transportation costs at the school level, even more than AT3 current location.	

57	58	11/7/2021	Am the Parent or Guardian of a Middle or High School Student in APS		I favor proposal 1, because it creates more seats and involves fewer moves than proposal 2.	Need for more buses (with an expensive) and a lot of traffic around McKinley at drop off and pick up.				Use all existing elementary schools to full capacity. 1. Meet needs for seats in high-growth areas. 2. Keep as many students together in each school community as possible. 3. Enable walking to neighborhood schools as much as possible. 4. Develop a plan that best utilizes existing school facilities located on available land in the County, which do not always match where neighborhood seats are needed for current and projected growth. 5. Consider strategies that will best address student enrollment projections, which indicate that up to three new elementary schools may be needed in the next 10 years. 6.	Long waitlist that could fill building to capacity. 3. Option school is clearly defined in the PreK-12 Instructional Pathways (IPP) Framework. 2. Moving option schools to increase access for more students. 4. Moving to a site that can accommodate current population (may include relocatable classrooms). 1	Minimize building new schools because each \$20 construction project fills revenue and eliminates green space (Prest is probably the only exception for after community opposition and CB not approving the original design). APS should explore all options (moving schools, redrawing boundaries, introducing shifts, etc.) before building new schools.	Support	Do Not Support	See above
58	59	11/7/2021	Am the Parent or Guardian of an Elementary Student in APS enrolled in a neighborhood school	This seems like an extreme scenario that you are using as the the remainder of the scenarios involving school swaps seem more reasonable. How about trying this option again with more correct census	Have yet to see a good reason why McKinley is the best school for them. There are other schools that could also move.	What happens to the families that are not moving with McKinley?	Have yet to see a good reason why McKinley is the best school to move. There are other schools that could also move.	What happens to the families that are not moving with McKinley?	Use all existing elementary schools to full capacity. 1. Meet needs for seats in high-growth areas. 2. Keep as many students together in each school community as possible. 3. Enable walking to neighborhood schools as much as possible. 4. Develop a plan that best utilizes existing school facilities located on available land in the County, which do not always match where neighborhood seats are needed for current and projected growth. 5. Consider strategies that will best address student enrollment projections, which indicate that up to three new elementary schools may be needed in the next 10 years. 5	Long waitlist that could fill building to capacity. 3. Option school is clearly defined in the PreK-12 Instructional Pathways (IPP) Framework. 2. Moving option schools to increase access for more students. 1. Moving to a site that can accommodate current population (may include relocatable classrooms). 4		Support	Neutral		
59	60	11/7/2021	Am the Parent or Guardian of an Elementary Student in APS enrolled in a neighborhood school		Keep school communities together as much as possible. Create a new neighborhood school in an over-served area.	Some McKinley students will not get to move with their peers to Reed. It is unclear what would happen to these students.	Keep school communities together as much as possible. Create a new school in an over-served area. Also the immersion program to an area that has more Spanish speakers.	Some McKinley students will not be able to move with their peers to Reed. It is unclear what would happen to these students.	Use all existing elementary schools to full capacity. 1. Meet needs for seats in high-growth areas. 2. Keep as many students together in each school community as possible. 3. Enable walking to neighborhood schools as much as possible. 4. Develop a plan that best utilizes existing school facilities located on available land in the County, which do not always match where neighborhood seats are needed for current and projected growth. 5. Consider strategies that will best address student enrollment projections, which indicate that up to three new elementary schools may be needed in the next 10 years. 5	Long waitlist that could fill building to capacity. 4. Option school is clearly defined in the PreK-12 Instructional Pathways (IPP) Framework. 2. Moving option schools to increase access for more students. 1. Moving to a site that can accommodate current population (may include relocatable classrooms). 4		Support	Support		
60	61	11/7/2021	Am an Arlington resident without school-age children	APS is located within its boundary	Multiple boundary changes, schools not within boundary to name a few	When they go to a neighborhood school in a high population neighborhood	where do the other McKinley kids go? Why McKinley? Move AT3 into the new Reed building.	Put both immersion schools in South Arlington 7 area problem as proposal #1 with AT3 move AT3 to South Arlington	Use all existing elementary schools to full capacity. 1. Meet needs for seats in high-growth areas. 2. Keep as many students together in each school community as possible. 3. Enable walking to neighborhood schools as much as possible. 4. Develop a plan that best utilizes existing school facilities located on available land in the County, which do not always match where neighborhood seats are needed for current and projected growth. 5. Consider strategies that will best address student enrollment projections, which indicate that up to three new elementary schools may be needed in the next 10 years. 6	Long waitlist that could fill building to capacity. 4. Option school is clearly defined in the PreK-12 Instructional Pathways (IPP) Framework. 2. Moving option schools to increase access for more students. 1. Moving to a site that can accommodate current population (may include relocatable classrooms). 3	Equally	Strongly Support	Support		
61	62	11/7/2021	Am an APS Student	Most schools stay where they are.	Some schools aren't in their boundaries. People loose the ability to walk. Majority of jobs moved to a new school.	PS has a bigger building	People aren't going to seek to move but as many people are going to be able to walk.	PS will be moved and all will county wide schools	Use all existing elementary schools to full capacity. 1. Meet needs for seats in high-growth areas. 2. Keep as many students together in each school community as possible. 3. Enable walking to neighborhood schools as much as possible. 4. Develop a plan that best utilizes existing school facilities located on available land in the County, which do not always match where neighborhood seats are needed for current and projected growth. 5. Consider strategies that will best address student enrollment projections, which indicate that up to three new elementary schools may be needed in the next 10 years. 5	Long waitlist that could fill building to capacity. 3. Option school is clearly defined in the PreK-12 Instructional Pathways (IPP) Framework. 2. Moving option schools to increase access for more students. 2. Moving to a site that can accommodate current population (may include relocatable classrooms). 4		Neutral	Support		
62	63	11/7/2021	Am the Parent or Guardian of an Elementary Student in APS enrolled in an option school	This scenario helps to better diversify the schools ethnically and racially. The cost of the need for bussing is a non-factor when it creates opportunities and access for the poor. Until All Arlington elementary schools are equally successful, "walk zones" are just a politically correct excuse to keep the rich away from the poor.	Resident from south northern Arlington parents who expect to get their own and not want to diversify the student population of their schools racially or economically.	The focus on Columbia Pike schools. It is unclear how APS allows such a disparity to exist between north Arlington schools and south Arlington schools. Do better.	The movement of the option schools. Parents send their kids to option schools because the option school is better than their neighborhood school. The focus should be on making neighborhood schools better or creating additional option schools. Expanding into existing programs is a half solution. FAT3 is so popular, why not create a second AT3? Why offer such exclusivity to even exist?	Saving money and less student movement, neither of which should be a sufficient justification to create such chaotic school movement.	This proposal continues to sections off poor children creating just another low quality south Arlington school.	Use all existing elementary schools to full capacity. 1. Meet needs for seats in high-growth areas. 2. Keep as many students together in each school community as possible. 3. Enable walking to neighborhood schools as much as possible. 4. Develop a plan that best utilizes existing school facilities located on available land in the County, which do not always match where neighborhood seats are needed for current and projected growth. 5. Consider strategies that will best address student enrollment projections, which indicate that up to three new elementary schools may be needed in the next 10 years. 5	Long waitlist that could fill building to capacity. 4. Option school is clearly defined in the PreK-12 Instructional Pathways (IPP) Framework. 2. Moving option schools to increase access for more students. 3. Moving to a site that can accommodate current population (may include relocatable classrooms). 2	How the option school use its current building and space compared to what advantages or disadvantages the new building would offer.	Strongly Support	Strongly Do Not Support	1) Bus low income students to available seats in north Arlington schools – either through a boundary process or population/capacity system 2) Stand up new option schools 3) Focus on spreading out low performing students into high performing schools
63	64	11/7/2021	Am the Parent or Guardian of an Elementary Student in APS enrolled in a neighborhood school. I am the Parent or Guardian of a Middle or High School Student in APS	NO MORE OPTION SCHOOLS! ALL SCHOOLS MUST HAVE THE SAME LEARNING OPPORTUNITIES!	NO MORE OPTION SCHOOLS! ALL SCHOOLS MUST HAVE THE SAME LEARNING OPPORTUNITIES!	NO MORE OPTION SCHOOLS! ALL SCHOOLS MUST HAVE THE SAME LEARNING OPPORTUNITIES!	NO MORE OPTION SCHOOLS! ALL SCHOOLS MUST HAVE THE SAME LEARNING OPPORTUNITIES!	NO MORE OPTION SCHOOLS! ALL SCHOOLS MUST HAVE THE SAME LEARNING OPPORTUNITIES!	NO MORE OPTION SCHOOLS! ALL SCHOOLS MUST HAVE THE SAME LEARNING OPPORTUNITIES!	Use all existing elementary schools to full capacity. 1. Meet needs for seats in high-growth areas. 2. Keep as many students together in each school community as possible. 3. Enable walking to neighborhood schools as much as possible. 4. Develop a plan that best utilizes existing school facilities located on available land in the County, which do not always match where neighborhood seats are needed for current and projected growth. 5. Consider strategies that will best address student enrollment projections, which indicate that up to three new elementary schools may be needed in the next 10 years. 5	Long waitlist that could fill building to capacity. 4. Option school is clearly defined in the PreK-12 Instructional Pathways (IPP) Framework. 2. Moving option schools to increase access for more students. 1. Moving to a site that can accommodate current population (may include relocatable classrooms). 2	NO MORE OPTION SCHOOLS! ALL SCHOOLS MUST HAVE THE SAME LEARNING OPPORTUNITIES!	Strongly Support	Strongly Do Not Support	NO MORE OPTION SCHOOLS! ALL SCHOOLS MUST HAVE THE SAME LEARNING OPPORTUNITIES!
64	65	11/7/2021	Am the Parent or Guardian of an Elementary Student in APS enrolled in a neighborhood school						Use all existing elementary schools to full capacity. 1. Meet needs for seats in high-growth areas. 2. Keep as many students together in each school community as possible. 3. Enable walking to neighborhood schools as much as possible. 4. Develop a plan that best utilizes existing school facilities located on available land in the County, which do not always match where neighborhood seats are needed for current and projected growth. 5. Consider strategies that will best address student enrollment projections, which indicate that up to three new elementary schools may be needed in the next 10 years. 5	Long waitlist that could fill building to capacity. 2. Option school is clearly defined in the PreK-12 Instructional Pathways (IPP) Framework. 1. Moving option schools to increase access for more students. 4. Moving to a site that can accommodate current population (may include relocatable classrooms). 3	Fill existing building to capacity. new buildings should be designated neighborhood schools.	Strongly Support	Strongly Support	Minimize or reduce option programs and use those buildings for neighborhood schools. Option programs can be reintroduced in the future when APS has the baseline number of seats for all students.	

65	66	12/7/2020	am the Parent or Guardian of an Elementary Student in APS enrolled in a neighborhood school	More diversity and impact is spread among a larger group of people	Using neighborhood cohesion, walkability and more sidewalks	never logistics to figure out, less impact on McKinley community	Doesn't work toward Columbia Pike needs	Am I not I didn't understand this, but the panel discussion helped. I was this, like putting Carlin Springs walkable to the community and how the idea of increasing the number of native Spanish speakers would access key.	The biggest hurdle is how do you have Campbell at the AT5 site? Are there any other options? With Campbell could move to Taylor or sometimes a flag which would be amazing outdoor learning space already but over AT5 that it would be amazing to move to that quadrant instead located in the same square as McDonalds. As much as I think Carlin Springs deserves a walkable school and really should be first in line for one. I think Campbell's location should be revisited. Why not put Campbell at McKinley and leave AT5? McKinley is at least a little more wooded... I believe there will be more demand for the outdoor learning program than AT5. What did the pathfinders data yield? Was outdoor learning on the list of ideas to consider expanding?	Use all existing elementary schools to full capacity. 1. Meet needs for seats in high-growth areas. 2. Keep as many students together in each school community as possible. 3. Enable walking to neighborhood schools as much as possible. 4. Develop a plan that best utilizes existing school facilities located on available land in the County, which do not always match where neighborhood seats are needed for current and projected growth. 5. Consider strategies that will best address current student enrollment projections, which indicate that up to three new elementary schools may be needed in the next 10 years. 3	long waitlist that could fill building to capacity. 1. Option school is clearly defined in the PreK-12 Instructional Pathways (IP) Framework. 2. Moving option schools to increase access for more students. 4. Moving to a site that can accommodate current population (may include relocatable classrooms). 2	Strongly Support	Neutral	Would say that Campbell moving to Taylor or sometimes. One of these schools has a well developed outdoor learning program. That had to help increase costs. Carlin Springs should be walkable! AT5 is next to McDonalds - that is not far to Campbell.	
66	67	12/7/2020	am an APS Staff Member					to off the bandaid now and make sweeping changes at once rather than piecing over several years		Use all existing elementary schools to full capacity. 1. Meet needs for seats in high-growth areas. 2. Keep as many students together in each school community as possible. 3. Enable walking to neighborhood schools as much as possible. 4. Develop a plan that best utilizes existing school facilities located on available land in the County, which do not always match where neighborhood seats are needed for current and projected growth. 5. Consider strategies that will best address current student enrollment projections, which indicate that up to three new elementary schools may be needed in the next 10 years. 4	long waitlist that could fill building to capacity. 2. Option school is clearly defined in the PreK-12 Instructional Pathways (IP) Framework. 4. Moving option schools to increase access for more students. 1. Moving to a site that can accommodate current population (may include relocatable classrooms). 2	Strongly Support	Strongly Support		
67	68	12/7/2020	am the Parent or Guardian of an Elementary Student in APS enrolled in a neighborhood school	That it that North Arlington stays with Arlington in this scenario	Using walkable planning units for neighborhood schools.	Integration in central location, neighborhood schools would have more seats	More neighborhood school seats	Campbell would lose access to Long Branch Nature Center	Use all existing elementary schools to full capacity. 1. Meet needs for seats in high-growth areas. 2. Keep as many students together in each school community as possible. 3. Enable walking to neighborhood schools as much as possible. 4. Develop a plan that best utilizes existing school facilities located on available land in the County, which do not always match where neighborhood seats are needed for current and projected growth. 5. Consider strategies that will best address current student enrollment projections, which indicate that up to three new elementary schools may be needed in the next 10 years. 5	long waitlist that could fill building to capacity. 4. Option school is clearly defined in the PreK-12 Instructional Pathways (IP) Framework. 3. Moving option schools to increase access for more students. 2. Moving to a site that can accommodate current population (may include relocatable classrooms). 2	Strongly Support	Strongly Support	Don't create "blends" when restructuring school boundaries		
68	69	12/7/2020	am an APS Staff Member. I am an Arlington resident without school-age children						Use all existing elementary schools to full capacity. 1. Meet needs for seats in high-growth areas. 2. Keep as many students together in each school community as possible. 3. Enable walking to neighborhood schools as much as possible. 4. Develop a plan that best utilizes existing school facilities located on available land in the County, which do not always match where neighborhood seats are needed for current and projected growth. 5. Consider strategies that will best address current student enrollment projections, which indicate that up to three new elementary schools may be needed in the next 10 years. 6	long waitlist that could fill building to capacity. 3. Option school is clearly defined in the PreK-12 Instructional Pathways (IP) Framework. 4. Moving option schools to increase access for more students. 1. Moving to a site that can accommodate current population (may include relocatable classrooms). 3	Neutral	Strongly Support	McKinley moves to Pined, assume fixed at McKinley Elementary School, so that the McKinley name does not disappear. McKinley is part of our neighborhood history. My children have links in the pathway to the flag. The brick was purchased back in 2005 or 2006. I know the brick will be negative if the school moves. But could the name of the school move with the children to West Park area, new part of a push to eliminate AT5 as a choice school and make it a neighborhood school. The idea of a traditional school should have disappeared when the open classroom or open school idea disappeared. All schools boundaries are basically traditional. There is no longer a need for a special school with that name.		
69	70	12/7/2020	am the Parent or Guardian of an Elementary Student in APS enrolled in a neighborhood school					Location Campbell where more families can better access the school. It seems that Campbell has outgrown its current location as my child for the second year has lunch at 10:00AM. Carlin Springs community will have an option for Immigration, which should increase the participation of native speakers in the program. Campbell location is walking distance to several densely populated neighborhoods.	Use all existing elementary schools to full capacity. 1. Meet needs for seats in high-growth areas. 2. Keep as many students together in each school community as possible. 3. Enable walking to neighborhood schools as much as possible. 4. Develop a plan that best utilizes existing school facilities located on available land in the County, which do not always match where neighborhood seats are needed for current and projected growth. 3. Consider strategies that will best address current student enrollment projections, which indicate that up to three new elementary schools may be needed in the next 10 years. 2	long waitlist that could fill building to capacity. 3. Option school is clearly defined in the PreK-12 Instructional Pathways (IP) Framework. 4. Moving option schools to increase access for more students. 1. Moving to a site that can accommodate current population (may include relocatable classrooms). 2	Support	Neutral	As we try to encourage more walkways we should also enhance the safety of trails, sidewalks leading to schools.		
70	71	12/7/2020	am the Parent or Guardian of a Child(ren) in APS					Are you sure people still want option schools? Do people on wait list really want to go or are they just applying to school because that's what we do in Arlington. If option schools are in a neighborhood do those students bring in neighborhood get priority? Feel like we should remove AT5 and keep McKinley and open up space. Feel like we should focus on improving all neighborhood schools and maybe we wouldn't need option schools.	Use all existing elementary schools to full capacity. 1. Meet needs for seats in high-growth areas. 2. Keep as many students together in each school community as possible. 4. Enable walking to neighborhood schools as much as possible. 5. Develop a plan that best utilizes existing school facilities located on available land in the County, which do not always match where neighborhood seats are needed for current and projected growth. 4. Consider strategies that will best address current student enrollment projections, which indicate that up to three new elementary schools may be needed in the next 10 years. 3	long waitlist that could fill building to capacity. 4. Option school is clearly defined in the PreK-12 Instructional Pathways (IP) Framework. 1. Moving option schools to increase access for more students. 3. Moving to a site that can accommodate current population (may include relocatable classrooms). 2	Strongly Do Not Support	Strongly Support	Don't think we need option schools. We need to focus on the needs of our neighborhood communities. I think the reason why people attend option schools is their current school is overcrowded or it's walking distance to their house.		
71	72	12/7/2020	am the Parent or Guardian of a Middle or High School Student in APS. (Please specify) A parent of students who are transfering to another neighborhood school					The representative boundaries scenario isn't useful since it doesn't show the new representative boundary for the new neighborhood school at the key school. It is not possible to consider the certifications of Proposal 1 and 2 independent of the upcoming boundary change. Please add in the new boundaries for key and open spot the operations.	Use all existing elementary schools to full capacity. 1. Meet needs for seats in high-growth areas. 2. Keep as many students together in each school community as possible. 4. Enable walking to neighborhood schools as much as possible. 5. Develop a plan that best utilizes existing school facilities located on available land in the County, which do not always match where neighborhood seats are needed for current and projected growth. 3. Consider strategies that will best address current student enrollment projections, which indicate that up to three new elementary schools may be needed in the next 10 years. 6	long waitlist that could fill building to capacity. 1. Option school is clearly defined in the PreK-12 Instructional Pathways (IP) Framework. 4. Moving option schools to increase access for more students. 2. Moving to a site that can accommodate current population (may include relocatable classrooms). 1	Strongly Support	Strongly Support	Current students choose to attend option schools due to the proximity to their homes. They may not want to move across the county to continue attending the same school. Waitlist composition will change if option school locations change.		
72	73	12/7/2020	am the Parent or Guardian of an Elementary Student in APS enrolled in an option school	Choose schools stay where they are. AT5 continues to be centrally located.	Poverty is concentrated in only a few of Arlington's schools. The FAFSA rates for these schools are significantly higher than all other schools.	Concentrated poverty in a few schools weakens their outdoor classrooms	Campbell leverages their courtyard and walkways for their outdoor classrooms. These areas are assets to Campbell and do not detract from the school. There would be many walking field trips to the long branch area. There would be no need for a new building at the AT5 site. This plan concentrates poverty in a very few schools. Campbell would lose its diversity (a wonderful asset) if moved out of south Arlington. The new neighborhood school at Campbell would have a very high FAFSA rate. Barcroft's FAFSA rate would also rise (I checked, Barcroft's SDC passing rates are very poor - this plan would make the SDC passing rate even worse.	Use all existing elementary schools to full capacity. 1. Meet needs for seats in high-growth areas. 2. Keep as many students together in each school community as possible. 4. Enable walking to neighborhood schools as much as possible. 5. Develop a plan that best utilizes existing school facilities located on available land in the County, which do not always match where neighborhood seats are needed for current and projected growth. 2. Consider strategies that will best address current student enrollment projections, which indicate that up to three new elementary schools may be needed in the next 10 years. 1	long waitlist that could fill building to capacity. 1. Option school is clearly defined in the PreK-12 Instructional Pathways (IP) Framework. 3. Moving option schools to increase access for more students. 4. Moving to a site that can accommodate current population (may include relocatable classrooms). 2	Neutral	Strongly Do Not Support	The diversity in a school. When we factor walkability and other factors, we are aggregating the schools even worse.			
															This issue is because APS promised themselves that they would be a neighborhood school. What if instead the head one housed a dual AP program? The waitlist for AT5 is very long. I would imagine that increasing the number of seats in an AP program would be very popular. Arlington County continues to concentrate poverty on Columbia Pike. There needs to be a halt on affordable housing on the plan and instead affordable housing needs to be built along Long Highway, Glade Ave, and Taylor can accommodate more poverty. Fendolph, Barcroft, and Carlin Springs/Campbell can not.

73	74		11/7/2020	Am an APS Staff Member	Students cannot walk to the school they attend. APS would need more buses and recently it tried to reduce the amount of buses.	McKinley students stay together.	Too many students would need to take a bus.	The option schools are moved to make space for neighborhood schools.	Issues with buses.	Use all existing elementary schools to full capacity. 1. Meet needs for seats in high-growth areas. 2. Keep as many students together in each school community as possible. 3. Enable walking to neighborhood schools as much as possible. 4. Develop a plan that best utilizes existing school facilities located on available land in the County, which do not always match where neighborhood seats are needed for current and projected growth. 5. Consider strategies that will best address vacant student enrollment projections, which indicate that up to three new elementary schools may be needed in the next 10 years. 5	Long waitlist that could fill building to capacity. 1. Option school is clearly defined in the PreK-12 Instructional Pathways (IPF) Framework. 2. Moving option schools to increase access for more students. 3. Moving to a site that can accommodate current population (may include relocatable classrooms). 4	Strongly Support	Support		
74	75		11/7/2020	Am the Parent or Guardian of an Elementary Student in APS enrolled in a neighborhood school	It's interesting that the boundaries in 22027 are all perfectly drawn and they get really messy as you move south. I wonder what this new would look like you draw the boundaries from the south and extend your way north.	Am very concerned that this proposal does not take into account future growth in the Westover area. McKinley is already overcrowded and this part of the county needs more neighborhood schools, not two choice schools. There is excess, unengaged space in the 22027 go code that should be better utilized.			Am very concerned that this proposal does not take into account future growth in the Westover area. McKinley is already overcrowded and this part of the county needs more neighborhood schools, not two choice schools. There is excess, unengaged space in the 22027 go code that should be better utilized. This also seems to require new walk for assessment.	Use all existing elementary schools to full capacity. 1. Meet needs for seats in high-growth areas. 2. Keep as many students together in each school community as possible. 3. Enable walking to neighborhood schools as much as possible. 4. Develop a plan that best utilizes existing school facilities located on available land in the County, which do not always match where neighborhood seats are needed for current and projected growth. 5. Consider strategies that will best address vacant student enrollment projections, which indicate that up to three new elementary schools may be needed in the next 10 years. 1	Long waitlist that could fill building to capacity. 1. Option school is clearly defined in the PreK-12 Instructional Pathways (IPF) Framework. 1. Moving option schools to increase access for more students. 1. Moving to a site that can accommodate current population (may include relocatable classrooms). 2	Strongly Support	Strongly Support	Arlington County may need to face the high question of whether it can still support option schools given its current growth projections. We will pay taxes and neighborhood schools should not suffer as a result. We can have option schools. Arlington County should examine the specific schools that have excess capacity today and determine how to better utilize that capacity rather than grouping in ad hoc areas.	
75	76		11/7/2020	Am the Parent or Guardian of an Elementary Student in APS enrolled in an option school						Use all existing elementary schools to full capacity. 1. Meet needs for seats in high-growth areas. 2. Keep as many students together in each school community as possible. 4. Enable walking to neighborhood schools as much as possible. 5. Develop a plan that best utilizes existing school facilities located on available land in the County, which do not always match where neighborhood seats are needed for current and projected growth. 5. Consider strategies that will best address vacant student enrollment projections, which indicate that up to three new elementary schools may be needed in the next 10 years. 1	Long waitlist that could fill building to capacity. 2. Option school is clearly defined in the PreK-12 Instructional Pathways (IPF) Framework. 4. Moving option schools to increase access for more students. 3. Moving to a site that can accommodate current population (may include relocatable classrooms). 1	Support	Neutral		
76	77		11/7/2020	Am the Parent or Guardian of a Child(ren) in PreK in APS	The communities at the option schools will be happy and not feel like their program is being devalued, downgraded or otherwise adversely affected.	The loss of walkable and scenic of bused kids is unacceptable. Children who live in highly walkable neighborhood like Reston deserve a walkable school. These families have created a walkable lifestyle that benefits the entire county, and the school district should value that as well. Additionally, moving up to 40% of the student population is going to cause an impact throughout the entire county.	Giving Reston families a walkable or transit accessible neighborhood school should be a goal in the school district, and this option plan that. More Spanish-speaking families might be attracted to the central location of "Ray" immersion. Moving option schools to create four neighborhood schools and making options more central just makes sense.	If it results in less total seats for immersion, the key community is going to be unhappy for more reasons than just a seat. I do not understand why creating more neighborhood schools will actually make it more likely that students that live in a walk zone are eligible for a bus. shouldn't it create more walkers?	Reston Spanish families a walkable or transit accessible neighborhood school should be a goal in the school district, and this option plan that. More Spanish-speaking families might be attracted to the central location of "Ray" immersion. Moving option schools to create four neighborhood schools and making options more central just makes sense.	More option school communities will be impacted for little benefit compared to proposal 1. I do not understand why creating more neighborhood schools will actually make it more likely that students that live in a walk zone are eligible for a bus. shouldn't it create more walkers?	Use all existing elementary schools to full capacity. 1. Meet needs for seats in high-growth areas. 2. Keep as many students together in each school community as possible. 3. Enable walking to neighborhood schools as much as possible. 4. Develop a plan that best utilizes existing school facilities located on available land in the County, which do not always match where neighborhood seats are needed for current and projected growth. 6. Consider strategies that will best address vacant student enrollment projections, which indicate that up to three new elementary schools may be needed in the next 10 years. 5	Long waitlist that could fill building to capacity. 1. Option school is clearly defined in the PreK-12 Instructional Pathways (IPF) Framework. 4. Moving option schools to increase access for more students. 2. Moving to a site that can accommodate current population (may include relocatable classrooms). 3	Strongly Support	Strongly Support	Consider allowing transition for kindergarten entering in the 2020-2021 school year that will most likely be in school when they will most likely be in school for 2021-2022. This option (specifically from new enrollment and what is currently enrolled) would save the anxiety of an entire 1/4 of Arlington students from not having to start at a new school year in a row.
77	78		11/7/2020	Am the Parent or Guardian of an Elementary Student in APS enrolled in a neighborhood school	Nothing imminent shows a lack of foresight in dealing with diversity, it is classic and borderline racist. Very disappointed in the choices and process.	None. Students should not be forced out of home.	Option schools have no discussion or focus on it. Too many students moving. Lack of choice. Too many to make this decision. Sorry it is denied.	Students forced to new schools.	Lack of diversity in schools. Two immersion schools in the same neighborhood is plain stupid. Moving big programs to small schools is plain stupid. Too many or ethics failures. Very poor community engagement. Too much favoritism to a minority of rich white parents.	Use all existing elementary schools to full capacity. 1. Option school is clearly defined in the PreK-12 Instructional Pathways (IPF) Framework. 1. Moving option schools to increase access for more students. 2. Moving to a site that can accommodate current population (may include relocatable classrooms). 4	Not filling this out. These schools are not needed in any order of importance. This is based on pre-decided answers. Very poor survey. Very poor engagement with all communities in this area.	Strongly Do Not Support	Strongly Do Not Support	On this proposal, talk to parents instead of lame online surveys that only 50ME people can do. Be realistic. Value students. Value communities. Value diversity. This is shameful.	
78	79		11/7/2020	Am the Parent or Guardian of an Elementary Student in APS enrolled in a neighborhood school	None	Makes more seats, makes things more efficient.	Lots of entitled parents wanting meetings with School Board members and making Colin Brown's hard	Too much waste created, so much money based on transportation, de-centralizes power at Spring's a little, with new boundaries.	Two immersion programs closer together in northwest corner, creates a north/south ward immersion mix, entitled parents still make Colin Brown's hard.	Use all existing elementary schools to full capacity. 4. Meet needs for seats in high-growth areas. 1. Keep as many students together in each school community as possible. 3. Enable walking to neighborhood schools as much as possible. 5. Develop a plan that best utilizes existing school facilities located on available land in the County, which do not always match where neighborhood seats are needed for current and projected growth. 3. Consider strategies that will best address vacant student enrollment projections, which indicate that up to three new elementary schools may be needed in the next 10 years. 3	Long waitlist that could fill building to capacity. 1. Option school is clearly defined in the PreK-12 Instructional Pathways (IPF) Framework. 4. Moving option schools to increase access for more students. 2. Moving to a site that can accommodate current population (may include relocatable classrooms). 1	Support	Support	Make a video about Hoffman Boston's first year with new boundaries - ask kids about how much they're missed their friends who moved to Drew and Free (they're like "I have new friends") and kids who moved from Goding to Hoffman Boston (they're like "It's going great" and whether they miss their old school ("What was my old school called again?") etc).	
79	80		11/7/2020	Am the Parent or Guardian of an Elementary Student in APS enrolled in a neighborhood school	None.	Higher costs for APS. Displacement of school construction. Continued STEM/STEAM program redundancy between the areas for Taylor & B&E. Disconnected boundaries for Ashburn & McKinley. Mixing of students that can currently walk to school.	Keep more McKinley students together- allow about 100 more students, including siblings, to enroll in ATS from its waitlist. Create neighborhood seats in high-growth Reston area.	Change for students and families of interested schools. Less disruption of neighborhood school walking zones. Less cost for additional housing. Removal of immersion school that serves local population with access to public transportation (bus + metro)	Keep more McKinley students together- allow about 100 more students, including siblings, to enroll in ATS from its waitlist. Move the majority of Goding Springs students to a walkable neighborhood school at Campbell. Create neighborhood seats in high-growth Reston area. Allow future capital efforts to focus on Columbia Park area. Less students, diff'd from walking to work. (What is the new overall bus waitlist?)	Move key immersion within 2 miles of placement immersion creation. Concentration focused only on where Spanish speaking population lives. Spanish speaking population lives, Spanish speaking population lives, Spanish speaking population lives, Spanish speaking population lives. Consider strategies that will best address vacant student enrollment projections, which indicate that up to three new elementary schools may be needed in the next 10 years. 3	Use all existing elementary schools to full capacity. 4. Meet needs for seats in high-growth areas. 2. Keep as many students together in each school community as possible. 3. Enable walking to neighborhood schools as much as possible. 1. Develop a plan that best utilizes existing school facilities located on available land in the County, which do not always match where neighborhood seats are needed for current and projected growth. 4. Consider strategies that will best address vacant student enrollment projections, which indicate that up to three new elementary schools may be needed in the next 10 years. 3	Long waitlist that could fill building to capacity. 1. Option school is clearly defined in the PreK-12 Instructional Pathways (IPF) Framework. 3. Moving option schools to increase access for more students. 1. Moving to a site that can accommodate current population (may include relocatable classrooms). 4	Support	Support	Review of existing schools (even those with recent capital construction) for opportunities to right-size for FUTURE (10+ year) projected growth. New, expanded and modernized schools should not open at above capacity. Review of all schools to evaluate equitable availability of specialty programs (drama, theater, APS, sustainability, Discovery) to more than local neighborhoods. More direct (not virtual) engagement with APS communities. This effort provides limited and rushed opportunities for parent engagement with APS administration before decision is made or finalized.
80	81		11/7/2020	Am the Parent or Guardian of an Elementary Student in APS enrolled in a neighborhood school	Maybe diversity	Arlington promotes walkability yet this scenario reduces walk ability. If more close proximity to the school is important housing more children doesn't seem like a good idea.	Maybe the better community for Broad school families	One heard that low income children who attend May not find a new location convenient and would therefore not attend.	Families in May and Campbell neighborhoods could have a community school.	Using kids to the new key location	Use all existing elementary schools to full capacity. 4. Meet needs for seats in high-growth areas. 1. Keep as many students together in each school community as possible. 3. Enable walking to neighborhood schools as much as possible. 2. Develop a plan that best utilizes existing school facilities located on available land in the County, which do not always match where neighborhood seats are needed for current and projected growth. 4. Consider strategies that will best address vacant student enrollment projections, which indicate that up to three new elementary schools may be needed in the next 10 years. 1	Long waitlist that could fill building to capacity. 1. Option school is clearly defined in the PreK-12 Instructional Pathways (IPF) Framework. 3. Moving option schools to increase access for more students. 1. Moving to a site that can accommodate current population (may include relocatable classrooms). 4	Support	Strongly Support	

81	82	12/7/2020	am the APS Staff Member, I am the Parent or Guardian of an Elementary Student in APS enrolled in an option school	parents people who do not like change. Budgets will not have to change schools, teachers, friends, etc. opportunity to talk with County officials or otherwise approach zoning permits to slow the rate of growth when more than 1/2 of student population needs to move	not of boom but balance of seats within the county more than 22 students re-assigned	balance North Arlington opportunity to talk with County officials or otherwise approach zoning permits to slow the rate of growth when more than 1/2 of student population needs to move	ATS isn't really more central than Key. It is actually closer to Route 50, that are about the same East-West moving three better schools/ emotional toll of students needs to move	present more non-immersion options to North Arlington	lack of option school balance in South Arlington lost balance of English and Spanish speakers to Spanish Immersion program moving three schools at the same time	use all existing elementary schools to full capacity. 3. Meet needs for seats in high-growth areas. 2. Keep as many students together in each school community as possible. 1. Enable walking to neighborhood schools as much as possible. 4. Develop a plan that best utilizes existing school facilities located on available land in the County, which do not always match when neighborhood seats are needed for current and projected growth. 5. Consider strategies that will best address student enrollment projections, which indicate that up to three new elementary schools may be needed in the next 10 years. 2	long waitlist that could fill building to capacity. 3. Option school is clearly defined in the PreK-12 Instructional Pathways (IPF) Framework. 4. Moving option schools to increase access for more students. 1. Moving to a site that can accommodate current population (may include vocational classrooms). 2	are students from across the county applying or students who live in close proximity to option school?	Support	Support	are conversations with county officials who approve zoning along showing growth if 50% of the student body needs to move at the same time meeting needs of students across the county including those who do not have strong parental/educational options and walk across North and South Arlington
82	83	12/7/2020	am the Parent or Guardian of an Elementary Student in APS enrolled in a neighborhood school. I am the Parent or Guardian of a Middle or High School Student in APS	None, but I'm sure you made it that way on purpose	It's awful for many reasons - basically by the APS criteria.	This seems like a reasonable approach to address the crowding issues.	Moving schools is never preferred, but the more are neutral.	This is a joke, right? Any opportunities are or outweighed by moving so many school around.	but a terrible, awful proposal. Not only are moving schools to many schools around, but why on Earth would you put 2 immersion schools so close proximity? This, moving Campbell from an area with a Nature Center next door makes no sense whatsoever.	use all existing elementary schools to full capacity. 3. Meet needs for seats in high-growth areas. 2. Keep as many students together in each school community as possible. 1. Enable walking to neighborhood schools as much as possible. 4. Develop a plan that best utilizes existing school facilities located on available land in the County, which do not always match when neighborhood seats are needed for current and projected growth. 5. Consider strategies that will best address student enrollment projections, which indicate that up to three new elementary schools may be needed in the next 10 years. 1	long waitlist that could fill building to capacity. 3. Option school is clearly defined in the PreK-12 Instructional Pathways (IPF) Framework. 4. Moving option schools to increase access for more students. 1. Moving to a site that can accommodate current population (may include vocational classrooms). 4	Projections and a plan for the next 10-15 years should be the key consideration, but there must also be a threshold of value to justify moving a school.	Support	Neutral	balancing free and reduced lunch rates cannot be an afterthought. APS should not bus elementary students all over the county to address it, however. APS should try to move schools closer to the countywide average rather than further away whenever possible.
83	84	12/7/2020	am the Parent or Guardian of an Elementary Student in APS enrolled in a neighborhood school. I am the Parent or Guardian of an Elementary Student in APS enrolled in an option school. I am the Parent or Guardian of a Child(ren) not yet in PreK.	Credibility - crossing Route 50 for boundaries should not be an absolute no.	Some of these theoretical boundaries would worsen racial and sociology economic segregation in APS Schools.	This would allow ATS to take in more kids, off its waitlist as well as additional WH students, such that the ATS/FPS rate could match other option schools such as Campbell and Clarendon.	APS is getting one part of Webster over-allocated by making McKinley move. APS has not provided data that moving Key will actually attract more Spanish speakers.	Additional VPS seats could be made available in the ATS program to match the 1% of all other choice schools.	75 years ago the Supreme Court ruled against "separate but equal." In theory, integrated education. However, APS continues to support individualized integration with proposals such as this one. Turning Campbell into a neighborhood school would have a terrible impact on other children. Both in a new neighborhood school with smaller capacity and for the surrounding neighborhood schools. Black and brown children deserve to be in integrated schools that are not overcrowded by so many needs. They also deserve to have FPS in their schools. Decades of educational data supports that socio-economic diversity is beneficial for all students and that concentrated poverty leads to poor outcomes. The whole person vision of walkability should cover every student opportunity. Please stop "hiring poor children." Please take a look at the City of Houston's problems. Don't create a similar Jefferson Houston ES here in Arlington because you value "walkability."	use all existing elementary schools to full capacity. 3. Meet needs for seats in high-growth areas. 2. Keep as many students together in each school community as possible. 1. Enable walking to neighborhood schools as much as possible. 4. Develop a plan that best utilizes existing school facilities located on available land in the County, which do not always match when neighborhood seats are needed for current and projected growth. 5. Consider strategies that will best address student enrollment projections, which indicate that up to three new elementary schools may be needed in the next 10 years. 4	long waitlist that could fill building to capacity. 3. Option school is clearly defined in the PreK-12 Instructional Pathways (IPF) Framework. 4. Moving option schools to increase access for more students. 1. Moving to a site that can accommodate current population (may include vocational classrooms). 2	Since economic, no school should be above 90% fill. Actual school facilities, building design, availability for additional staff, outdoor spaces and curriculum. Placement of VPS. Consideration for the interrelated program and other special needs programs. Cuts.	Strongly Do Not Support	Strongly Do Not Support	Please stop creating low performing schools by concentrating poor children in these schools. You can't ask teachers and administrators to do the messes you make that make these achievement gaps. Please consider the educational needs of African American children too. Could fund for a second ATS program? Or Tuckahoe? Or Harwood? Are there other items APS could cut to pay for transportation perhaps hold on to PACE until they pass? What strategies was done on other schools regarding immersion? Why not just integration in a location? Let one walk to walk!
84	85	12/7/2020	am the Parent or Guardian of a Child(ren) not yet in PreK	am upset by the planned scenario to reduce the McKinley school size. The map looks like a government/political map which is going to mean more buses, fewer kids walking to school and more pollution. Also, the addition of more lower income areas into the McKinley district could significantly impact the current education quality at the school. Why is this for for families who have spent a lot of money to specifically live in this district. Please reconsider!	am upset by the planned scenario to reduce the McKinley school size. The map looks like a government/political map which is going to mean more buses, fewer kids walking to school and more pollution. Also, the addition of more lower income areas into the McKinley district could significantly impact the current education quality at the school. Why is this for for families who have spent a lot of money to specifically live in this district. Please reconsider!	approve this plan.	approve this plan.	use all existing elementary schools to full capacity. 3. Meet needs for seats in high-growth areas. 2. Keep as many students together in each school community as possible. 1. Enable walking to neighborhood schools as much as possible. 4. Develop a plan that best utilizes existing school facilities located on available land in the County, which do not always match when neighborhood seats are needed for current and projected growth. 5. Consider strategies that will best address student enrollment projections, which indicate that up to three new elementary schools may be needed in the next 10 years. 3	long waitlist that could fill building to capacity. 3. Option school is clearly defined in the PreK-12 Instructional Pathways (IPF) Framework. 4. Moving option schools to increase access for more students. 1. Moving to a site that can accommodate current population (may include vocational classrooms). 4	Neutral	Strongly Support				
85	86	12/7/2020	am the Parent or Guardian of an Elementary Student in APS enrolled in an option school		A major opportunity for both school move proposals 1 and 2 is to find a permanent home for ATS that can accommodate more of the demand for the school's valued traditional program. It appears that serious considerations is being given to eliminating ATS and its traditional program, as an option school. I think that would be a huge mistake. The huge demand for seats at ATS and the resultant long waiting list are concrete evidence of the value that ATS provides. Eliminating ATS and its value would be a disservice. Moving ATS to McKinley, where more seats are available, would allow more APS families to take advantage of the value that ATS provides while also preserving ATS and its traditional program within the APS elementary school offering for the long haul and without having to displace students at a school where "community" is a strong focus, from the school building to exterior features.				use all existing elementary schools to full capacity. 3. Meet needs for seats in high-growth areas. 2. Keep as many students together in each school community as possible. 4. Enable walking to neighborhood schools as much as possible. 5. Develop a plan that best utilizes existing school facilities located on available land in the County, which do not always match when neighborhood seats are needed for current and projected growth. 5. Consider strategies that will best address student enrollment projections, which indicate that up to three new elementary schools may be needed in the next 10 years. 3	long waitlist that could fill building to capacity. 3. Option school is clearly defined in the PreK-12 Instructional Pathways (IPF) Framework. 4. Moving option schools to increase access for more students. 2. Moving to a site that can accommodate current population (may include vocational classrooms). 3	Support	Neutral			
86	87	12/7/2020	am the Parent or Guardian of a Middle or High School Student in APS	There are opportunities in this scenario to redesign the neighborhood school boundaries to have them make more sense. I would also encourage grandfathering. I think option schools should not move. It is costly and disruptive and does not offer a long term solution as demand for seats will always be growing around the county. What about creating a new option school at Reed? How does that impact the boundaries discussion?	Showing that many kids.	What does this do to the other neighborhood boundaries? The map shows the school moves but not the boundaries.	Why are we not just moving Key to Reed? Why are we disrupting ATS and McKinley? Will Key fit into the current ATS building? We anticipate the fact that Key will be "territory located" but fail to mention that a currently centrally located option school, ATS, will no longer be centrally located. Why more option school students are relocated? Please add that number to the impacts. There are APS students, just like the neighborhood students and the impact on them should be recognized.	What does this do to the other neighborhood boundaries? The map shows the school moves but not the boundaries?	What are the costs of all of these moves not just the financial but also the disruption to the schools and their communities? Schools are more than buildings, they become a home, a part of the school community and culture. This is a significant disruption and cost. What is the goal? Why are more moving parts? Why aren't we closer to Clarendon? Is there that much demand for Spanish immersion in the part of the county? Will the families follow who still have love for away? Why move Campbell Expeditionary learning away from their nature center to location without the same resources? Why is Reed just becoming an option school? This is really over the top.	use all existing elementary schools to full capacity. 3. Meet needs for seats in high-growth areas. 2. Keep as many students together in each school community as possible. 1. Enable walking to neighborhood schools as much as possible. 4. Develop a plan that best utilizes existing school facilities located on available land in the County, which do not always match when neighborhood seats are needed for current and projected growth. 5. Consider strategies that will best address student enrollment projections, which indicate that up to three new elementary schools may be needed in the next 10 years. 6	long waitlist that could fill building to capacity. 3. Option school is clearly defined in the PreK-12 Instructional Pathways (IPF) Framework. 4. Moving option schools to increase access for more students. 1. Moving to a site that can accommodate current population (may include vocational classrooms). 1	costs. Impact on the school community.	Strongly Do Not Support	Do Not Support	look at the impact of making Reed an option school. What does that do to the rest of the boundaries? The local community has fought hard over the past 12+ years and have always been given what they want, not what APS needs. It's time to look at the Reed building and determine what APS needs it to be not not be the powerful neighborhood must that be a neighborhood school. If that is not best for the rest of APS, Why are we looking at moving so many programs and not considering Reed? Where do you think you'd build over the next 10 years.
87	88	12/7/2020	am the Parent or Guardian of an Elementary Student in APS enrolled in a neighborhood school						use all existing elementary schools to full capacity. 3. Meet needs for seats in high-growth areas. 2. Keep as many students together in each school community as possible. 2. Enable walking to neighborhood schools as much as possible. 4. Develop a plan that best utilizes existing school facilities located on available land in the County, which do not always match when neighborhood seats are needed for current and projected growth. 5. Consider strategies that will best address student enrollment projections, which indicate that up to three new elementary schools may be needed in the next 10 years. 1	long waitlist that could fill building to capacity. 3. Option school is clearly defined in the PreK-12 Instructional Pathways (IPF) Framework. 4. Moving option schools to increase access for more students. 1. Moving to a site that can accommodate current population (may include vocational classrooms). 2	Strongly Support	Strongly Support			

88	89	12/7/2021	Am the Parent or Guardian of a Child(ren) not yet in PreK							Use all existing elementary schools to full capacity. 1. Meet needs for seats in high-growth areas. 2. Keep as many students together in each school community as possible. 3. Enable walking to neighborhood schools as much as possible. 4. Develop a plan that best utilizes existing school facilities located on available land in the County, which do not always match where neighborhood seats are needed for current and projected growth. 5. Consider strategies that will best address recent student enrollment projections, which indicate that up to three new elementary schools may be needed in the next 10 years. 5	Strongly Support	Neutral	Can the county board to purchase the old, decrepit Federal highway property? That could be a fantastic, multi-level elementary school site.
89	90	12/7/2021	Am the Parent or Guardian of an Elementary Student in APS enrolled in an option school. I am the Parent or Guardian of a Child(ren) not yet in PreK	The only opportunity I see here is to explore whether team learn-ups with this income and start over.	It's a challenge to my credibility, to be honest. If this isn't a divergent alternate to manipulate people into accepting one of the proposed alternatives by presenting the in a worst case scenario.	note you have included only the simplest parts of the school being moved, and not the proposed boundaries. This makes full assessment impossible. Still, this is the best option of the three. It's least disruptive, at least on paper.	It's unclear from the information provided what specific benefits will accrue from these changes and whether in fact they outweigh the disruption and cost of shifting these resources around.	This is even clearer than Proposal 1. I say take the opportunity to use this on one walk like a shell game gone haywire. Instead, let's reevaluate the boundaries by moving and even potentially rebuilding some schools to increase capacity where needed and projected.	For one thing, Campbell and Carlin Springs are not the same. Campbell is a busy street, but a pedestrian bridge or underpass, or even better infrastructure could make more sense. Moving Campbell to the City Site is ridiculous. Outdoor learning is a huge part of Campbell's focus, and APS strongly does not offer access to a nature center and habitat. Not to mention that Campbell would likely have a high proportion of the local families (many of whom are walk). Furthermore, moving Key to South Arlington makes no sense. It seems to further institutionalize the cultural and economic divides in our County. I would like to see the breakdown of capacities by school facility to comment further, as well as the proposed neighborhood map.	Use all existing elementary schools to full capacity. 1. Meet needs for seats in high-growth areas. 2. Keep as many students together in each school community as possible. 3. Enable walking to neighborhood schools as much as possible. 4. Develop a plan that best utilizes existing school facilities located on available land in the County, which do not always match where neighborhood seats are needed for current and projected growth. 5. Consider strategies that will best address recent student enrollment projections, which indicate that up to three new elementary schools may be needed in the next 10 years. 1	Strongly Do Not Support	Strongly Do Not Support	It's this exercise. Forget where the existing schools are. Forget their capacity and walkability restrictions. If you were starting from the ground up, what would make the most sense for the placement of neighborhood schools? Map that, then compare it to the existing infrastructure. Look for a compromise where possible, and be open to move toward that ideal state without sacrificing the individuality of the option schools.
90	91	12/7/2021	Am the Parent or Guardian of a Child(ren) not yet in PreK	Keep neighborhood schools walkable. Don't rezone kids who can walk to school. No kid should have to take a bus to school unless they when they can easily walk to one down the street.	Keep neighborhood schools walkable. Don't rezone kids who can walk to school. No kid should have to take a bus to school unless they when they can easily walk to one down the street.	Keep neighborhood schools walkable. Don't rezone kids who can walk to school. No kid should have to take a bus to school unless they when they can easily walk to one down the street.	Keep neighborhood schools walkable. Don't rezone kids who can walk to school. No kid should have to take a bus to school unless they when they can easily walk to one down the street.	Keep neighborhood schools walkable. Don't rezone kids who can walk to school. No kid should have to take a bus to school unless they when they can easily walk to one down the street.	Keep neighborhood schools walkable. Don't rezone kids who can walk to school. No kid should have to take a bus to school unless they when they can easily walk to one down the street.	Use all existing elementary schools to full capacity. 1. Meet needs for seats in high-growth areas. 2. Keep as many students together in each school community as possible. 3. Enable walking to neighborhood schools as much as possible. 4. Develop a plan that best utilizes existing school facilities located on available land in the County, which do not always match where neighborhood seats are needed for current and projected growth. 5. Consider strategies that will best address recent student enrollment projections, which indicate that up to three new elementary schools may be needed in the next 10 years. 2	Strongly Support	Strongly Support	Keep neighborhood schools walkable. Don't rezone kids who can walk to school. No kid should have to take a bus to school unless they when they can easily walk to one down the street.
91	92	12/7/2021	Am the Parent or Guardian of an Elementary Student in APS enrolled in an option school			ATS would not be centrally located within county - this may impact enrollment/who people drive with other APS kids for diversity, free and reduced lunch, walkability to neighborhood school	ATS would not be centrally located within county - this may impact enrollment/who people drive with other APS kids for diversity, free and reduced lunch, walkability to neighborhood school	ATS would not be centrally located within county - this may impact enrollment/who people drive with other APS kids for diversity, free and reduced lunch, walkability to neighborhood school	ATS would not be centrally located within county - this may impact enrollment/who people drive with other APS kids for diversity, free and reduced lunch, walkability to neighborhood school	Use all existing elementary schools to full capacity. 1. Meet needs for seats in high-growth areas. 2. Keep as many students together in each school community as possible. 3. Enable walking to neighborhood schools as much as possible. 4. Develop a plan that best utilizes existing school facilities located on available land in the County, which do not always match where neighborhood seats are needed for current and projected growth. 2. Consider strategies that will best address recent student enrollment projections, which indicate that up to three new elementary schools may be needed in the next 10 years. 1	Strongly Do Not Support	Do Not Support	The plans do not clearly take into account the ATS model and all of the benefits it offers to its population and the Arlington neighborhood population at large. This survey doesn't recognize the value of a county wide program and it seems the school's school closure of this award winning program will be lost to the focus on neighborhood schools. If that's the way APS is going, then more attention needs to be paid to the low performing and neglected schools in South Arlington. Diversity and inclusion really does matter. That won't happen with the focus on neighborhood schools only.
92	93	12/7/2021	Am the Parent or Guardian of an Elementary Student in APS enrolled in a neighborhood school	Boundaries should be drawn to support the walkable areas around schools, then adjusted for capacity	boundaries don't all make sense and overlap each other	Focus up a neighborhood school in McKinley area	Neighborhood schools in the McKinley/Delta/West area still look to be overcrowded. Move AT5 Key to West West area if not empty. Seems to be out of McKinley altogether which doesn't seem necessary.	Same as above	Key becomes pretty close to Clarendon. Do we need two Spanish schools or can they be combined into one bigger building?	Use all existing elementary schools to full capacity. 1. Meet needs for seats in high-growth areas. 2. Keep as many students together in each school community as possible. 3. Enable walking to neighborhood schools as much as possible. 4. Develop a plan that best utilizes existing school facilities located on available land in the County, which do not always match where neighborhood seats are needed for current and projected growth. 3. Consider strategies that will best address recent student enrollment projections, which indicate that up to three new elementary schools may be needed in the next 10 years. 2	Support	Strongly Support	Boundaries need to be considered with school moves, please keep in mind that there are not determined by geometry alone but by the urban fabric in which the school is located. All elementary school walk zones are determined limited by the major roads around the school. As a public elementary school children do not cross such roads and therefore are entitled to bus transportation even if they reside less than a mile from the school. In light of climate change crisis and the obesity epidemic, walkability to school should be the number one priority determining neighborhood school districts.
93	94	12/7/2021	Am the Parent or Guardian of an Elementary Student in APS enrolled in a neighborhood school. I am the Parent or Guardian of a Child(ren) not yet in PreK	Too disruptive		Use the best immersion school in central location would be better than current options.				Use all existing elementary schools to full capacity. 1. Meet needs for seats in high-growth areas. 2. Keep as many students together in each school community as possible. 3. Enable walking to neighborhood schools as much as possible. 4. Develop a plan that best utilizes existing school facilities located on available land in the County, which do not always match where neighborhood seats are needed for current and projected growth. 4	Support	Support	
94	95	12/7/2021	Am the Parent or Guardian of an Elementary Student in APS enrolled in an option school. I am the Parent or Guardian of a Child(ren) not yet in PreK	Keeping option schools where they are is better for some option programs more than others. AT5 would benefit from being at a larger site with a higher capacity. They would either be moved or from its current location to a smaller site with less capacity (as proposed in proposals 1 and 2). Keeping option schools where they are is the only way to keep those schools population together. If you move the option schools some or many of those students will not go to change to their neighborhood school. Contrary to the county's assumption. To illustrate this point many families in the immersion program in North Arlington choose to send their children to the neighborhood middle school instead of Clarendon as the walkability is one of the most important factors for driving to neighborhood districts. And don't forget that walkability isn't solely based on geometry but also where the major roads are. The walk zone ends at major roads for elementary.	As the county outlines in its plan the challenge is that many students will have more of a different neighborhood school. Considering proposal 1 and 2, I think it's important to remember to not prohibit expand the county should include its proposal and put Key as McKinley instead which census data shows is also subject to many spanish-speaking populations.	As noted above, the Key program would have to involve structure and immediate key site has a long waitlist. The other issue with both this proposal and the 2nd proposal is that Key is slated to specific neighborhoods and Clarendon to others. Any proposal to move Key will walkable. If Key is moved to West West area, it will be a need to re-eval how Key and Clarendon geographically divide the population. Also Key only recently became an option school and a de facto neighborhood school currently serving the population in the immediate vicinity as the APS website demonstrates. A plurality of kids attending (YDS) come from the APS neighborhood immediately surrounding the school. Almost all other kids come from adjacent neighborhood districts of Fleet, Ashburn, Barwell, and Taylor. In this context it is hard to imagine the possibility of Key will move "together" in the county's assuming. This reality upends the APS' assumptions.	This is slightly better for Key in terms of site capacity, but still leaves me staying out moving Key to McKinley. AT5 is the clear winner again in this scenario.	Many of these challenges I've already mentioned above. I think the main challenge here is that Carlin Springs is geographically close to Clarendon and therefore the two immersion programs would be concentrated in one location in the county. This does not seem like optimal planning, and what would it mean for how Clarendon and Key divide the county? While APS does not consider location as an important factor for option schools, it is a fact that parents prefer to send their kids to a school that's closer to I-208 at the populations attending the option schools and you will see that those populations come from sites that those populations are from. I think the APS will "move" together. To the new site is mitigated and wrong. What outcome does APS have for the number of current option kids who will have to be neighborhood school? Has that been taken into account when considering capacity needs at the various neighborhood schools?	Use all existing elementary schools to full capacity. 1. Meet needs for seats in high-growth areas. 2. Keep as many students together in each school community as possible. 3. Enable walking to neighborhood schools as much as possible. 4. Develop a plan that best utilizes existing school facilities located on available land in the County, which do not always match where neighborhood seats are needed for current and projected growth. 3. Consider strategies that will best address recent student enrollment projections, which indicate that up to three new elementary schools may be needed in the next 10 years. 4	Support	Neutral	Historical context, unintended consequences of moving (many users) programs with the school but will stay at the old building. Clarendon's role as a Key school work is tandem among different geographic parts of the county, the importance of growing the immersion program, which offers a real life skill that is irreplaceable in a globalized world.	

95	96	12/7/2021	I am the Parent or Guardian of an Elementary Student in APS enrolled in an option school.	I'm not sure I even understand this question. Will there be a school swap between APS and Key? It seems like there's been a neighborhood school in the Rowley/Curtis/Highland/Clarendon neighborhoods. I do not see any opportunities with this scenario other than not having to drive away a school from the western part of the county.	You're overcompensating for the inequity in the northeastern quadrant of the county by stretching the boundaries of McKinley and Robinson too far. They won't even feel the neighborhood school program. I prefer releasing the existing capacity in NW Arlington to an option school - and I live in NW Arlington.	As a result of a party unaffected by boundary changes, like this option: A is a no-payer. I prefer this option to B2 because it involves fewer moves than option 1. Kudos to the management and school board for taking this long term approach - it is actually solving a problem.	The relatively smaller proportion of people that live within walking distance of the schools to be moved will be affected and they will complain. In the larger scheme of things, this is the best option you could have proposed that work well for the majority.	It is still solving a problem but requires more school moves than proposal 1 and that's why I'd vote for proposal 1.	Two many school moves. Also, why I'm taking a Spanish immersion school from North Arlington. The Spanish immersion schools become concentrated in the southwestern quadrant of the county which is a program that should be courtwide.	Use all existing elementary schools to full capacity. 2. Meet needs for seats in high-growth areas. 3. Keep as many students together in each school community as possible. 4. Enable walking to neighborhood schools as much as possible. 5. Develop a plan that best utilizes existing school facilities located on available land in the County, which do not always match where neighborhood seats are needed for current and projected growth. 6. Consider strategies that will best address vacant student enrollment projections, which indicate that up to three new elementary schools may be needed in the next 10 years. 1	long waitlist that could fill building to capacity. 3. Option school is clearly defined in the PreK-12 Instructional Pathways (IPF) Framework. 4. Moving option schools to increase access for more students. 1. Thinking to a site that can accommodate current population (may include relocatable classrooms). 2	Option schools should be carefully located in the current location of APS is ideal as an option school and would definitely fit the purpose of another option school. However, the location of McKinley is not ideal for an option school. Option schools should be close to route 50 and near the central part of the county. Current locations of AHS, Barrett ES, Fleet ES and Song Branch ES are ideal locations for option schools. To make them more accessible to all, I'm saying this from the perspective of the parent of a kid in a option school - my kids are on the bus for 50 mins each way and are often a mile to get to the bus stop. That's a long time for kids to go to elementary school.	Strongly Support	Strongly Do Not Support	If you have too much opposition, maybe consider making that an option school. That would be a great location for a large option school with lots of room to expand, which could alleviate some of the overcrowding at neighborhood schools.
96	97	11/6/2020	I am the Parent or Guardian of an Elementary Student in APS enrolled in a neighborhood school.			This proposal would seriously negatively affect the Key Elementary Spanish Immersion Program. The Spanish immersion program was based on the principle that approximately 50% of the students come from Spanish speaking households while the other 50% come from non-Spanish speaking households. If the Spanish immersion program were to relocate, this would seriously detrimentally affect the program as many Spanish speaking households would opt to send their kids to the neighborhood school which is non-Spanish immersion. Due to lack of easily accessible private transportation to and from school in case of emergency and/or regular school participation.	This would create serious challenges for teachers who signed teaching contracts with Key School for its location and proximity to their home/family. This would cause unnecessary disruption to the students who already attend families Key and for families who have moved to the area specifically for the Spanish Immersion Program at Key.	Use all existing elementary schools to full capacity. 2. Meet needs for seats in high-growth areas. 3. Keep as many students together in each school community as possible. 4. Enable walking to neighborhood schools as much as possible. 5. Develop a plan that best utilizes existing school facilities located on available land in the County, which do not always match where neighborhood seats are needed for current and projected growth. 6. Consider strategies that will best address vacant student enrollment projections, which indicate that up to three new elementary schools may be needed in the next 10 years. 2	long waitlist that could fill building to capacity. 4. Option school is clearly defined in the PreK-12 Instructional Pathways (IPF) Framework. 5. Moving option schools to increase access for more students. 2. Thinking to a site that can accommodate current population (may include relocatable classrooms). 3	don't move Key School.	Strongly Do Not Support	Strongly Do Not Support			
97	98	11/8/2020	I am the Parent or Guardian of an Elementary Student in APS enrolled in a neighborhood school. I am the Parent or Guardian of an Elementary Student in APS enrolled in an option school. I am the Parent or Guardian of a Middle in High School Student in APS			Completed needs to stay where it is now. The school community and staff have made that space perfect for the EL curriculum. It has taken years to cultivate. Proximity to nature center is also key.		Use all existing elementary schools to full capacity. 2. Meet needs for seats in high-growth areas. 3. Keep as many students together in each school community as possible. 4. Enable walking to neighborhood schools as much as possible. 5. Develop a plan that best utilizes existing school facilities located on available land in the County, which do not always match where neighborhood seats are needed for current and projected growth. 6. Consider strategies that will best address vacant student enrollment projections, which indicate that up to three new elementary schools may be needed in the next 10 years. 2	long waitlist that could fill building to capacity. 1. Option school is clearly defined in the PreK-12 Instructional Pathways (IPF) Framework. 2. Moving option schools to increase access for more students. 4. Thinking to a site that can accommodate current population (may include relocatable classrooms). 3	Neutral	Neutral				
98	99	11/8/2020	I am the Parent or Guardian of an Elementary Student in APS enrolled in a neighborhood school.	I believe that you must first come up with boundaries and then decide where option schools would better serve the school district. It is evident that the current boundaries are working for the families but not the school. If you are trying to be more efficient, changing the boundaries is the place to start.	The challenge is that it affects a lot of children. But this is inevitable since you want to change the boundaries. Families are happy at their schools and don't think they value walkability in the same way they do. Many families walk even though they are outside the walkable areas and some families who are in the walkable zones drive their kids because of their work schedule. Walkability is not a priority for my family.	The only people who gain from this proposal are the wealthy families as all program move to a larger or newer space for Key, who conveniently has more space than the other schools involved. This is preferred to the Carlin Springs move, as houses for rental and it is more accessible for families who currently work in Key or use public transportation to get to school.	You are moving Key to a building that is significantly smaller. The 200 students who live there are the children at Key, many of which are Hispanic, can be moved to a smaller older school and just placed in redubables, but the wealthy who kids in North Arlington get moved to larger newer schools just shows how you value those who can pay. What will the Department of Justice think about this?	Agree, the only ones who gain from this is the wealthy North Arlington families.	This is your worst solution by far. You are moving Key to a smaller building, forcing kids into redubables or shoving the program. You move an entire program far from its location that focuses it's students because families don't want to pay for a house for 45 minutes. Making smaller neighborhood schools would make the largest number of low and moderate families in the county. The Carlin Springs population already has the option to apply to Carlement, why add another immersion program here? Transportation nightmare! SEGREGATION! Really, really, is this a way to divide our already divided County by putting both immersion programs in the south. You will destroy the immersion program by doing this. Enrollment is low at both immersion schools because APS does a terrible job getting the word out to Spanish speaking families that it is an option and all the benefits that come with it. Then use the "data" to support a move? How about you start doing a better job informing	Use all existing elementary schools to full capacity. 2. Meet needs for seats in high-growth areas. 3. Keep as many students together in each school community as possible. 4. Enable walking to neighborhood schools as much as possible. 5. Develop a plan that best utilizes existing school facilities located on available land in the County, which do not always match where neighborhood seats are needed for current and projected growth. 6. Consider strategies that will best address vacant student enrollment projections, which indicate that up to three new elementary schools may be needed in the next 10 years. 3	long waitlist that could fill building to capacity. 3. Option school is clearly defined in the PreK-12 Instructional Pathways (IPF) Framework. 1. Moving option schools to increase access for more students. 4. Thinking to a site that can accommodate current population (may include relocatable classrooms). 3	These questions are hard to support your move and I don't support your move. I did not want to complete them but the system would not allow me to submit my survey with out this. WOW that is terrible. Please ignore my responses above.	Strongly Do Not Support	Strongly Do Not Support	If the need for seats in Rowley/Curtis/Highland is so urgent and getting land there is so difficult, then move Key to Fleet and have all the other schools above. Forget about this. "I was formerly" business. Why do you make promises to the rich community? Are you prepared to accommodate the wealthy or just expect a move to McKinley makes more sense just simply due to size. Start asking your whole community and not just those with the most money. I also think you need these surveys in paper so parents without internet can fill them out.
99	100	11/6/2020	I am the Parent or Guardian of a Child(ren) not yet in PreK	More housing, which is already such a hassle throughout the county	More housing, which is already such a hassle throughout the county	More housing, which is already such a hassle throughout the county			Use all existing elementary schools to full capacity. 2. Meet needs for seats in high-growth areas. 3. Keep as many students together in each school community as possible. 4. Enable walking to neighborhood schools as much as possible. 5. Develop a plan that best utilizes existing school facilities located on available land in the County, which do not always match where neighborhood seats are needed for current and projected growth. 6. Consider strategies that will best address vacant student enrollment projections, which indicate that up to three new elementary schools may be needed in the next 10 years. 4	long waitlist that could fill building to capacity. 4. Option school is clearly defined in the PreK-12 Instructional Pathways (IPF) Framework. 1. Moving option schools to increase access for more students. 3. Thinking to a site that can accommodate current population (may include relocatable classrooms). 2	Availability for students, teacher/student ratio impacts, class size impact	Do Not Support	Strongly Support	APS needs to figure out the land situation and build more schools. Filing existing schools to the brim and leaving kids everywhere hasn't worked to date. Why would it work now?	
100	101	11/8/2020	I am an APS Staff Member. I am the Parent or Guardian of a Child(ren) not yet in PreK		A new elementary school in Rosslyn, better utilization of our buildings.	How will you keep the 50/50 makeup of Key?	Lots! Good idea!	Expedient learning program will need to move but think that's very possible.	Use all existing elementary schools to full capacity. 2. Meet needs for seats in high-growth areas. 3. Keep as many students together in each school community as possible. 4. Enable walking to neighborhood schools as much as possible. 5. Develop a plan that best utilizes existing school facilities located on available land in the County, which do not always match where neighborhood seats are needed for current and projected growth. 6. Consider strategies that will best address vacant student enrollment projections, which indicate that up to three new elementary schools may be needed in the next 10 years. 4	long waitlist that could fill building to capacity. 3. Option school is clearly defined in the PreK-12 Instructional Pathways (IPF) Framework. 2. Moving option schools to increase access for more students. 2. Thinking to a site that can accommodate current population (may include relocatable classrooms). 3	Strongly Support	Support			