

Fall 2020 Elementary School Boundary Process

Information Resource for PTAs and Advisory Groups

October 2020

Elementary School Planning for 2021

Phase 1: Fall 2019

Address imbalance
between enrollment
and capacity

SB action on Feb. 6, 2020

Phase 2: Spring 2020

Conduct review of
data for the Fall
boundary
process

Phase 3: Fall 2020

Develop boundaries for
neighborhood elementary
schools, effective 2021-22

SB action Dec. 3, 2020

Ongoing
Phase:
Underway

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

Managing Elementary School Enrollment

Elementary Schools Moves Adopted Feb. 2020 for Fall 2021

Schools moving to new sites per School Board decision to address imbalance between where students live and where APS has neighborhood school capacity:

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

Elementary School Boundary Process in 2020 for Fall 2021

- **Spring 2020 Data Review:** Review data for boundaries with advisory groups and community
- **Fall 2020 Boundary Process:** Develop new boundaries to meet following objectives:
 - Create attendance zone for the new neighborhood schools at the current Key site and for McKinley, with the majority of its students, at the new building at the Reed site
 - Develop adjusted neighborhood attendance zones for Arlington Science Focus School
 - Adjust boundaries and use other tools, including relocatable classrooms and PreK and SPED class moves, to manage enrollment at other neighborhood elementary schools

Overview of the Boundary Process

- Due to the pandemic and strain on families, this boundary process has been narrowed in scope to keep more students together in the process
- Staff published one Initial Boundary Proposal on Oct. 5
 - This proposal may be refined before the Superintendent’s Recommended Elementary School Boundaries are presented to the School Board on Nov. 5
 - On Dec. 3, 2020, the School Board will adopt new elementary school boundaries for 2021-22
- No additional schools will be added to the initial boundary proposal
- The boundary process is using 2019 student enrollment data

For more information:

www.apsva.us/engage/fall2020elementaryboundaries/

Schools Included in this Initial Boundary Proposal

Seven schools have boundary adjustments in this initial boundary proposal:

- ASFS
 - Ashlawn
 - Glebe
 - Long Branch
 - McKinley
 - Taylor
 - Tuckahoe
- *Additionally, new neighborhood elementary school in 2021-22 added at Key site

Schools not included in the 2020 Boundary Process

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

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

Fall 2020 Elementary School Boundary Process: Boundary Scenario Development Approach

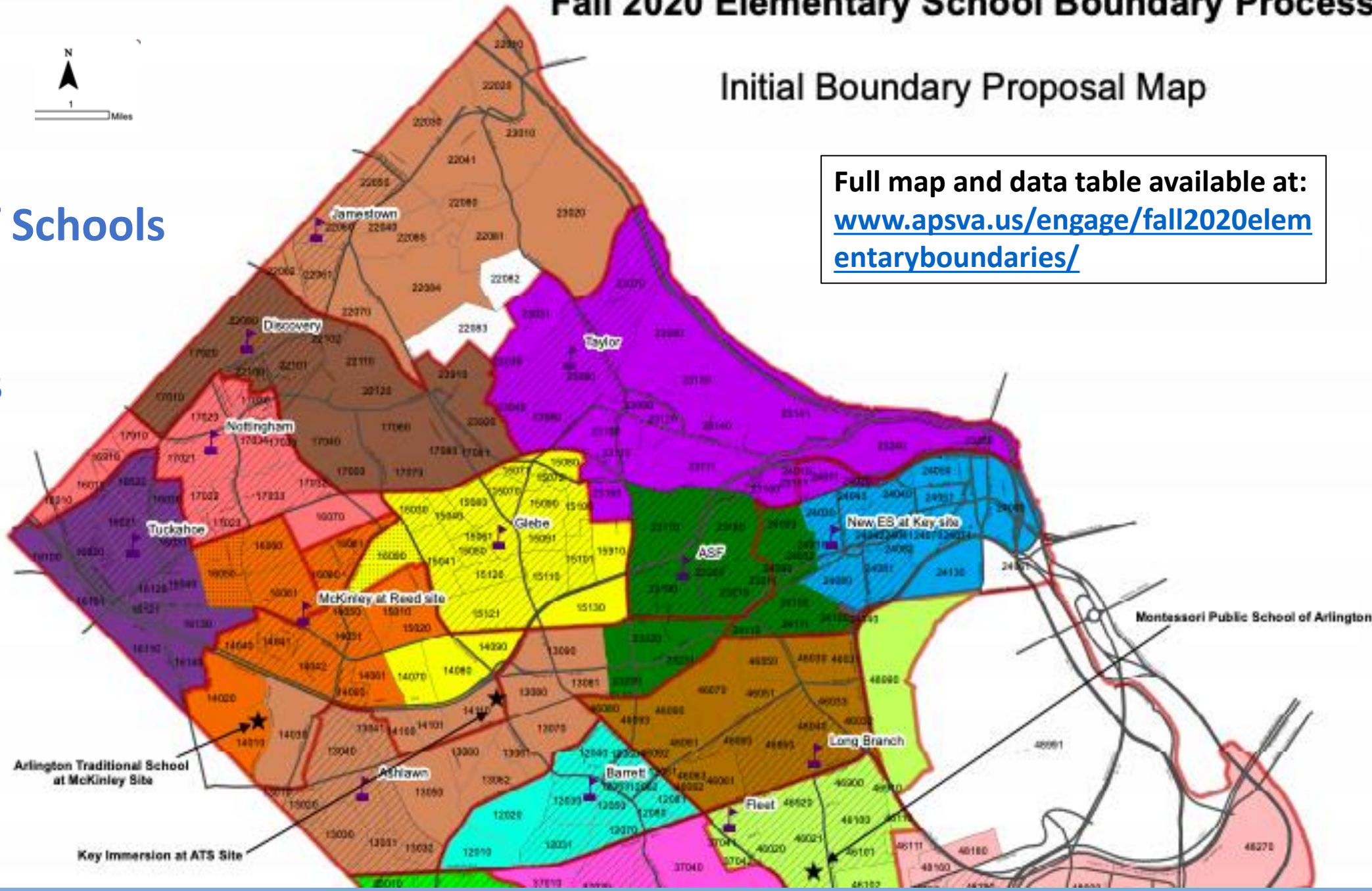
Policy Considerations in Initial Boundary Proposal	
<p>Alignment – Reassigned planning units or clusters of planning units that had:</p> <ul style="list-style-type: none"> • 24 or more students, or • if less than 24 students, when they were in closer proximity or aligned with middle/high school cohorts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

Initial Boundary Proposal Map

A Closeup of Schools Affected by Boundary Adjustments

Full map and data table available at: www.apsva.us/engage/fall2020elementaryboundaries/

- Legend**
- ★ Option Schools as of Fall 2021
 - 📍 Neighborhood Schools as of Fall 2021
 - Existing Neighborhood Boundaries
 - Walk Zone for Fall 2021
 - Potential Walk Zone Expansion for McKinley at Reed Site in Fall 2021
 - Major Road
 - Planning Units or Parcels with No Housing



Highlights of Initial Boundary Proposal

- Approximately 1,400 students—13% of Grade K-5 neighborhood school students reassigned to another neighborhood school
 - Nearly half (45%) are ASFS students reassigned to the new neighborhood elementary school at the Key site, which is in closer proximity to where they live
 - Other students were reassigned to schools that are more proximate to where they reside
- Net gain of about 800 more students who live in the walk zone of their assigned neighborhood schools
- 19 out of 20 neighborhood elementary schools containing their entire walk zones within their boundaries
- In addition, about 500 McKinley students moving with administration and staff to new building at Reed site, putting nearly 60% of its students in school's walk zone as compared to 28% at current McKinley site

Recommendations on Grandfathering

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

Recommendations on Transfers

- Staff is proposing that transfer students attend their assigned neighborhood school or reapply for a transfer for 2021-22
- In past boundary processes, transfer students were not addressed and remained at the school while students residing in the boundary were moved out
- Policy J-5.3.31 Options and Transfers addresses program continuity and provides for School Board to make a different decision as part of boundary change adoptions.
- Proposal seeks language to allow students with instructional needs to continue with the transfer
- Clear language will be included in the Superintendents Proposed Boundaries on Nov. 5

Fall 2020 Elementary School Boundary Process: Community Engagement Opportunities

Multiple Opportunities to Share Input

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

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

School Board Meetings on Elementary School Boundaries

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

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



Frequent Updates throughout Boundary Process, including:

- Boundary proposal and data
- Links to School Board Work Session/Meetings and presentations
- Timeline and community engagement opportunities
- FAQs and community input

Engage in this Process in Multiple Languages by October 20:

- **In English, Amharic, Arabic, Mongolian and Spanish:**
 - Participate in a virtual Community Meeting (all five languages)
 - Find a handout and Community Questionnaire at link below (all 5 languages)
- **Additional ways to share input in English and Spanish:**
 - Participate in Staff Open Office Hours
 - Complete Community Questionnaire online at the link below using any device, including mobile phones
- **Additional way to share input in Amharic, Arabic, Mongolian and Spanish:**
 - Use Multi-Lingual Voicemail Line at **703-228-6310**
 - Leave voice messages with Questionnaire answers or any other input on boundary proposal in these languages



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

Information Resources

- Links to Initial Boundary Proposal
- Guiding Questions for PTA input on the Initial Boundary Proposal

- Fall 2020 Elementary School Boundary Process web page
www.apsva.us/engage/fall2020elementaryboundaries/
- Initial Boundary Proposal Map – Oct. 5, 2020 (PDF)
www.apsva.us/wp-content/uploads/2020/10/Initial-Boundary-Proposal-Map-Major-Roads-Only_10_05_20.pdf
- Initial Boundary Proposal- Data Table – 10.5.2020
www.apsva.us/wp-content/uploads/2020/10/Initial-Boundary-Proposal-Data-Table-10.5.2020.xlsx
- Summary of Initial Boundary Proposal – Draft 1- 10.5.2020
Details on each school
www.apsva.us/wp-content/uploads/2020/10/Summary-of-Initial-Boundary-Proposal-Draft-1-10.5.2020.pdf

Questions for PTA Input to APS Engage (1 of 2)

Community Questionnaire through Oct. 20 (New!)

<https://survey.k12insight.com/survey.aspx?k=SsSRTVsQSQYsPsPsP&lang=0&data=>

PTA Input

- 1. Identify your school**

- 2. When reviewing the initial proposal**
 - What works?
 - What are the concerns?
 - What would improve the proposal and why?

Questions for PTAs Input to Engage (2 of 2)

3. **What are the top 3 priorities you would like the School Board to prioritize**
- Make decisions that benefit all of Arlington Public Schools as a school division
 - Use building capacity as efficiently as possible across all Arlington elementary schools
 - Promote and sustain demographic diversity
 - Minimize the number of students who are reassigned to another school
 - Use relocatable classrooms as part of each school's capacity in order to keep as many students together as possible.
 - Allow current Grade 4 students to continue at their current schools for 2021-22
 - Allow transfer students who currently attend a neighborhood school other than the one they are assigned to, to continue at their current school without having to reapply for 2021-22
 - Other, please describe in the next question

Fall 2020 Elementary School Boundary Process

Information Resource for PTAs and Advisory Groups

October 2020