

2023 Pre-CIP Report Report School Board Questions

#	QUESTION	DEPT	RECEIVED	RESPONSE	DISTRIBUTED
1	<a href="#"><u>My understanding is that Wakefield HS is over 100%. Why focus on MS?</u></a>	P&E	6/29/23 Work session	7/14/23	7/14/23
2	<a href="#"><u>I am concerned about transportation impact and congestion particularly at Carlin Springs Road and Kenmore site.</u></a>	P&E F&O	6/29/23 Work session	7/14/23	7/14/23
3	<a href="#"><u>How long will we use swing space? Is it dependent on the facility survey? Does transportation depend on school order of renovations? Is there a potential for two swing spaces, or do we have to wait until facility piece comes out?</u></a>	P&E	6/29/23 Work session	7/14/23	7/14/23
4	<a href="#"><u>Why not fix the school over 100%? What are the numbers if we just moved Immersion to Kenmore from Gunston? What would numbers look like?</u></a>	P&E	6/29/23 Work session	7/14/23	7/14/23
5	<a href="#"><u>We have a history of planning and challenges of finding money for career center for a decade. We will want to weigh any additional costs for Career Center versus refurbishment of other facilities, which has been on the back burner. We would like to have all of the costs for the future phases of work at the Career Center site to consider sooner than the proposed CIP.</u></a>	P&E F&O	6/29/23 Work session	7/14/23	7/14/23
6	<a href="#"><u>Could we learn more about the table sessions? What are they? In the past, meetings took place at different sites. What's different? Dates? In an earlier suggestion, could we separate table sessions for middle school boundaries and swing space.</u></a>	P&E	6/29/23 Work session	7/14/23	7/14/23
7	<a href="#"><u>Can you confirm that the current MPSA building (Henry bldg.) is included in the audit currently being performed of all APS facilities?</u></a>	P&E F&O	6/30/23 Email	7/21/23	7/21/23
8	<a href="#"><u>What is the % certainty / degree of confidence in the accuracy of the current \$35M estimate to renovate the legacy ACC building for MPSA? (inflation notwithstanding—do we feel we have all costs now accounted for, since this</u></a>	P&E F&O	6/30/23 Email	7/21/23	7/21/23

#	QUESTION	DEPT	RECEIVED	RESPONSE	DISTRIBUTED
	<a href="#">estimate has varied considerably over time?)</a>				
9	<a href="#">How much will it cost to demolish MPSA/Henry building and convert it to green space?</a>	P&E F&O	6/30/23 Email	7/21/23	7/21/23
10	<a href="#">How much would it cost to demolish the legacy ACC building?</a>	P&E F&O	6/30/23 Email	7/21/23	7/21/23
11	<a href="#">How much would it cost to partially demolish the legacy ACC building (preserving the part that contains the library and the recently renovated classrooms)?</a>	P&E F&O	6/30/23 Email	7/21/23	7/21/23
12	<a href="#">How much are we paying for the parking garage at the ACC site?</a>	P&E F&O	6/30/23 Email	7/21/23	7/21/23
13	<a href="#">How much have we spent in the last 5 years (or so) on renovations at the ACC building?</a>	P&E F&O	6/30/23 Email	7/21/23	7/21/23
14	<p><a href="#">Could we please get a table that shows projected enrollment and projected building capacity for the year swing space is needed in order to begin long-term facility renovation (SY2025-26?). This would, of course, be based on the Spring 2023 enrollment projection and presume that no boundary adjustment has taken place, since we don't know today the location or extent of a future boundary change.</a></p> <p><a href="#">In the table, please flag those schools whose enrollment vs capacity are such that a boundary change would be likely in order to bring their enrollment vs capacity into balance.</a></p>	P&E	7/24/23 Email	7/27/23	7/28/23
15	<p><a href="#">Could we get information about Gunston Immersion enrollment according to students' zip codes? (Planning Unit breakdown is OK too—but I figured zip code might be easier to pull)</a></p> <p><a href="#">I'd also like to get the zip code-level breakdown in enrollment for these other option programs:</a></p> <ul style="list-style-type: none"> <li>• <a href="#">Campbell</a></li> <li>• <a href="#">ATS</a></li> </ul>	P&E	7/24/23 Email	7/27/23	7/28/23

#	QUESTION	DEPT	RECEIVED	RESPONSE	DISTRIBUTED
	<ul style="list-style-type: none"> <li>• <a href="#">MPSA</a></li> <li>• <a href="#">Arlington Tech</a></li> <li>• <a href="#">Montessori at Gunston</a></li> </ul> <p><a href="#">Just trying to get a baseline sense of where option programs are pulling from today (which I know could change). I think I already have a sense of this for HB Woodlawn and the ES Immersion programs, but I'm fuzzy on the others.</a></p>				
16	<a href="#">Nottingham PTA Questions and Answers</a>	P&E	Engage	8/2/23	8/3/23
17	<a href="#">Immersion PTA Questions related to move of MS Immersion program</a>	P&E	Engage	8/2/23	8/3/23
18	<a href="#">Questions from FAC</a>	P&E	Email	8/17/23	8/18/23
19	<p><a href="#">First, in response to the high school boundary questions, staff state that we will do HS boundaries in fall 2024 but they will not be implemented until fall 2026. We also are planning to do ES boundaries in 2024 but they will be implemented in fall 2025. I understand why we need to implement the HS boundaries in 2026 because it will align with opening new capacity at the Career Center, but I am curious about two things:</a></p> <ol style="list-style-type: none"> <li>1. <a href="#">What are the advantages/disadvantages of doing the HS boundaries in fall 2024, rather than fall 2025?</a></li> <li>2. <a href="#">Are we anticipating growth in Arlington Tech, specifically, for fall 2026? Arlington Tech, to my knowledge, has not grown to the full size of 800 students that the original plans for that program called for. What do we anticipate in terms of the breakdown of the new seats at the Career Center between Arlington Tech and CTE programs? (If staff do not yet have that answer, I can ask it in concert with the September academic planning work session.)</a></li> </ol>	P&E	8/21/23	8/25/23	8/25/23

#	QUESTION	DEPT	RECEIVED	RESPONSE	DISTRIBUTED
	<p><u>Second, in response to question #41, staff state that “this fall we are using a contractor to help with the MS boundary process.” My apologies if I have missed this in a Board discussion, but can staff please articulate what services the contractor is providing?</u></p> <p><u>Third, regarding question #60, I am interested in the answer to that question, when staff are able to respond on it.</u></p>				
20	<ul style="list-style-type: none"> <li>• <u>Why is a transportation study planned for <i>after</i> the Swing Space (SS) location is chosen? Why isn’t it a necessary criterion to make the location decision? What will it study? What will it conclude?</u> <ul style="list-style-type: none"> <li>○ <u>that the site is/isn’t appropriate for SS?</u></li> <li>○ <u>that XYZ needs to occur to implement SS at the chosen location?</u></li> </ul> </li> <li>• <u>What will happen if the transportation study concludes that transportation problems make the chosen site a poor or infeasible choice? Will there be a new site recommendation?</u></li> <li>• <u>What happens if needed refurbishment is done in less than a full SY? Will students move back to the home school mid-SY? Can/will 2 schools needing lower-level refurbishment be done in the same SY?</u></li> <li>• <u>What planning is occurring on space/priority/transportation for Extended Day?</u> <ul style="list-style-type: none"> <li>○ <u>at the SS location</u></li> <li>○ <u>for the students re-assigned from the SS site</u></li> <li>○ <u>for the home school students relocated to the SS site?</u></li> </ul> </li> </ul>	P&E	Email 8/21	8/25/23	8/25/23

#	QUESTION	DEPT	RECEIVED	RESPONSE	DISTRIBUTED
	<ul style="list-style-type: none"> <li>• <a href="#">Randolph and Barrett have no general education busses, and other schools are only bussing a portion of their students. This implies a greater number of total busses and drivers will be needed. We are chronically short 20 drivers (more with daily sick call-outs).</a> <ul style="list-style-type: none"> <li>○ <a href="#">What is the plan to overcome driver shortages?</a></li> <li>○ <a href="#">Using Barrett’s capacity of 576 as a strawman, moving those students to SS will require 8-9 add’l busses &amp; drivers that do not exist now for today’s needs. What is the plan for acquiring add’l busses?</a></li> </ul> </li> <li>• <a href="#">How is staff going to prioritize the list of schools to be refurbished? By refurb cost? By overall condition? By need for one or more critical systems (eg, HVAC, major electrical switch)? Other?</a></li> <li>• <a href="#">The pre-CIP Report stated that staff needing to be relocated from the SS location will get highest priority for transfers.</a> <ul style="list-style-type: none"> <li>○ <a href="#">Does this mean transferring to another school ASAP, ie, significantly before the SS implementation takes effect?</a> <ul style="list-style-type: none"> <li>▪ <a href="#">What is the plan to prevent hemorrhaging staff from the SS site between now and Fall 2026 that would result in less than a full complement of staff in place for the students still attending the SS site (and new staff can’t be hired for that location b/c of the</a></li> </ul> </li> </ul> </li> </ul>				

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	<p style="text-align: center;"><u>short time until SS implementation).?</u></p> <ul style="list-style-type: none"> <li>○ <u>When students are reassigned from the SS site to other schools, teachers from the SS site will be needed to accommodate the resulting enrollment increase at the reassignment school. But what about the specials staff who will not need to be augmented (eg, Librarian, psychologist, SLP, PE teacher, counselor, social worker, Exem Project, etc) at schools where SS location students are reassigned?</u></li> <li>○ <u>How will the above impact staffs' career progression?</u></li> <li>● <u>Can students needing to vacate refurbishment sites be relocated based on their residence Planning Unit (P/U) to a school near the P/U with some capacity, instead of relocated en masse by school to the SS site?</u></li> <li>● <u>When it's time for a school with a large enrollment to be renovated, how will that population fit into a SS site that is smaller (eg, Oakridge – capacity of 674 + 8 relos → Nottingham – capacity of 513 + 5 relos)?</u></li> <li>● <u>An additional relocatable (including purchase, prep, placement, permits, hooking up electrical and plumbing and fire suppression, annual maintenance, etc...in short, everything necessary to open the door to students and keep it running)</u></li> <li>● <u>An add'l school bus (including purchase, annual operation and maintenance cost, hiring, training, paying a driver to go with it...in short, everything necessary to welcome students onto the bus)</u></li> </ul>				

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21	<a href="#">Nottingham Questions sent by Jenn Loeb</a>	P&E	8/20/23	8/25/23	8/25/23
22	<a href="#">Response to public comment stating enrollment projections should discard trends from the COVID pandemic period and that pre-pandemic enrollment trends should be used instead</a>	P&E	8/17/23 SB Meeting public comment	8/25/23	8/25/23



**ARLINGTON PUBLIC SCHOOLS**  
**Planning and Evaluation**

**MEMORANDUM**

**TO:** Dr. Francisco Durán, Superintendent

**FROM:** Iliana Gonzales, Director of Strategic Planning

**CC:** Lisa Stengle, Executive Director Planning & Evaluation

**THROUGH:** Stephen Linkous, Chief of Staff

**DATE:** July 14, 2023

**SUBJECT:** Pre-CIP Question 1

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**QUESTION:**

My understanding is that Wakefield HS is over 100%. Why focus on MS?

**RESPONSE:**

Next school year, Wakefield’s capacity utilization is projected to be at 107%, and 101% with relocatable classrooms. We will continue to manage enrollment at Wakefield via the Enrollment Management Plan year over year. Specifically, the tools we are using this upcoming school year include:

- Wakefield’s 6 relocatable classrooms.
- In spring 2023, Wakefield students were guaranteed preference for 80 neighborhood transfers offered at Washington-Liberty (50) and Yorktown (30).
- Initial data suggests the Home Address Confirmation Process (HACP) may also reduce the Fall 2023 grade 9 cohort at Wakefield and should continue to impact incoming grade 9 student enrollment over the next few years.
- The Fall 2021 boundary change applied to rising grade 9 students, reassigning some planning units to Washington-Liberty beginning in 2022-23. Given the boundary change applied to all new and future students in the affected planning units as they enter high school, this change will continue to provide enrollment relief to Wakefield over the next few years.



Since the new ACC building is scheduled to open in 2026, it is more appropriate to do boundaries in preparation for that school year in order to avoid multiple boundary changes and to be able to consider any future academic priorities which may have implications. Focusing on middle school now allows to bring capacity utilization rates across the six schools to similar levels, ensuring that resources are used efficiently, and all middle school students have similar learning environments (Appendix H in Pre-CIP Report). Recent boundary processes have aimed to impact incoming students, not existing students which this plan should accommodate.

APS will be better positioned to address high school capacities after:

- Additional high school seat capacity at the new ACC building in 2026-27
- Additional rounds of the Home Address Confirmation Process (HACP)
- Update on Planning Unit splits, giving APS more flexibility in drawing new boundaries.



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**Planning and Evaluation**

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**FROM:** Iliana Gonzales, Director of Strategic Planning

**CC:** Lisa Stengle, Executive Director Planning & Evaluation

**THROUGH:** Stephen Linkous, Chief of Staff

**DATE:** July 14, 2023

**SUBJECT:** Pre-CIP Question 2

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**QUESTION:**

I am concerned about transportation impact and congestion particularly at Carlin Springs Road and Kenmore site.

**RESPONSE:**

Facilities & Operations shared concerns about transportation impact and congestion in the Kenmore community and will collaborate with Planning & Evaluation to share more information at the September 26 work session.



**ARLINGTON PUBLIC SCHOOLS**  
**Planning and Evaluation**

**MEMORANDUM**

**TO:** Dr. Francisco Durán, Superintendent

**FROM:** Iliana Gonzales, Director of Strategic Planning

**CC:** Lisa Stengle, Executive Director Planning & Evaluation

**THROUGH:** Stephen Linkous, Chief of Staff

**DATE:** July 14, 2023

**SUBJECT:** Pre-CIP Question 3

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**QUESTION:**

How long will we use swing space? Is it dependent on the facility survey? Does transportation depend on school order of renovations? Is there a potential for two swing spaces, or do we have to wait until facility piece comes out?

**RESPONSE:**

This Fall, Facilities & Operations will present results of the evaluation assessment which includes an evaluation of each school, identifies schools with the greatest need for renovation, and provides the Superintendent and School Board with a prioritized list of schools. For the CIP, the Oct. 2023 School Board direction will decide which projects to evaluate for cost studies, and the June 2024 CIP will determine the order of renovation projects. Transportation of a school community to a swing space will be considered as part of the cost for renovation.

The Swing Space Project Report found in Appendix J in the Pre-CIP Report only recommends one swing space site and, if needed, illustrates alternative swing space sites to consider if the board wanted to explore renovating multiple schools and using more than one swing space at a time. Planning & Evaluation expects that one swing space site could be used in succession by multiple schools for one to two years during each renovation. The building evaluations and cost studies will help determine how many renovations APS can undertake over time. If the building evaluation prioritizes a middle school to renovate, an alternative option may need to be considered.

Please note that if an elementary school is repurposed as swing space and Arlington experiences higher than anticipated growth at the elementary level, the site could be returned to a neighborhood school.

**School Board Question Pre-CIP Report Question 4**



**ARLINGTON PUBLIC SCHOOLS  
Planning and Evaluation**

**MEMORANDUM**

**TO:** Dr. Francisco Durán, Superintendent

**FROM:** Iliana Gonzales, Director of Strategic Planning

**CC:** Lisa Stengle, Executive Director Planning & Evaluation

**THROUGH:** Stephen Linkous, Chief of Staff

**DATE:** July 14, 2023

**SUBJECT:** Pre-CIP Question 4

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**QUESTION:**

Why not fix the school over 100%? What are the numbers if we just moved Immersion to Kenmore from Gunston? What would numbers look like?

**RESPONSE:**

Future enrollment projections show that the majority of middle schools, Kenmore included, are not certain to have enough open capacity to accommodate the Immersion Program without adjusting boundaries. Moving the program to another school without adjusting boundaries is not sufficient to address enrollment imbalance and improve capacity utilization across middle schools.

Using current data will also illustrate the complexities of moving 338 total immersion students (September 2022) without adjusting boundaries.

Planning & Evaluation will prepare boundary scenarios for the September 26 work session that focuses on

- Pre-CIP Recommendation – moving immersion and balancing capacity utilization
- Moving immersion and making utilization fit within the building (not balancing capacity utilization)
- Boundaries only by balancing capacity utilization

September 30th, 2023 Enrollment as of 7/13/2023

School Name	Gr 6	Gr 7	Gr 8	Total	Building Design Capacity (without relocatable classrooms)
Dorothy Hamm Middle School	301	260	292	853	1000
Gunston Middle School	320	342	321	983	992
Jefferson Middle School	347	346	340	1033	1086
Kenmore Middle School	347	301	311	959	1045
Swanson Middle School	319	293	285	897	948
Williamsburg Middle School	290	251	274	815	997

Sept 30 Each Year

	Immersion at Escuela Key and Claremont						Gunston – Immersion: Both County-Wide and Students that Live in Gunston Boundary			
	Gr K	Gr 1	Gr 2	Gr 3	Gr 4	Gr 5	Gr 6	Gr 7	Gr 8	Total MS
2019	260	253	249	234	187	204	150	98	100	348
2020	252	245	238	234	225	178	133	135	90	358
2021	187	230	212	205	197	198	108	107	127	342
2022	189	192	212	184	191	191	145	93	100	338

Cohort Transition Rates Between Years

Grades	Immersion at Escuela Key and Claremont					Gunston – Immersion: Both County-Wide and Students that Live in Gunston Boundary		
	K to 1	1 to 2	2 to 3	3 to 4	4 to 5	5 to 6	6 to 7	7 to 8
'19 to '20	0.94	0.94	0.94	0.96	0.95	0.65	0.90	0.92
'20 to '21	0.91	0.87	0.86	0.84	0.88	0.61	0.80	0.94
'21 to '22	1.03	0.92	0.87	0.93	0.97	0.73	0.86	0.93

This ratio uses historic enrollment data to identify trends (of growth or loss) over time. A Cohort Transition Rate (CTR) is calculated by dividing the number of students in a cohort (i.e., grade) by the number of students from the previous cohort in the previous school year. A cohort transition rate greater than one means there are more students entering school that year than were enrolled in the previous grade. A cohort transition rate that is less than one means there are fewer students entering school than in the previous grade. The cohort transition rate is impacted by such factors as students moving in or out of a neighborhood or the County, APS student transfers to option programs or other neighborhood schools, and other external forces affecting migration.



**ARLINGTON PUBLIC SCHOOLS**  
**Planning and Evaluation**

**MEMORANDUM**

**TO:** Dr. Francisco Durán, Superintendent

**FROM:** Iliana Gonzales, Director of Strategic Planning

**CC:** Lisa Stengle, Executive Director Planning & Evaluation

**THROUGH:** Stephen Linkous, Chief of Staff

**DATE:** July 14, 2023

**SUBJECT:** Pre-CIP Question 5

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**QUESTION:**

We have a history of planning and challenges of finding money for career center for a decade. We will want to *weigh any additional costs for Career Center versus refurbishment of other facilities*, which has been on the back burner. We would like to have all of the costs for the future phases of work at the Career Center site to consider sooner than the proposed CIP.

**RESPONSE:**

Costs to renovate the current ACC building for MPSA are provided in the Appendix L of the Pre-CIP Report published in June.



**ARLINGTON PUBLIC SCHOOLS**  
**Planning and Evaluation**

**MEMORANDUM**

**TO:** Dr. Francisco Durán, Superintendent

**FROM:** Iliana Gonzales, Director of Strategic Planning

**CC:** Lisa Stengle, Executive Director Planning & Evaluation

**THROUGH:** Stephen Linkous, Chief of Staff

**DATE:** July 14, 2023

**SUBJECT:** Pre-CIP Question 6

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**QUESTION:**

Could we learn more about the table sessions? What are they? In the past, meetings took place at different sites. What's different? Dates?

In an earlier suggestion, could we separate table sessions for middle school boundaries and swing space.

**RESPONSE:**

One goal of the Pre-CIP Report is to provide community stakeholders with ample time and opportunities to engage with APS staff and discuss initial proposals made in the report before the School Board decides on the next steps. APS is collecting feedback via multiple channels, including the Community Table Sessions which will take place during the Summer and Fall.

These Community Table Sessions are scheduled virtual and in-person meetings to gather community members interested in learning more about specific topics, allowing them to ask questions and offer informed feedback to the Board. While we plan to present a brief overview of the Pre-CIP Report, staff encourages community members to read the report in advance as we will allot most of the time for discussion.



In September, we will offer two additional meetings for affected communities to specifically discuss the MS Immersion Program move and the swing space site. This will offer additional opportunities for clarification, feedback, and engagement with the immersion community and the Nottingham community.

The scheduled dates for the Community Table Sessions are:

- Monday, July 31, 6-8pm General Information, Pre-CIP Report (Virtual)
- Tuesday, Aug 22, 6-8pm General Information, Pre-CIP Report (In person at Kenmore)
- Tuesday, Sept 5, 6-7:30 pm MS Immersion Program Move (Virtual)
- Monday, Sept 11, 6-7:30 pm Nottingham Swing Space (Virtual)

APS wants to make this process as collaborative as possible and emphasize that recommendations and proposals are not final. Notes from the Community Table Sessions, together with input from other feedback channels, will be compiled and presented to the School Board ahead of the relevant decision dates. We will send and share these dates for the additional community sessions on Thursday July 20, 2023 and at the Arlington County Fair.



**ARLINGTON PUBLIC SCHOOLS**  
**Planning and Evaluation**

**MEMORANDUM**

**TO:** Dr. Francisco Durán, Superintendent

**FROM:** Iliana Gonzales, Director of Strategic Planning

**CC:** Lisa Stengle, Executive Director, Planning & Evaluation  
Reneé Y. Harber, Assistant Superintendent, Facilities & Operations

**THROUGH:** Stephen Linkous, Chief of Staff

**DATE:** July 21, 2023

**SUBJECT:** Pre-CIP Report Question 7

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**QUESTION:**

Can you confirm that the current MPSA building (Henry bldg.) is included in the audit currently being performed of all APS facilities?

**RESPONSE:**

Yes, Facilities and Operations confirmed that MPSA was evaluated in the audit of all school facilities.



**ARLINGTON PUBLIC SCHOOLS**  
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**MEMORANDUM**

**TO:** Dr. Francisco Durán, Superintendent

**FROM:** Iliana Gonzales, Director of Strategic Planning

**CC:** Lisa Stengle, Executive Director, Planning & Evaluation  
 Reneé Y. Harber, Assistant Superintendent, Facilities & Operations

**THROUGH:** Stephen Linkous, Chief of Staff

**DATE:** July 21, 2023

**SUBJECT:** Pre-CIP Report Question 8

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**QUESTION:**

What is the % certainty / degree of confidence in the accuracy of the current \$35M estimate to renovate the legacy ACC building for MPSA? (inflation notwithstanding—do we feel we have all costs now accounted for, since this estimate has varied considerably over time?)

**RESPONSE:**

The estimated costs provided in November 2022 (Appendix L) have been updated for escalation. The estimated costs for renovating the ACC building for MPSA ranges from \$39.36 million to \$44.48 million, including \$7.098 million for soft costs. Soft costs are all non-construction costs that a project will also require. Examples of soft costs include design fees, permit fees, furniture etc.

The high end of the range includes 13% for implementation of the Project Labor Agreements (PLA).

Note, when comparing costs for the existing MPSA building and existing ACC building, please note that ACC is more than twice the square footage of MPSA.

	Quantity (LS)	Unit Price	T&T Heery	Markup (soft cost)	Total w/Markups	Total with PLA 13% add
All in estimate for renovating legacy ACC for MPSA	1	\$32,262,958	\$32,262,958	\$7,097,851	\$39,360,809	\$44,477,714



**ARLINGTON PUBLIC SCHOOLS**  
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**MEMORANDUM**

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**CC:** Lisa Stengle, Executive Director, Planning & Evaluation  
 Reneé Y. Harber, Assistant Superintendent, Facilities & Operations

**THROUGH:** Stephen Linkous, Chief of Staff

**DATE:** July 21, 2023

**SUBJECT:** Pre-CIP Report Question 9

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**QUESTION:**

How much will it cost to demolish MPSA/Henry building and convert it to green space?

**RESPONSE:**

The estimated cost to demolish MPSA and to convert the area to green space ranges from \$6.21 million to \$7.1 million. This includes the T&T Heery construction estimate and the soft costs. Soft costs are all non-construction costs that a project will also require. Examples of soft costs include design fees, permit fees, etc.

This estimate does not include any contribution from the County. If the County criteria are met, the max contribution would be half the construction costs (approx. \$1,600,500).

	Quantity (SF)	Unit Price	T&T Heery	Markup (soft cost)	Total w/Markups	Total with PLA 13% add
Demolish MPSA	61,488	\$6.00	\$368,928	\$272,859	\$641,787	\$725,219
Convert MPSA Area to Green Space	132,000	\$24.25	\$3,201,000	\$2,367,180	\$5,568,180	\$6,292,043
<b>Total</b>					<b>\$6,209,967</b>	<b>\$7,017,263</b>

**School Board Question Pre-CIP Report Question 10**



**ARLINGTON PUBLIC SCHOOLS  
Planning and Evaluation**

**MEMORANDUM**

**TO:** Dr. Francisco Durán, Superintendent

**FROM:** Iliana Gonzales, Director of Strategic Planning

**CC:** Lisa Stengle, Executive Director, Planning & Evaluation  
Reneé Y. Harber, Assistant Superintendent, Facilities & Operations

**THROUGH:** Stephen Linkous, Chief of Staff

**DATE:** July 21, 2023

**SUBJECT:** Pre-CIP Report Question 10

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**QUESTION:**

How much would it cost to demolish the legacy ACC building?

**RESPONSE:**

The estimated cost to demolish the legacy ACC building, after the demolition required for the new parking garage as part of the New ACC development ranges from \$2.3 million to \$2.6 million. Cost does not include the development of green space.

	Quantity (SF)	Unit Price	T&T Heery	Markup (soft cost)	Total w/Markups	Total with PLA 13% add
Demolish the legacy ACC building	131,802	\$10.00 per sq. ft	\$1,318,020	\$974,808	\$2,292,828	\$2,590,896



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**FROM:** Iliana Gonzales, Director of Strategic Planning

**CC:** Lisa Stengle, Executive Director, Planning & Evaluation  
Reneé Y. Harber, Assistant Superintendent, Facilities & Operations

**THROUGH:** Stephen Linkous, Chief of Staff

**DATE:** July 21, 2023

**SUBJECT:** Pre-CIP Report Question 11

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**QUESTION:**

How much would it cost to partially demolish the legacy ACC building (preserving the part that contains the library and the recently renovated classrooms)?

**RESPONSE:**

The cost to partially demolish the legacy ACC building has not been estimated. If the School Board would like to get costs, that should be included in the October CIP direction.



**ARLINGTON PUBLIC SCHOOLS  
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**MEMORANDUM**

**TO:** Dr. Francisco Durán, Superintendent

**FROM:** Iliana Gonzales, Director of Strategic Planning

**CC:** Lisa Stengle, Executive Director, Planning & Evaluation  
Reneé Y. Harber, Assistant Superintendent, Facilities & Operations

**THROUGH:** Stephen Linkous, Chief of Staff

**DATE:** July 21, 2023

**SUBJECT:** Pre-CIP Report Question 12

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**QUESTION:**

How much are we paying for the parking garage at the ACC site?

**RESPONSE:**

The estimated cost for Phase 1 of the ACC project ranges from \$14.2 million to \$16.03 million.

	Quantity (LS)	Unit Price	T&T Heery	Markup (soft cost)	Total w/Markups	Total with PLA 13% add
Cost for ACC Parking Structure	1	\$14,190,000 (total project)	\$14,190,000	n/a	\$14,190,000	\$ 16,034,700



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**TO:** Dr. Francisco Durán, Superintendent

**FROM:** Iliana Gonzales, Director of Strategic Planning

**CC:** Lisa Stengle, Executive Director, Planning & Evaluation  
Reneé Y. Harber, Assistant Superintendent, Facilities & Operations

**THROUGH:** Stephen Linkous, Chief of Staff

**DATE:** July 21, 2023

**SUBJECT:** Pre-CIP Report Question 13

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**QUESTION:**

How much have we spent in the last 5 years (or so) on renovations at the ACC building?

**RESPONSE:**

The costs to date spent on the existing ACC to accommodate programs from 2016 to 2023 amount to \$14.97 million out of \$18.75 million budgeted. This work included renovations to add student capacity, provide Physical Education and Science facilities, cafeteria/kitchen, accessibility, and security. In addition, funding paid for the installation of the relocatable classrooms.





**ARLINGTON PUBLIC SCHOOLS**  
**Planning and Evaluation**

**MEMORANDUM**

**TO:** Dr. Francisco Durán, Superintendent

**FROM:** Lisa Stengle, Executive Director, Planning & Evaluation  
Iliana Gonzales, Director of Strategic Planning

**THROUGH:** Stephen Linkous, Chief of Staff

**DATE:** July 28, 2023

**SUBJECT:** Pre-CIP Report Question 14

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**QUESTION:**

Could we please get a table that shows projected enrollment and projected building capacity for the year swing space is needed in order to begin long-term facility renovation (SY2025-26?). This would, of course, be based on the Spring 2023 enrollment projection and presume that no boundary adjustment has taken place, since we don't know today the location or extent of a future boundary change.

In the table, please flag those schools whose enrollment vs capacity are such that a boundary change would be likely in order to bring their enrollment vs capacity into balance.

**RESPONSE:**

Table 1 uses the Fall 2022 Projections for the 2025-26 school year and shows the projected enrollment and building capacity for neighborhood elementary schools. The last column notes the possible boundary adjustments that will be applied to elementary schools.

Table 2. shows 10-year projections by zone for all elementary neighborhood schools.

Table 3 shows Zone 1 elementary neighborhood schools, comparing Zone 1 capacity utilization with and without Nottingham.

Table 1.

	Enrollment Projection: Grade K to 12							2021-22 School Year Estimate: PreK						Total Projection for 2025-26	2023-24 Capacity	2025-26 Capacity Utilization	Zone	Notes on likely boundary adjustments
	K	1	2	3	4	5	Grade K-5 Total Projection for 2025-26	VPI	PreK SPED	3&4 Mont	Dual Enrl	Comm Peers	PreK Total <sup>2</sup> Projection for 2025-26					
<b>ELEMENTARY NEIGHBORHOOD SCHOOLS</b>																		
Abingdon Elementary School	123	123	126	106	108	111	697	16	8	0	0	0	24	721	725	99%	3	Reassign some PUs to Drew
Alice West Fleet Elementary School	94	92	103	100	85	91	565	32	6	34	0	6	78	643	752	86%	3	Add some PUs from Hoffman-Boston
Arlington Science Focus Elementary	103	106	113	130	132	114	698	0	0	0	0	0	0	698	553	126%	2	Reassign some PUs to Innovation, Long Branch and/or Taylor
Ashlawn Elementary School	94	94	93	92	90	71	534	16	16	0	0	0	32	566	684	83%	2	May be part of the boundary change for Zone 1 schools
Barcroft Elementary School	71	69	78	69	67	98	452	32	15	0	0	8	55	507	460	110%	3	Reassign some PU to neighboring schools
Barrett Elementary School	90	90	94	95	75	90	534	28	20	17	0	0	65	599	576	104%	2	Relocate more PreK programs to other schools
Cardinal Elementary School	110	118	118	122	106	98	672	0	0	0	0	0	0	672	747	90%	1	Part of Zone 1 boundary changes
Carlin Springs Elementary School	83	82	84	73	72	58	452	44	30	17	0	18	109	561	585	96%	3	May need to provide relief to Barcroft
Discovery Elementary School	69	75	74	72	64	79	433	0	8	30	0	0	38	471	630	75%	1	Part of Zone 1 boundary changes
Dr. Charles R. Drew Elementary School	67	71	70	63	72	67	410	28	42	0	0	14	84	494	674	73%	3	Add some PUs from Abingdon and Hoffman-Boston
Glebe Elementary School	85	90	98	93	91	98	555	0	7	0	0	7	14	569	510	112%	1	Reassign some PUs as Part of Zone 1 boundary changes
Hoffman-Boston Elementary School	98	95	100	80	99	82	554	52	35	0	0	7	94	648	566	114%	4	Reassign some PUs to Fleet and Drew
Innovation Elementary School	95	102	100	107	100	88	592	16	14	0	0	14	44	636	653	97%	2	Add some PUs from ASFS
Jamestown Elementary School	86	82	79	63	74	62	446	0	16	34	0	3	53	499	597	84%	1	Part of Zone 1 boundary changes
Long Branch Elementary School	62	67	66	61	62	60	378	16	6	0	0	0	22	400	533	75%	2	May need to be part of the boundary changes for Innovation, Fleet and/or Hoffman-Boston
Nottingham Elementary School	60	66	70	56	77	65	394	0	14	0	0	14	28	422	513	82%	1	If selected as swing space, reassign all students as part of Zone 1 boundary changes
Oakridge Elementary School	115	126	129	131	143	151	795	16	8	17	0	0	41	836	674	124%	4	Reassign some PU to Hoffman-Boston
Randolph Elementary School	59	61	67	51	53	58	349	28	14	0	0	0	42	391	484	81%	3	May need to provide relief to Barcroft
Taylor Elementary School	74	81	80	101	89	122	547	0	7	0	0	7	14	561	659	85%	1	Part of Zone 1 boundary changes
Tuckahoe Elementary School	72	75	74	74	71	74	440	0	14	0	0	14	28	468	545	86%	1	Part of Zone 1 boundary changes
<b>Elementary NEIGHBORHOOD School subtotal</b>	<b>2,120</b>	<b>2,171</b>	<b>2,204</b>	<b>2,105</b>	<b>2,122</b>	<b>2,124</b>	<b>9,800</b>	<b>516</b>	<b>348</b>	<b>260</b>	<b>0</b>	<b>112</b>	<b>865</b>	<b>11,362</b>	<b>12120</b>	<b>94%</b>		

Please note: boundary adjustments indicated above will be reevaluated closer to the actual 2025 boundary process

Table 2

		2023-24				2024-25	2025-26	2026-27	2027-28	2028-29	2029-30	2030-31	2031-32	2032-33	
ELEMENTARY SCHOOL	2023-24 Zone Capacity	Grade K-12 Total	PreK Total <sup>2</sup>	Total	Capacity Util.	Capacity Util.	Capacity Util.	Capacity Util.	Capacity Util.	Capacity Util.	Capacity Util.	Capacity Util.	Capacity Util.		
Cardinal	1	747	695	0	695	93%	91%	90%	90%						
Discovery	1	630	472	38	510	81%	76%	75%	72%						
Glebe	1	510	525	14	539	106%	109%	112%	109%						
Jamestown	1	597	455	53	508	85%	84%	84%	84%						
Nottingham	1	513	385	28	413	81%	83%	82%	82%						
Taylor	1	659	552	14	566	86%	85%	85%	79%						
Tuckahoe	1	545	431	28	459	84%	86%	86%	86%						
<b>Zone 1</b>		<b>4201</b>	<b>3515</b>	<b>175</b>	<b>3690</b>	<b>88%</b>	<b>87%</b>	<b>87%</b>	<b>86%</b>	<b>84%</b>	<b>83%</b>	<b>81%</b>	<b>80%</b>	<b>78%</b>	<b>77%</b>
Arlington Science Focus	2	553	621	0	621	112%	120%	126%	126%						
Ashlawn	2	684	522	32	554	81%	85%	83%	84%						
Barrett	2	576	550	65	615	107%	106%	104%	103%						
Innovation	2	653	443	44	487	75%	76%	97%	100%						
Long Branch	2	533	385	22	407	76%	75%	75%	73%						
<b>Zone 2</b>		<b>2999</b>	<b>2521</b>	<b>163</b>	<b>2684</b>	<b>89%</b>	<b>92%</b>	<b>97%</b>	<b>97%</b>	<b>95%</b>	<b>94%</b>	<b>94%</b>	<b>93%</b>	<b>92%</b>	<b>92%</b>
Abingdon	3	725	714	24	738	102%	101%	99%	99%						
Alice West Fleet	3	752	571	78	649	86%	87%	86%	85%						
Barcroft	3	460	434	55	489	106%	108%	110%	105%						
Carlin Springs	3	585	470	109	579	99%	96%	96%	96%						
Dr. Charles R. Drew	3	674	420	84	504	75%	73%	73%	72%						
Randolph	3	484	368	42	410	85%	82%	81%	79%						
<b>Zone 3</b>		<b>3680</b>	<b>2977</b>	<b>392</b>	<b>3369</b>	<b>92%</b>	<b>90%</b>	<b>90%</b>	<b>89%</b>	<b>88%</b>	<b>87%</b>	<b>85%</b>	<b>84%</b>	<b>83%</b>	<b>82%</b>
Hoffman-Boston	4	566	546	94	640	113%	114%	114%	116%						
Oakridge	4	674	681	41	722	107%	115%	124%	128%						
<b>Zone 4</b>		<b>1240</b>	<b>1227</b>	<b>135</b>	<b>1362</b>	<b>110%</b>	<b>114%</b>	<b>120%</b>	<b>123%</b>	<b>122%</b>	<b>123%</b>	<b>121%</b>	<b>121%</b>	<b>120%</b>	<b>121%</b>
<b>Neighborhood ES. Total</b>		<b>12120</b>	<b>10240</b>	<b>865</b>	<b>11105</b>	<b>92%</b>	<b>92%</b>	<b>94%</b>	<b>93%</b>	<b>92%</b>	<b>91%</b>	<b>90%</b>	<b>89%</b>	<b>87%</b>	<b>87%</b>

Table 3

ELEMENTARY SCHOOL	2023-24 Capacity	2023-24				2024- 25	2025- 26	2026-27				2027- 28	2028- 29	2029- 30	2030- 31	2031- 32	2032- 33			
		Grade	PreK	Total	Cap.			Cap.	Cap.	2026-27	Grade							PreK	Total	Cap.
		K-12 Total	Total <sup>2</sup>	Util.	Util.			Util.	Capacity	K-12 Total	Total <sup>2</sup>							Util.	Util.	Util.
Cardinal	747	695	0	695	93%	91%	90%	747	671	0	671									
Discovery	630	472	38	510	81%	76%	75%	630	417	38	455									
Glebe	510	525	14	539	106%	109%	112%	510	542	14	556									
Jamestown	597	455	53	508	85%	84%	84%	597	450	53	503									
Nottingham	513	385	28	413	81%	83%	82%	0	391	28	419									
Taylor	659	552	14	566	86%	85%	85%	659	507	14	521									
Tuckahoe	545	431	28	459	84%	86%	86%	545	439	28	467									
Zone 1 w/out Nottingham Capacity	3688	3515	175	3690	100%	100%	99%	3688	3417	175	3592	97%	96%	94%	92%	91%	89%	88%		
Zone 1 w/Nottingham	4201	3515	175	3690	88%	87%	87%	4201	3417	175	3592	86%	84%	83%	81%	80%	78%	77%		

\*Boundary refinements will spread Zone 1 enrollment across schools, with an overall utilization of 97%



**ARLINGTON PUBLIC SCHOOLS**  
**Planning and Evaluation**

**TO:** Dr. Francisco Durán, Superintendent

**FROM:** Lisa Stengle, Executive Director, Planning & Evaluation  
Iliana Gonzales, Director of Strategic Planning

**THROUGH:** Stephen Linkous, Chief of Staff

**DATE:** July 28, 2023

**SUBJECT:** Pre-CIP Report Question 15

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**QUESTION:**

Could we get information about Gunston Immersion enrollment according to students' zip codes?

I'd also like to get the zip code-level breakdown in enrollment for the other option programs.

**RESPONSE:**

Below you will find the attendance broken down by zip code and neighborhood school for each of the option schools and programs. You will also find some good visualizations in Appendix I (Middle School Transportation Report) of the Pre-CIP Report. There you can see the concentrations of Immersion and Montessori students by planning unit and MS boundaries to help understand where the student participants reside.

ATS	By Zip Code									Total
	22201	22202	22203	22204	22205	22206	22207	22209	22213	
<b>By Neighborhood School</b>	41	45	89	251	85	40	63	47	7	668
Abingdon Elementary School				60		20				80
Alice West Fleet Elementary School				24						24
Arlington Science Focus Elementary	13		6							19
Ashlawn Elementary School	5		26		17					48
Barcroft Elementary School				46						46
Barrett Elementary School			51							51
Cardinal Elementary School					45					45
Carlin Springs Elementary School				28						28
Discovery Elementary School							6		1	7
Dr. Charles R. Drew Elementary School				37		8				45
Glebe Elementary School					11		29			40
Hoffman-Boston Elementary School		16		28						44
Innovation Elementary School	3							44		47
Jamestown Elementary School							8			8
Long Branch Elementary School	13		6							19
Nottingham Elementary School					1		4			5
Oakridge Elementary School		29				12				41
Randolph Elementary School				28						28
Taylor Elementary School	7						11	3		21
Tuckahoe Elementary School					11		3		6	20
(blank)							2			2
<b>Total</b>	<b>41</b>	<b>45</b>	<b>89</b>	<b>251</b>	<b>85</b>	<b>40</b>	<b>63</b>	<b>47</b>	<b>7</b>	<b>668</b>

Campbell Elementary School	By Zip Code									
	22201	22202	22203	22204	22205	22206	22207	22209	22213	Total
<b>By Neighborhood School</b>	3	19	18	305	11	40	13	7	1	417
Abingdon Elementary School				65		23				88
Alice West Fleet Elementary School				7						7
Arlington Science Focus Elementary	1		2							3
Ashlawn Elementary School	1		3		5					9
Barcroft Elementary School				65						65
Barrett Elementary School			13							13
Cardinal Elementary School					2					2
Carlin Springs Elementary School				125						125
Discovery Elementary School							1			1
Dr. Charles R. Drew Elementary School				22		12				34
Glebe Elementary School							7			7
Hoffman-Boston Elementary School		8		7						15
Innovation Elementary School								6		6
Jamestown Elementary School							2			2
Long Branch Elementary School	1									1
Nottingham Elementary School					1		1			2
Oakridge Elementary School		11				5				16
Randolph Elementary School				13						13
Taylor Elementary School							2	1		3
Tuckahoe Elementary School					3				1	4
(blank)				1						1
<b>Total</b>	<b>3</b>	<b>19</b>	<b>18</b>	<b>305</b>	<b>11</b>	<b>40</b>	<b>13</b>	<b>7</b>	<b>1</b>	<b>417</b>

Claremont Elementary School	By Zip Code									
	22201	22202	22203	22204	22205	22206	22207	22209	22213	Total
<b>By Neighborhood School</b>	1	57	4	393	5	169		1	1	631
Abingdon Elementary School				119		126				245
Alice West Fleet Elementary School				14						14
Barcroft Elementary School				78						78
Barrett Elementary School			3							3
Cardinal Elementary School					5					5
Carlin Springs Elementary School				65						65
Dr. Charles R. Drew Elementary School				40		26		1		67
Hoffman-Boston Elementary School		4		20						24
Long Branch Elementary School	1		1							2
Oakridge Elementary School		53				17				70
Randolph Elementary School				57						57
Tuckahoe Elementary School									1	1
<b>Grand Total</b>	<b>1</b>	<b>57</b>	<b>4</b>	<b>393</b>	<b>5</b>	<b>169</b>		<b>1</b>	<b>1</b>	<b>631</b>

Escuela Key Elementary School	By Zip Code									
	22201	22202	22203	22204	22205	22206	22207	22209	22213	Total
<b>By Neighborhood School</b>	188	2	91	61	61	6	114	92	3	618
Abingdon Elementary School				4		1				5
Alice West Fleet Elementary School				39						39
Arlington Science Focus Elementary	85		3				10			98
Ashlawn Elementary School	3		19		20					42
Barcroft Elementary School				2						2
Barrett Elementary School			49							49
Cardinal Elementary School					24					24
Carlin Springs Elementary School				6						6
Discovery Elementary School							16			16
Dr. Charles R. Drew Elementary School						2				2
Glebe Elementary School	4				7		44			55
Hoffman-Boston Elementary School		2		8						10
Innovation Elementary School	24							88		112
Jamestown Elementary School							17			17
Long Branch Elementary School	41		20							61
Nottingham Elementary School					1		3		1	5
Oakridge Elementary School						3				3
Randolph Elementary School				2						2
Taylor Elementary School	31						24	4		59
Tuckahoe Elementary School					9				2	11
<b>Total</b>	<b>188</b>	<b>2</b>	<b>91</b>	<b>61</b>	<b>61</b>	<b>6</b>	<b>114</b>	<b>92</b>	<b>3</b>	<b>618</b>

MPSA Elementary School	By Zip Code									
	22201	22202	22203	22204	22205	22206	22207	22209	22213	Total
<b>By Neighborhood School</b>	32	30	24	241	27	75	45	18	7	499
Abingdon Elementary School				25		40				65
Alice West Fleet Elementary School				53						53
Arlington Science Focus Elementary	6		1				4			11
Ashlawn Elementary School	4		10		8					22
Barcroft Elementary School				29						29
Barrett Elementary School			9							9
Cardinal Elementary School					8					8
Carlin Springs Elementary School				33						33
Discovery Elementary School							10		2	12
Dr. Charles R. Drew Elementary School				37		13				50
Glebe Elementary School					1		13			14
Hoffman-Boston Elementary School		13		27						40
Innovation Elementary School	5							18		23
Jamestown Elementary School							8			8
Long Branch Elementary School	16		4							20
Nottingham Elementary School					1		5		1	7
Oakridge Elementary School		17				22				39
Randolph Elementary School				37						37
Taylor Elementary School	1						5			6
Tuckahoe Elementary School					9				4	13
<b>Total</b>	<b>32</b>	<b>30</b>	<b>24</b>	<b>241</b>	<b>27</b>	<b>75</b>	<b>45</b>	<b>18</b>	<b>7</b>	<b>499</b>



Gunston Immersion	By Zip Code									
	22201	22202	22203	22204	22205	22206	22207	22209	22213	Total
<b>By Neighborhood School</b>	47	24	27	133	11	47	27	21	1	338
Dorothy Hamm Middle School	27						11	21		59
Gunston Middle School		24		11		26				61
Jefferson Middle School	20		3	49		21				93
Kenmore Middle School			15	73	1					89
Swanson Middle School			9		10		5			24
Williamsburg Middle School							11		1	12
<b>Total</b>	<b>47</b>	<b>24</b>	<b>27</b>	<b>133</b>	<b>11</b>	<b>47</b>	<b>27</b>	<b>21</b>	<b>1</b>	<b>338</b>

Gunston Montessori	By Zip Code									
	22201	22202	22203	22204	22205	22206	22207	22209	22213	Total
<b>By Neighborhood School</b>	4	6		36	3	18	8			75
Dorothy Hamm Middle School	1						2			3
Gunston Middle School		6		5		16				27
Jefferson Middle School	3			14		2				19
Kenmore Middle School				17						17
Swanson Middle School					3		2			5
Williamsburg Middle School							4			4
<b>Total</b>	<b>4</b>	<b>6</b>		<b>36</b>	<b>3</b>	<b>18</b>	<b>8</b>			<b>75</b>

H-B Woodlawn Secondary Program	By Zip Code									
	22201	22202	22203	22204	22205	22206	22207	22209	22213	Total
<b>By Neighborhood School</b>	69	39	69	171	105	47	170	25	10	705
Dorothy Hamm Middle School	18						17	6		41
Gunston Middle School		11		5		19				35
Jefferson Middle School	8			29		2				39
Kenmore Middle School			13	24	2					39
Swanson Middle School	1		10		32		2			45
Wakefield High School		28		79		26				133
Washington-Liberty High School	37		38	34	14		20			143
Williamsburg Middle School					3		37		4	44
Yorktown High School	5		8		54		94	19	6	186
<b>Total</b>	<b>69</b>	<b>39</b>	<b>69</b>	<b>171</b>	<b>105</b>	<b>47</b>	<b>170</b>	<b>25</b>	<b>10</b>	<b>705</b>

Arl. Career Center Arlington Tech	By Zip Code									
	22201	22202	22203	22204	22205	22206	22207	22209	22213	Total
<b>By Neighborhood School</b>	35	29	31	122	69	32	66	5	9	398
Wakefield High School		29		83		32				144
Washington-Liberty High School	23		27	39	20		12			121
Yorktown High School	12		4		49		54	5	9	133
<b>Total</b>	<b>35</b>	<b>29</b>	<b>31</b>	<b>122</b>	<b>69</b>	<b>32</b>	<b>66</b>	<b>5</b>	<b>9</b>	<b>398</b>

Wakefield Immersion	By Zip Code									
	22201	22202	22203	22204	22205	22206	22207	22209	22213	Total
<b>By Neighborhood School</b>	27	20	6	107	9	49	22	12	2	254
Wakefield High School		20		86		49				155
Washington-Liberty High School	15		4	21	4		3			47
Yorktown High School	12		2		5		19	12	2	52
<b>Total</b>	27	20	6	107	9	49	22	12	2	254

Wakefield AP Network	By Zip Code									
	22201	22202	22203	22204	22205	22206	22207	22209	22213	Total
<b>By Neighborhood School</b>	4		11	18	4		3	2		42
Washington-Liberty High School	2		8	18	1					29
Yorktown High School	2		3		3		3	2		13
<b>Total</b>	4		11	18	4		3	2		42

Washington-Liberty IB	By Zip Code									
	22201	22202	22203	22204	22205	22206	22207	22209	22213	Total
<b>By Neighborhood School</b>	45	1	30	21	36		47	3	1	184
Wakefield High School		1		14						15
Washington-Liberty High School	42		26	7	18		23			116
Yorktown High School	3		4		18		24	3	1	53
<b>Total</b>	45	1	30	21	36		47	3	1	184



**ARLINGTON PUBLIC SCHOOLS**  
Planning and Evaluation

**TO:** Dr. Francisco Durán, Superintendent

**FROM:** Lisa Stengle, Executive Director, Planning & Evaluation  
Iliana Gonzales, Director of Strategic Planning

**THROUGH:** Stephen Linkous, Chief of Staff

**DATE:** August 3, 2023

**SUBJECT:** Pre-CIP Report Question 16

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The Nottingham PTA submitted a list of questions related to the staff recommendation to repurpose Nottingham for swing space. A reply will be sent via Engage. Responses are included here for your awareness.

1. **Can you please explain how the proposal to repurpose Nottingham will factor into the planned redrawing of elementary school boundary lines, which is also proposed to go into effect in Fall 2026? The pre-CIP indicates the number of Nottingham students that will be reassigned to Tuckahoe and Discovery, but as I understand, some of those students may also be affected by the boundary process? What is the goal of the boundary process, especially considering that by taking Nottingham offline, Zone 1 will lose significant available capacity?**

**Response**

In Fall 2025, APS will conduct a boundary process for all elementary schools across the County where enrollment and capacity are uneven, including in Zone 1. If the June 2024 CIP directs APS to repurpose a neighborhood school and use Nottingham for swing space, then this will factor into that same boundary process that will take effect in Fall 2026. Nottingham students would be reassigned as part of the boundary process.

Boundaries are routinely evaluated to help ensure students across the County have safe and similar learning environments. APS also always tries to minimize the number of students affected by any disruption. In the Pre-CIP Report Appendix K: Swing Space School Site Recommendation Report (p. A-217 or PDF p.259), the reassignments in the recommendation to repurpose Nottingham are estimates based on total projected enrollment at Nottingham and surrounding schools. They also include additional reassignments of students from Discovery to Taylor so that schools are able to manage their

enrollment. Actual numbers may vary between now and Fall 2025 when the elementary boundary process will be conducted.

Zone 1 is projected to have sufficient capacity, even if Nottingham is repurposed for swing space. The projections in the table below show Zone 1 neighborhood school capacity is 4,201. If Nottingham is to be repurposed as a swing space, Zone 1 capacity falls to 3,688 and there will be a surplus of 96 seats (excluding relocatable classroom capacity).

In Spring of 2025, APS will use the most current enrollment and projections to prepare for the elementary boundary process guided by [Policy B-2.1 Boundaries](#).

Fall 2022 Projected Capacity Utilization for Zone 1 Neighborhood Schools

ELEMENTARY SCHOOL	2023-24 Capacity	2023-24				2024-25	2025-26	2026-27				2027-28	2028-29	2029-30	2030-31	2031-32	2032-33	
		Grade K-12 Total	PreK Total <sup>2</sup>	Total	Cap. Util.	Cap. Util.	Cap. Util.	2026-27 Capacity	Grade K-12 Total	PreK Total <sup>2</sup>	Total	Cap. Util.	Cap. Util.	Cap. Util.	Cap. Util.	Cap. Util.	Cap. Util.	
Cardinal	747	695	0	695	93%	91%	90%	747	671	0	671							
Discovery	630	472	38	510	81%	76%	75%	630	417	38	455							
Glebe	510	525	14	539	106%	109%	112%	510	542	14	556							
Jamestown	597	455	53	508	85%	84%	84%	597	450	53	503							
Nottingham	513	385	28	413	81%	83%	82%	0	391	28	419							
Taylor	659	552	14	566	86%	85%	85%	659	507	14	521							
Tuckahoe	545	431	28	459	84%	86%	86%	545	439	28	467							
Zone 1 w/out Nottingham Capacity	3688	3515	175	3690	100%	100%	99%	3688	3417	175	3592	97%	96%	94%	92%	91%	89%	88%
Zone 1 w/Nottingham	4201	3515	175	3690	88%	87%	87%	4201	3417	175	3592	86%	84%	83%	81%	80%	78%	77%

<sup>2</sup>Boundary refinements will spread Zone 1 enrollment across schools, with an overall utilization of 97%

2. **A traffic study was commissioned in conjunction with APS’s proposal to move the immersion program. Why was no study conducted with respect to the swing space recommendation? How many buses does APS anticipate will be necessary at Nottingham? What is the route those buses will travel? How many additional cars does APS project will be dropping off/picking up at school? How will that affect traffic and pedestrian safety around Nottingham?**

**Response:**

APS provides transportation for students from across Arlington to attend the program at Gunston. For the Middle School recommendation, the Planning & Evaluation Department requested in Winter 2022-23 that the Facilities & Operations Department analyze the best location for the countywide immersion program to help inform the boundary work.

The Swing Space study was completed in April, following the direction outlined for swing space in the CIP 2023-32 action. When the study recommended repurposing a neighborhood elementary school as swing space, a second study was needed and immediately followed to evaluate all neighborhood elementary schools and define a specific site recommendation. A transportation analysis was not conducted nor feasible at the time.

Traffic is a concern at every school in every process and cannot limit the consideration of any site. If the June 2024 CIP action directs APS to repurpose a neighborhood school and use Nottingham for swing

space, APS transportation experts will then address the concerns to mitigate the impacts based on the new use of the facility.

**3. Why is the impact to the Nottingham community and its teachers never mentioned as an “opportunity cost” in APS’s analysis? It is for other options under consideration.**

**Response:**

Our intention was not to minimize the change for APS students or staff when we did not list the impact on a school community as an opportunity cost in the option of repurposing an elementary school.

If the decision is to repurpose a neighborhood school and use Nottingham as swing space, the community will likely see changes. We recognize that transitions are uncomfortable and will require an adjustment period. We are working diligently to mitigate any potential challenges that may arise from this decision. APS has over a year to make plans to support students, families, and staff in advance of the changes.

Nottingham students will be assigned to nearby elementary schools and supported with the necessary teachers and resources. Nottingham teachers will receive priority in filling vacancies within the system.

The surrounding community will also be impacted as would be the case with any swing space location. However, continuing to use an existing elementary site for elementary education would not pose a greater impact than introducing an elementary swing space where no school exists.

By retaining Nottingham as a school site, using nearby schools efficiently, and updating aging school buildings, APS is acting as a good steward of its resources. Repurposing Nottingham also ensures that students will continue learning in a facility with an environment commensurate with other schools during the renovation of their school.

**4. Should this plan go into effect, what is APS’s plan to retain teachers at Nottingham until 2026?**

**Response:**

If the June 2024 CIP action directs APS to repurpose a neighborhood school and use Nottingham for swing space, APS will work closely with the Office of School Support and Human Resources to ensure the staff understands the timeline and process before the change in 2026-2027. If Nottingham becomes swing space, staff members can be reassigned and will be given priority to fill vacant positions at other schools within APS.

**5. How do your capacity projections account for the outlier years of covid, considering that they are based on a three-year rolling average including 2020 and 2021?**

**Response:**

APS uses a weighted multi-year Cohort Transition Rate (CTR) factor to age students from one grade to another grade, which is further explained in the Fall 2022 10-Year Enrollment Projections Report. These CTR factors are unique to each school. This is also included in Appendix B of the Pre-CIP Report. You’ll find it under the glossary on page A-13 or PDF page 55.

In the same appendix, Elementary School Assumptions are listed starting on page A-24 or PDF page 66. Here, it shows that elementary projections were computed using updated births forecasts from

Arlington County Government and a weighted average of birth-to-kindergarten ratios. The weights skewed toward the two most recent information for kindergarten enrollment and births, giving more weight to trends between 2022 (actual kindergarten enrollment) and 2017 (births) over prior trends.

**6. What is APS’s plan for extended day? There is already a waitlist at Tuckahoe and Discovery, and under this plan, there will be substantially more kids needing after care. What is the plan for Nottingham? Nottingham also currently has a waitlist, with far fewer kids than the schools will be sending during renovations, and presumably more kids will need extended day at Nottingham when they cannot walk home. How is APS planning to address this need?**

**Response:**

By making this decision early, all APS departments will be able to work on solutions. If the June 2024 CIP action directs APS to repurpose a neighborhood school and use Nottingham for swing space, APS will plan for boundary changes that will inform the projections for 2026-27. Resources will follow student enrollment to their assigned schools. Extended day staff from Nottingham will be given opportunities to join the staff at other schools. More extended day staff will be added at schools with additional students.



**ARLINGTON PUBLIC SCHOOLS**  
**Planning and Evaluation**

**TO:** Dr. Francisco Durán, Superintendent

**FROM:** Lisa Stengle, Executive Director, Planning & Evaluation  
Iliana Gonzales, Director of Strategic Planning

**THROUGH:** Stephen Linkous, Chief of Staff

**DATE:** August 3, 2023

**SUBJECT:** Pre-CIP Report Question 17

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Representatives from three Immersion schools (Escuela Key, Claremont and Gunston) submitted a list of questions. A reply will be sent via Engage. The responses are included here for your awareness.

1. **What data did APS Planning review regarding the residence of current Gunston Immersion students to evaluate how this would change commute/bus ride times?**

Response:

You can find a visual representation of immersion students' locations in the [Pre-CIP Report](#) Appendix I p. A-133 or PDF p. 175.

The [2023 Pre-CIP Report, Appendix I: Middle School Immersion Transportation Report](#) (p. A-117 or PDF p. 159) is an overall analysis and comparison of transportation implications of moving the program to different schools. The impact on bus ride time for Gunston students was not evaluated. The Department of Planning & Evaluation is collaborating with the Department of Facilities & Operations to refine the draft proposal and explore transportation issues ahead of the Sept. 26 School Board work session.

The table below uses data from Sept. 30, 2022. Gunston had 61 students enrolled in the immersion program. Jefferson had the most students with 93, and Kenmore had 89.

Gunston Immersion	By Zip Code									Total
	22201	22202	22203	22204	22205	22206	22207	22209	22213	
<b>By Neighborhood School</b>	47	24	27	133	11	47	27	21	1	338
Dorothy Hamm Middle School	27						11	21		59
Gunston Middle School		24		11		26				61
Jefferson Middle School	20		3	49		21				93
Kenmore Middle School			15	73	1					89
Swanson Middle School			9		10		5			24
Williamsburg Middle School							11		1	12
<b>Total</b>	47	24	27	133	11	47	27	21	1	338

- 2. What will this mean Gunston teachers who teach both Spanish immersion and English language sections of classes? Will they stay at Gunston or move to Kenmore? Will they be given a choice or transferred?**

Response:

The Department of Human Resources will work closely with the affected staff and school communities to establish a process and timeline ahead of the 2025-2026 school year. This will be done in collaboration with the Office of School Support, the Office of Academics, and the Department of Planning & Evaluation. Options will be shared with staff based on the vote in December.

- 3. Where can we find the “transfer report” for recent years? [This webpage](#) has transfer reports through Spring 2020, but not more recent.**

Response:

We have updated the webpage and the transfer reports through 2021 and 2022 are now available. The 2022-23 data is still being finalized and we understand it will be posted on the same web page the week of Aug. 7.

- 4. What alternatives were considered to moving the immersion program (at all) that would also balance campuses? Why were they rejected in favor of moving the immersion program?**

Response:

APS provided a boundary-change-only scenario in the Pre-CIP Report for comparison. This was not recommended because it is estimated to impact about 3,200 students. Note for comparison, when the immersion program is also moved, an estimated 1,900 students are impacted. Notably the boundaries-only scenario has to make space to reduce Gunston’s boundary and this shifts almost 300 students to Kenmore and Jefferson. Details are available in the [Pre-CIP Report](#) page A-111 table 3 (PDF pp 153-4 online).

P&E compared moving the M.S. program to all middle schools and took into account:

- where participating students are located,
- central location,
- transportation efficiency, and
- academic program (at Jefferson).



Williamsburg has the most space and housed the original M.S. immersion program, however it did not solve the issue of making the program centrally located and more accessible.

The [2023 Pre-CIP Report, Appendix I: Middle School Immersion Transportation Report](#) (p. A-117 or PDF p. 159) also considers splitting the Immersion program across two middle schools. However, the Dual-Language Instruction (DLI) Visioning process did not support that change so it was not further explored as an option. “Having one middle school and only one high school program maintains a larger cohort of students at each building, concentrating DLI staff and thus promoting increased mentorship and professional learning opportunities. This is a consideration in APS’s ability to recruit, hire, and retain highly qualified DLI staff.” The Immersion population also does not meet the desired minimum number of students to support two locations. ([DLI Framework](#) p. 25 Table 14) A minimum of 4 classes was seen as critical to:

- support program integrity and goals, including reciprocal exchange of learning
- a level of staffing that provides increased mentorship, support and professional learning opportunities

**Table 14:** Recommended program size

	Minimum Size	Ideal Size
<b>Elementary (Kindergarten)</b>	4 classes (Approx. 96 students)	4 or 6 classes (Approx. 96 or 144 students)
<b>Middle School (6th grade)</b>	4 classes (Approx. 100 students)	6 classes (Approx. 150 students)
<b>High School (9th grade)</b>	3 classes (Approx. 75 students)	4 classes (100 students)

**5. What percentage of non-immersion Gunston students come from Spanish-speaking homes? What is the percentage for Kenmore students? How would the move of a large bilingual population affect student life in each school?**

Response:

In Sept. 2022, 14% of the 734 non-immersion Gunston students lived in homes where Spanish was the primary language, as did 34% of the 952 Kenmore students.

By Primary Language Spoken at Home	Non-Immersion Students on Sept. 30, 2022 attending			
	Gunston		Kenmore	
	No.	%	No.	%
SPANISH	104	14%	326	34%
ENGLISH	332	45%	382	40%
Other	102	14%	74	8%
(blank)	196	27%	170	18%
Total	734	100%	952	100%

Moving the bilingual students in the immersion program will result in more manageable enrollment levels at Gunston, which is currently above capacity and expected to grow for the foreseeable future. Concurrent boundary adjustments will ensure that Kenmore is also kept at manageable enrollment levels. Managing enrollment is a quality-of-life issue at any school and contributes to a safe and similar learning environment across schools.

- 6. Given the success of the immersion program, as indicated by increasing enrollments and the popularity of Claremont and Key schools, has the district considered other ways to add capacity to immersion programs through opening additional campuses, rather than moving the Gunston program? This alternative is mentioned on page A-132 of the Pre-CIP Report, but it seems no analysis was done.**

Response:

To date, APS has not explored other ways to add capacity to immersion programs through additional campuses. During the DLI Pre-K-12 Program Pathway discussion, the task force considered and discussed various pathways including a third Pre-K-5 DLI school, Pre-K-8 school, one or two program locations for middle school and one or two program locations for high school. ([APS Dual Language Immersion Program Framework](#) p25-26). As mentioned earlier, in the [2023 Pre-CIP Report, Appendix I: Middle School Immersion Transportation Report](#) (p. A-117 or PDF p. 159), the transportation team did look at splitting the Immersion program across two middle schools. The DLI Visioning process discussed this possibility and did not support the change.

- 7. The maps indicate that the proposed boundaries for a split middle school immersion program would be different from the boundaries for elementary school immersion. Presumably, this would mean a small number of children would progress from Claremont to Hamm, while the large majority of Claremont students would progress to Gunston. Similarly, a small number of Key students would progress from Key to Gunston, while the large majority of Key students progress to Hamm. Why was the boundary drawn to force that movement?**

Response:

Currently, APS provides transportation for students from across Arlington to attend the program at Gunston. For the Middle School boundary recommendation, the Facilities & Operations Department analyzed the best location for the countywide immersion program to help inform the boundary work. See the [2023 Pre-CIP Report, Appendix I: Middle School Immersion Transportation Report](#) (p. A-117). The transportation analysis explores splitting the MS program across 2 schools to gain transportation efficiencies. At this time, APS does not recommend dividing the program.

- 8. There are numerous studies that show [changes like this](#) cause negative social, emotional, and educational impacts to kids. In APS' decision making for this or other schools, how are these large school changes weighed and tracked, specifically?**

Response:

APS provides a safe, healthy environment for students in our schools. The recommendation to move immersion would impact fewer students than a boundary-only change and provide more manageable enrollment across our middle schools, which helps maximize the use of facilities and contribute to a healthy learning environment. APS limits the number of changes that impact individual students to one per grade level. Processes also consider students' continuity and in recent processes has accommodated the grandfathering of secondary students, so that they can complete the school level (middle or high). APS also considers grandfathering for each process.

- **Related, how did APS conceptualize the overlap between immersion and non-immersion populations (e.g., immersion students with academic relationships and friendships with students in non-immersion classes)?**

Response:

Once the School Board votes on Middle School boundaries and the program move in December 2023, a cross departmental APS team will develop a transition plan for student engagement activities for the program move in 2025-2026. In addition, Middle School students may elect to participate in sporting, musical and other extracurricular activities which may help with maintaining friendships through various channels not limited to their school. Immersion families have already made a choice to participate in a county-wide option program, rather than their neighborhood school. The recommendation moves the entire M.S. immersion program together, in contrast to boundary changes where some smaller groups may be realigned to another boundary.

- **What data did they use in this evaluation? Did APS consider the effects of disrupting these relationships during middle school? And if so how were the costs measured and weighed against the benefits?**

Response:

APS always tries to minimize the number of students affected by any disruption. APS analyzed the staffing for immersion at the middle school and determined that it may not be feasible to separate the grades for grandfathering and staffing to happen concurrently at two sites.

- **Additionally, are you tracking how many of the same populations you are impacting with these decisions? For example, you moved large populations from Old Key to a New Key school and now again mid-middle school from Gunston to Kenmore. Current children starting Gunston this year would have 3 different schools in 3 years ('24-'25 Gunston, '25-'26 at Kenmore, '26-'27 High School TBD).**

Response:

Recommendations aim to limit the number of changes that impact a student to once per school level. The school community and administration of Escuela Key stayed together when they moved from the Courthouse to the former ATS building, while many neighborhood schools experienced significant changes in the same transition. The Gunston Immersion cohort would move to Kenmore together, helping mitigate the impact of the move.

9. **Kenmore's location is notoriously challenging from a transportation perspective. What would APS do to facilitate transportation for a choice program at Kenmore? How would children be able to access the school on foot or by bike? Would APS work with Arlington County to expand the transit connectivity to Kenmore to serve more of the County? Would APS work with Arlington County to fast track connections to the W&OD trail along Carlin Springs Drive?**

Response:

The Kenmore campus presents transportation challenges for students enrolled at Kenmore. P&E is collaborating with Facilities and Operations to develop the proposals and that work is exploring the transportation challenges due to the anticipated additional buses that may be required. APS is identifying strategies to reduce transportation demand.

10. **How would this move impact immersion enrollment and attrition? What data has APS staff relied on?**

Response:

APS has used estimates to forecast program continuation rates. For the boundary recommendation, we estimated that 2/3 of the immersion students from the Gunston boundary would move with the program and all students that attend Immersion at Gunston, but do not live in the Gunston boundary, will move with the program. The program move to Kenmore, a more centralized location, may mean greater continuation rates for Immersion students who have historically left the program after grade 5, citing in part the location.

- **Who has APS staff engaged with about this move?**

Response:

Currently, we are counting on community engagement throughout this process and have a number of ongoing ways to do so. Community Table Sessions are scheduled for Aug. 22 and Sept. 5. Stakeholders can email [engage@apsva.us](mailto:engage@apsva.us) at any time. During the Dual Language Immersion Program Framework various stakeholders engaged in discussions and ultimately made recommendations to strengthen the DLI program ([APS Dual Language Immersion Program Framework](#) p3).

- **What percentage of current Gunston, Claremont and Key populations are within the walk zone of Kenmore?**

Response:

Of the 338 immersion students at Gunston (Sept 30, 2022), 9% are within the Kenmore walk zone. Of the 571 Claremont students (Sept 30, 2022), 11% of the students are within Kenmore walk zone. Of the 588 Key students (Sept 30, 2022), 4% of the students are within the Kenmore walk zone.

Immersion Gunston	Claremont	Key
9%	11%	4%

**11. Is APS going to simultaneously engage on moving the immersion program and on a MS boundary process that assumes immersion moves to Kenmore?**

Response:

Yes, staff must address the imbalanced enrollment at Gunston and has recommended moving the immersion program to Kenmore with concurrent boundary adjustments. Alternative middle school sites and a boundary-change-only scenario may be considered by the school board.

- **If so, how does that not make moving the program a foregone conclusion, in violation of School Board policy and state law?**

Response:

In 2020, the courts upheld the APS School Board's action, moving the countywide immersion program, Escuela Key to the former ATS facility. Under the Virginia Constitution (Art. VIII, Sec. 7) and Code (22.1-79(4)), the School Board has broad authority to adopt plans for the assignment of students to schools. Note, it is not a foregone conclusion that the program will move. The formal boundary recommendation will be presented in September at the work session and the School Board will vote on the recommendations on Dec. 14.

In the past, the Pre-CIP Report was published in the Fall. This year, it was published in June to allow more time for input and feedback. Community engagement has begun and there will also be a Full Middle School Boundary Process in the Fall. Community feedback will be presented to the School Board ahead of the relevant decision dates.

The recommendation to move the Middle School Immersion Program to Kenmore:

- Keeps more students together across all schools in the upcoming boundary process
- Provides needed neighborhood middle school seats in the Crystal City/Rout 1 corridor without constructing an addition or a new building
- Brings a Countywide immersion program closer to more resident Spanish-speaking program participants, helping encourage their participation which supports the program's dual language model.
- Helps address the imbalance of neighborhood middle school seats across the County

This recommendation does not constitute a boundary change under the general APS boundary policy, and in any event is intended to take precedence over that policy as to these specific matters. Rather, boundary adjustments and grandfathering considerations will be included in the Fall 2023 boundary process.

**12. What would be the transportation, capacity, instructional and enrollment impacts of establishing a second immersion middle school program at Dorothy Hamm MS?**

Response:

You may see the transportation impacts of the conceptual changes in the study beginning P. A-117 (or PDF page 159) of the [2023 Pre-CIP Report, Appendix I: Middle School Immersion Transportation Report](#).

**13. Given the rationale for this proposed move is to provide a central location for secondary immersion, are there also plans to move the high school immersion site from Wakefield?**

Response:

APS does not have a plan to move the immersion program from Wakefield High School. Balancing middle school enrollment levels is the priority for this Pre-CIP report.

**14. How is “centrally located” defined by APS? Both Gunston and Kenmore are less than a half mile from the school district boundaries.**

**Is there a technical definition that APS has developed for “centrally located?” If so, what is it? Is it weighted by attendance/population or just geography?**

Response:

The transportation department used a theoretical “centroid” which shows Kenmore as closer to that point (in Lyon Park) than Gunston. Planning and Evaluation does not have a technical definition of central. Planning & Evaluation has considered where Immersion students live which aligns more closely with Kenmore than Gunston.

A measurement to the edge of the County does not illustrate all details. The two schools are not equivalent North-South placement or even relative to the central traffic corridors.

See the [Pre-CIP Report](#) Appendix I p. A-133 or PDF p. 175 for a map illustrating the County centroid.

- **By this definition, what other options schools and programs are or are not considered centrally located?**

Response:

At this time, APS has not studied all of the option programs for this recommendation. The recommendation to move the immersion program, together with boundary changes, will help balance enrollment across middle schools, including Gunston. Gunston has the highest shortage of seats, with enrollment projected to grow.

**15. Dena Gollop is the head of immersion at Gunston. Is she on the visioning committee that is proposing this move? Is she in favor or against, and why?**

Response:

This proposed move is a direct response to findings in the DLI Vision Framework completed in summer of 2022 by a task force of more than 30 participants from APS central office, schools, and community. While this implementation phase is informed by community input, APS will not stand up a new task force to revisit priorities.

Dena Gollop participated on behalf of Gunston in the Dual Language Immersion Visioning Process in 2022 alongside three Gunston teachers and two parents. According to the report, “feedback received during the DLI visioning process and previous World Languages Office program evaluations indicated

that travel distance to the location of the current middle school program is a barrier to continuing with the DLI program beyond grade 5. Several members of the DLI community, including those who participated on the Task Force and the DLI Elementary Feeder Structure Committee expressed that a centralized location for the middle school program would increase program continuation rates through the secondary level by reducing travel distance.” ([APS Dual Language Immersion Program Framework p26](#))

- 16. Given the transportation efficiencies of co-locating choice programs, the transportation efficiencies of having choice programs centrally located, and the need to find a permanent home for MPSA, has APS considered finding a home for immersion & Montessori MSs in a central location? Could the large, centrally located campus at Escuela Key provide this home?**

Response:

Montessori has not been considered in tandem to Immersion in the recommended program move with boundary adjustments. APS is preparing to evaluate the Montessori program and will recommend if satellite PreK or Middle School Montessori should join with MPSA when it relocates into the repurposed ACC building. The full evaluation report is scheduled to be complete in 2025-26, and the June 2025 Pre-CIP Report, will incorporate the recommendations

- 17. Was Jefferson evaluated as an option? It is more central than both Kenmore and Gunston, and the IB program is complementary to DLI.**

Response:

Jefferson was considered due to its central location, and it was studied in the [2023 Pre-CIP Report, Appendix I: Middle School Immersion Transportation Report](#) (p. A-117). Jefferson was not selected since it is an International Baccalaureate Middle Years Programme (IB MYP) and adding a second program at Jefferson would add an unnecessary layer of complexity. In the fall the Office of Academics will share more information regarding Academic Programs in secondary schools.

- 18. In the Pre-CIP Report, APS showed data regarding immersion students who live proximate to certain ART bus routes that serve APS middle schools. The APS student Free Fare Program is set to expand to WMATA buses this year. Did APS do an analysis similar to Table 14 in Appendix I, but for WMATA bus service? Applies to pages A-144 through A-148 as well.**

Response:

No, Appendix I was completed prior to WMATA and ART expanding the student iRide Fare Free Program. A similar analysis to Table 14 of the WMATA bus service will be further considered by Facilities and Operations.

- 19. During the June 29, 2023, School Board work session, APS staff (Renee Harbor) indicated that moving immersion to Kenmore would result in approximate 8 more bus routes, in total, because the hub stop buses would still need to run to Gunston to serve Montessori. However, Table 15 in Appendix I of the Pre-CIP Report indicates a bus route savings if immersion is moved to Kenmore. What accounts for that discrepancy?**

Response:

The F&O department analyzed transportation impacts of moving immersion without boundary changes. As staff begins to prepare a boundary proposal in the fall, we are collaborating with Facilities and Operations to recommend changes to boundaries and program moves and address transportation.

- 20. In Table 16 to Appendix I of the Pre-CIP Report, it seems APS did not account for the number of immersion students who reside in the assignment zone for the middle school in question. Presumably, those students would not add to the total bus burden for immersion at any middle school (because buses would run to those stops regardless). Can APS include that aspect in their analysis? This same concern applies to Charts 1 & 2 in the Appendices.**

Response:

As staff begins to prepare a boundary proposal in the fall, we are collaborating with Facilities and Operations to recommend the transportation changes to the number of buses at Kenmore and Gunston.

- 21. General questions about the analysis in the Pre-CIP Report Appendix I - do the projected attendance numbers take into account proximity of students to a MS location? I.e. some students do not continue with immersion because of its location at Gunston and if the program were to move, some of those students would stick with the program (while others, who live closer to Gunston, may not).**

Response:

Please see the response to question 10 above.





**ARLINGTON PUBLIC SCHOOLS**  
**Planning and Evaluation**

**TO:** Dr. Francisco Durán, Superintendent

**FROM:** Lisa Stengle, Executive Director, Planning & Evaluation  
Iliana Gonzales, Director of Strategic Planning

**THROUGH:** Stephen Linkous, Chief of Staff

**DATE:** August 17, 2023

**SUBJECT:** Pre-CIP Report Question 18

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FAC submitted a list of questions on the Pre-CIP Report. A reply has been sent via e-mail. We have also requested that FAC consider limiting and prioritizing questions and allowing for ample time for turnaround going forward.

The responses are included here for your awareness.

**FAC QUESTIONS:**

1. Since Nottingham is an ES, why would it cost anything to repurpose as ES swing space other than to move administrative/personal materials of neighborhood staff to whatever alternates schools they will be working at? (Current est. <\$5M.)

**Response**

We do not believe there are any significant costs to repurpose Nottingham for swing space. A budget was included for unknowns and was based on recent refreshments completed at Drew, MPSA, Innovation, Cardinal, Escuela Key, and ATS.

Under consideration - recommend the Oct. 2023 Info Item on SB Direction for the May 2024 Supt's Proposed FY 2025-34 **refine the recommendation to repurpose Nottingham elementary school for swing space, and address the following issues identified during the Pre-CIP review process:**

- Define the actual cost for repurposing the facility as swing space.
- Update the timeline for the fall 2025 boundary process.
- Provide an initial transportation proposal for the schools using the swing space that addresses the following and will be developed in full by the 2025-26 school year:

- Transportation to and from the neighborhood school to Nottingham provided
  - 
  - Daily for students
  - Occasionally for families attending information night, conferences and or other school events.
- Identify if the bell times will be adjusted during the renovation period.
- Identify possible improvements to pedestrian safety on the site.
- Provide an initial proposal for extended day services in 2026 for
  - Nottingham, ensuring that extended day staffing resources grow in line with enrollment changes resulting from the fall 2025 boundary process.
  - schools using the swing space – explore providing extended day at a facility close to the neighborhood school undergoing renovations to reduce the distance for drop off and pick up.
- Provide an initial plan for creating incentives for staff to remain at the school through 2025-26 and remain with APS in 2026-27.

Note:

- Nottingham is scheduled to have the Entrance Renovations/Security Vestibules in Fall 2024.
- There may be costs identified in the September report on the Long-Range Renovation of Schools.

2. Would ES remain a “permanent” swing space for other ES renovations or would Nottingham return to a neighborhood school after one swing-space use?

Response

This will be re-evaluated every two years in the Pre-CIP report. Based on current projections, the school should remain swing space through the 10-years of projections, and likely longer since birthrates in Arlington, the DMV, and the nation are declining. However, if enrollment increases, and APS was projecting the need for additional capacity, the Pre-CIP report would propose a timeline to again repurpose Nottingham based on:

- the upcoming renovation needs, and
- a year for a principal to be hired and to prepare/plan for the opening of a new school.

3. If Nottingham is selected for swing space, especially if it is to be reusable (for reasons that it was picked in the first place – projected flat or declining enrollment and capacity in surrounding schools), what are the plans to transport students to the facility?

Response

We expect that during the renovations, students will take buses from their neighborhood school (or a safe designated nearby bus stop) or any current bus routes to and from the swing space. School start and end times will likely be adjusted while the school is located in Nottingham.

Swing space is proposed for fall of 2026. APS has three years to prepare for the first renovation. A detailed plan will get underway once the CIP addresses swing space.

4. Page iv – Halfway down page. Report states that “APS provides estimates on the potential enrollment impact from land use studies that propose to increase housing. Based on current

projections, APS can accommodate anticipated enrollment growth in Arlington.” For how long (based on current projections) can APS accommodate anticipated enrollment growth in Arlington? What is the total look-ahead? And with increased housing/development across the county, at what level of development would projections change?

My understanding of the projections is that APS can accommodate the currently anticipated growth across the system by leveraging boundary changes for a determined amount of time. If this is an accurate assumption, then the document should include these caveats. Ex. The ability of APS to accommodate the anticipated growth in K-12 students in the southern part of the county will require boundary changes or increased capacity.

#### Response

When the county’s Planning Department undertakes land use studies, they work with APS to assess the potential impact from proposed additional housing densities. The county develops land use scenario(s) with commensurate assumptions on the number of housing and housing absorption (when these units will be occupied). APS produces a student estimate based on the county’s housing assumptions and studies the number of assumed students in light of existing 10-year enrollment projections. Over the next 10 years, APS will have enough capacity to accommodate projected enrollment PLUS the likely students from new development in these land use plans. Note, the land use plans are framing developments that will shape Arlington for decades, and APS updates the 10-year projections annually to incorporate annual changes in enrollment, births, and housing development.

The Pre-CIP report is the first draft of the Superintendent’s Proposed FY 2025-34 CIP Report. In May, the report will accompany the information item when it is presented to the School Board. This clarifying information will be incorporated into the next draft.

5. Page v – Explain last sentence on page. “In addition, the following recommendations are detailed in this report.” What “following” recommendations?

#### Response

Good question – not sure what was meant, it was probably left over from an earlier draft. We expected to have more Non-Facility Requests and it looks like we forgot to remove the sentence.

6. Page vi – Can we get a copy of the Library Services Program Evaluation document referenced?

#### Response

All evaluations are found at <https://www.apsva.us/planning-and-evaluation/program-evaluation/evaluation-reports/>

Library Services Program – May 2023 [Program Evaluation](#) and [Appendices](#)

7. Page 7 – Last sentence of 2. Current Outlook: Explain what is meant by “Option programs provide students with opportunities to...engage in learning in an instructional model *that aligns with their learning styles.*” Explain which option programs align with which learning styles.

#### Response

Learn more about the Options and Transfers Policy (J-5.3.31) and Policy Implementation Procedure (J-5.3.31 PIP-1) and review the information for families at <https://www.apsva.us/school-options/>

8. Page 7, section 2.1 - projections overview - Recommend adding a caveat that these projections only consider developments (single and multi-family) that have been approved through the county. In others, there are a number of small to large multi-family developments not considered because they have not gone through final approval.

Response

APS uses the county's housing forecast to make assumptions on the number of units (by type, location, and affordability level) for the next ten years and the pace at which those units will be habitable. The county's forecast includes assumptions from approved developments and existing land use studies, such as the Clarendon Sector Plan Update. In addition, the county provides a list of active building permits for single-family units (including Accessory Dwelling Units) and these are incorporated into the APS enrollment projections, with the assumptions that they will all be habitable by the first projection year. Please note, this report is the foundation of the report that will accompany the May 2024 Superintendent's Proposed FY 2025-34 CIP and this suggestion to elaborate on the housing forecast will be considered in the next draft.

9. Page 9/10 – Has APS ever looked at crossing horizontal zones where walk zones are already interrupted by major roads/highways? i.e. vertically arranged North-South zone?

Response

Each process explores options based on what is feasible in policy and the current and projected enrollment.

10. Page 11 - the numbers of additional students projected for zones is difficult to understand without context. Recommend APS include some context regarding how many students attend an average ES, MS, and/or HS for comparison.

Response

Noted and this suggestion will be considered in the next draft of the May 2024 Superintendent's Proposed FY 2025-34 CIP report.

11. Page 13 - I see that Guston is projected to be 112% over capacity and Wakefield at 155%. Are the middle school boundaries the first to be addressed because of the expected extra capacity at ACC and Washington-Liberty? I am very confused by the difference between figure 8 and 9, what has led to these changes in numbers?

Response

We assume you are referring to pages 15 and 16. Figure 8, page 15, includes the difference between the number of design seats and projected enrollment. For example, Yorktown's +129 means there are 129 more design seats than students in projection year 2027-28. Figure 9, page 16, displays this same information as a capacity utilization percentage. For example, 2027-28 projected enrollment at Yorktown represents 94% of Yorktown's design capacity. This means that the building is projected to be under-capacity by this year.

High school boundary changes will be effective at the same time as new capacity opens at the Career Center. The high school process will begin in Fall 2024 to allow time to prepare for any changes administratively and to give staff and the community the time to focus on elementary boundary changes in 2025.

12. Page 15/16 – Will there be a future high school level boundary change? If so, when down the road might that be required? Wakefield is shown over-capacity. [The report suggests that the opening of the new ACC will relieve over-crowding at WK.]

Response

Yes, see section 3.3 on page 25.

13. Page 16 – Career Center is shown at 51% capacity by 2027-2028. Will that ramp up significantly after the 2027-2028 year because of phased enrollment at the new building?

Response

Yes. The September Academic Program report mentioned in the work session will have some programmatic information that will inform how we proceed with encouraging more students to attend the ACC, a school that does not have boundaries. All high school programmatic recommendations will be implemented concurrently with new boundaries in fall 2026, in place for fall 2025 information nights.

14. Page 17 – When will “new location for Even Start” be announced? It says TBA.

Could Even Start be placed in the W-L annex?

[Page 36 states that a Columbia Pike location would be preferred. Better to consider new ACC space than WL annex. Or considering the focus of the program and more traditional needs of existing APS facilities, it would be prudent to see what options Arlington County may suggest (e.g., Arlington Mill Community Center.)

15. Page 36 – Final sentence of 6.2 Even Start indicates that the program is “a good fit for public spaces in affordable housing developments”. Is this in lieu of the ‘retail’ space in those buildings? Where are these affordable housing developments located in the County?

The section on Even Start is very short, however it would have resourcing implications in the CIP. I am unclear how this section would lead to APS investments, and/or how it would be prioritized in comparison with regard all of the other efforts in need of resourcing. [Even Start appears to be a once a week class that would be held after normal school hours based on target audience. Need information about the size of this program. How many once-a-week classes are offered? See comment about location of this program above.]

Response

Even Start needs to be located on Columbia Pike, allowing robust public transportation options for families accessing the program. The county has identified a likely option that should become public this fall.

Even Start - More about program - <https://www.apsva.us/even-start/>

- Free adult education (ESL and basic literacy program) early childhood education, and PACT time. PACT time is a weekly class in which parents practice hands on activities that foster the literacy development and academic progress of their children.
- Priority is given to families with limited formal education and other crisis factors that may negatively impact their children’s academic performance. The program goal is to empower these parents with the skills they need to be effective partners in their children’s education.
- This model is typical of national family literacy programs. Digital literacy is often incorporated into instruction. All components are crucial as students of all ages recover from the pandemic related learning loss.
- English classes are held 5 mornings a week from 9 to 12 noon. Looking to develop an afternoon program as well.
- Children between the ages of 1 and 4 may participate in early childhood education classes on site while their parents’ study.

Facility needs

- Operates during the School Day
- Some evening events, one or two per quarter.
- Bag breakfast and lunch options for children and parents. (Students typically on free and reduced lunch.)

Site preferences:

- Accessible via public transportation to residents of Columba Pike.
- Access to a public library is a plus.

Both a preferred and an alternative list of space requirements for the Even Start Adult Literacy program is provided below.

EVEN START PROGRAM SPACE REQUIREMENTS						
PROGRAM AREA DESCRIPTION	Preferred			Alternative		
	NSF / Space	# of Spaces	NSF Ext'd	NSF / Space	# of Spaces	NSF Ext'd
1.0 Office	150	1	150	150	1	150
2.0 Early Childhood Classrooms	700	2	1,400	700	1	700
3.0 Adult Education Classrooms	700	2	1,400	700	1	700
4.0 Kitchenette	100	1	100	100	1	100
5.0 Staff Toilet	50	1	50	50	1	50
6.0 Child Toilet	60	2	120	60	2	120
<b>Subtotal</b>			<b>3,220</b>			<b>1,820</b>
			<b>3,220</b>			<b>1,820</b>
<b>Total Net Program Area</b>			<b>3,220</b>			<b>1,820</b>
<b>Non-Program Space @ 40%</b>			<b>1,288</b>			<b>728</b>
<b>Total Gross Square Foot</b>			<b>4,508</b>			<b>2,548</b>

16. Page 19 – First line, “When renovating an older building, APS seeks to reflect updated use and practices.” Should “updated” read “current”? Is there a difference to APS?

## Response

No difference, noted.

17. Page 22 – Transportation Facilities. Do we have historical data on utilization rates of transportation services? Pre- and post-pandemic?

Response - Not enough time to respond

18. Page 22 – Regarding transportation facilities, if a great majority of our bus drivers come from a different county (or two) where land is cheaper, can we look at locating bus parking remotely there? Could teachers living in those same remote counties also park at those remote facilities and ride a school bus to/from work? Is there a legal obstacle to that? If not, then suggest just running the numbers to see how outrageously bad (or good) an idea that might be.

Response - Not enough time to respond

19. Page 22 – Could buses park for the night/weekend AT schools?

Response - Not enough time to respond

20. Page 23 – Suggest that list under “Tools to Manage Enrollment” be presented to community for review and then community gives feedback on the ‘ranking’ of which of these items are most/more important (i.e. sacred) than others. For example, I think the first three items on the list are NOT IDEAL at all. The community’s recommendations about what APS should do or not, with consideration for budgetary constraints, should be reported, and the same question asked if there were no budgetary constraints  
Agree. It seems clear from the first community engagement that families are not happy with changes to attendance boundaries in order to manage attendance. Many parents cited the social emotional health of their children.

## Response

These tools are operational and used by APS to respond to enrollment changes. Understanding family preferences may suggest they have a say in their use. In times of dramatic enrollment growth, many of these tools help school manage until new buildings were available.

For example, it is noted that relocatable classrooms are not desirable. However, when families are instead offered boundary changes, they are happy to add relocatable classrooms. Mr. Priddy sometimes reminds the SB that the Patrick Henry E.S. was happy when it was operating with 10 relocatable classrooms.

You can learn more about the budgetary constraints in the Enrollment Management Plan.

<https://www.apsva.us/wp-content/uploads/2023/03/Enrollment-Management-Plan-2023-Final.pdf> (and Appendix E).

Please note, we tried to avoid duplicating operational information in the Pre-CIP report if it was addressed in the EMP or another report, and assumed the readers are informed on each topic.

21. Page 24 – Under the list of “bounds” for Planning Units, define “Census block”. Also define what is meant by “major roads”. Is this just unwalkable/uncrossable roads? Are they set by speed limit or size of road? And what sort of crossing would change this identification?

The report needs a table of acronyms, and an index.

Response

Noted and this suggestion considered in the next draft of the May 2024 Superintendent’s Proposed FY 2025-34 CIP report.

Roads that may not be crossed by elementary or in some cases any walkers at any level were indicated in a study updated in 2020. Those roads are shown in each school’s bus eligibility map. F&O can elaborate on how they made these determinations.

22. Page 24 – Suggest that list of “bounds” for Planning Units be presented to community for review and then community gives feedback on the ‘ranking’ of which of these items are most/more important (i.e. sacred) than others.

Response

Noted and this suggestion will be considered based on the resources available to support the project.

23. Page 25 – 3<sup>rd</sup> paragraph under Chapter 3.4. Where it says that “APS is reserving the existing relocatable classrooms in anticipation of any boundary changes associated with repurposing an elementary school.” Are the existing relocatables on site? Would they be unoccupied while they are reserved? Would it be possible to provide a simple graphic or table in this section identifying the location of the relocatable classrooms?

This seems to be described in the Appendix, but I agree could be better explained here.

Response

Note, there are five relocatable classrooms at Nottingham and relocatable at other sites. The intent of this statement was instead to leave relocatable classrooms in place until we have a better understanding of swing space and other decisions ahead of the next boundary process.

The 85 relocatables across the county at elementary schools give schools the space they need to use as they see fit. Some prefer to use them for specials or pullout space for specialists or for extended day programming. In the past, we stored unused relocatables at Kenmore until we could sell them. They were empty and the community complained that they invited trouble and as a result were removed.

24. While the detailed assessments of each school discuss relocatable classrooms, it is unclear from a strategic level how the relocatable classrooms are factoring into the capacity assessments. Within the pre-CIP (A-65) it notes that relocatable classrooms are not supposed to be in place for less than 3 years, though this appears to be more of a suggestion than a rule. What are the other policies for relocatable classrooms, where are they defined, and how well are they enforced? Ex. are there policies on how many relocatable classrooms are allowed at one facility?



#### Response

Relocatable classrooms are not factored into the capacity assessment. They have been used where needed to manage enrollment. Suggest you review the policies to see if a recommendation is needed some place to make this clearer. F&O has published a report that showed preferred numbers of relocatables and maximum numbers of relocatables by site.

<https://www.apsva.us/departments/facilities-operations/facilities-optimization-studies/> The Facilities Optimization Study will be renamed Relocatable Optimization Study and includes language for articles 12 and 18 of the Arlington County Zoning Ordinance. The timeline piece as well as analysis for relocatable removal will be compiled in a new document, working title Relocatable Evaluation Plan. New data is required for the current school year which entails school visits and room counts.

25. Page 24/section 3.2 says, “This proposal aims to balance capacity utilization across neighborhood middle schools, and in maximizing the use of all school facilities, be good stewards of taxpayer funds.” Does this indicate that one of the main reasons for this proposal is cost? I am not sure how parents will feel knowing that stewardship of taxpayers dollars is being prioritized over their children’s well-being. And would this also mean that if there were a less costly option, it would be preferable? [Seems to me that rebalancing utilization of schools to achieve similar capacity does benefit student well-being in over-capacity schools without harming under-capacity ones and demonstrates responsible use of the facility assets APS does have.]

#### Response

Welcome to the boundary conversation and ways to address the six policy considerations. Staff would welcome FAC’s feedback on how the proposal should balance the considerations given the tradeoffs.

Balancing enrollment is an important goal – crowded schools have real wellness and education opportunity costs (more competition for sports teams, band, theater etc).

26. Page 25 - it is mentioned that the transportation study recommends two MS immersion programs. There is another note about other APS staff recommending two MS immersion programs. When this came up in the community engagement meeting, the Dual-Language Immersion (DLI) Framework was cited as the rationale for keeping the MS immersion program together. The DLI Framework document recommends adding another ES immersion school before a second MS or HS immersion program (pg 25 DLI framework). If approx. 100 students graduate from the ES immersion each year, how would the increased number of students fit into any single MS immersion location? Unless the plan is to create separate MS and HS immersion schools, that population would not fit in any of the existing schools. The DLI framework should provide guidance, where feasible, but should not be used to counter planning principles and/or guidance from staff. [of note, there were no participants from FAC, APS Transportation or Facilities on the task force]

#### Response

Agree that the task force recommendations are guidance, not necessarily APS recommendations. The F&O staff recommendation was based on transportation efficiency, not an academic framework.

27. Recommend development of an additional option for MS boundary and immersion relocation that considers two immersion schools (Gunston and other) and associated boundary changes.

#### Response

Noted. The September Academic Program report mentioned in the work session may address immersion, and if it does, APS will prepare boundary proposals that align.

28. Page 26 – Are the same schools listed in the top bullet regarding targeted transfers also “over capacity”? [Capacity of ESs are reported on page A-206.]

Response – thank you to the person who noted [Capacity of ESs are reported on page A-206]. Targeted transfers are not only offered when a school is over or under capacity. In the example of Innovation, the community told us before the Key Immersion move that many in-boundary families would stay at Innovation, so we saved some seats for them with a conservative boundary. Some ASFS students who can walk to Innovation are now offered transfers to help balance the two schools.

In the example of Cardinal, we were careful not to empty Tuckahoe or overfill the new school which doesn't have space for relocatables. Tuckahoe families who live within view of Cardinal are being offered transfers on a controlled basis because there is available space at Cardinal.

29. Page 26 – For the items where targeted transfers are indicated, Item 1. “Abingdon to Drew – All Abingdon Planning Units”. Are these the same planning units that were part of the previous controversial boundary change? Or is this new?

#### Response

APS has twice proposed moving some Abingdon planning units to Drew since Drew has space and the other neighboring schools do not have space. Instead, enrollment is being managed by maintaining relocatable classrooms, relocating some PreK classes, and offering targeted transfers to all Abingdon students.

Targeted transfers are transfers that are limited to specific planning units or school boundaries, they're designed to resolve a specific issue. For example, targeted transfers were first offered at Drew for Abingdon students. Abingdon's enrollment has exceeded capacity and Drew borders Abingdon boundaries and has room for more students.

Non-targeted transfers are open to any student across the county.

30. Page 27 – Chapter 3.5. Is there a way to expedite review of changes to the Boundary Policy? Or will the policy revisions be performed AFTER lessons are learned from this current boundary change? Will the [Diversity, Equity & Inclusion](#) DEI department have input on the boundary changes? (See my general question below about specific impact of boundary changes on individual planning units/individual students.)

#### Response

The policy needs to be adjusted between boundary processes, since making changes during a boundary process may change the goals and considerations and creates challenges for involving stakeholders. DEI will help the School Board consider its objectives for diversity in future boundary processes, they are unlikely to be involved in reviewing individual planning units.

31. Page 29 – Chapter 4.3. Have MPSA Principal, PTA, Teachers (i.e. stakeholders) AND Teaching and Learning department reviewed Feasibility Study and provide input?

Response - Not enough time to respond

32. Page 29 – Chapter 4.3. Would a BLPC be formed for the “Renovate existing ACC for MPSA” project?

Response - Not enough time to respond

33. Page 30 – Typo on Figure 12 key “PK and 1 classrooms stacks for plumping”. Plumping should read plumbing.

Response

Noted.

34. Page 30 – For Figure 12, are skylights an option for any of the 8 classrooms without exterior windows? Are any of these located on exterior walls? Do they have borrowed lite from interior atrium, etc? Has APS considered focusing on the color of lamps in classrooms without natural daylight...so that at least the lamp color mimics natural light and is not cold and blue.

Response - Not enough time to respond

35. Page 32 – For the Elementary Case Study project. Was this an ACTUAL elementary school in the APS school system? Or was this a made-up example?

Response

Yes, the example was loosely based on Barrett. We identified some Synergy data attributes that don't line up with facility usage that need to be cleaned up in the system, so we removed the name.

36. Page 35 – Chapter 5 seems like a miscellaneous item that does not fit elsewhere in the report. Is this required to be mentioned in this report? Is this an item that impacts the CIP, and therefore is part of the Pre-CIP Report? Or is there more to it? Is this here for transparency? What is the impact?

37. Page 35 – Chapter 6 seems like a miscellaneous item that does not fit elsewhere in the report. Is this required to be mentioned in this report? Is this an item that impacts the CIP, and therefore is part of the Pre-CIP Report? Or is there more to it?

Response

We added this as information for transparency given the likely cost/enrollment implications. The process is new and

- not factored into the projections produced for the 2023-24 school year,
- will likely decrease enrollment projections produced in 2023 and beyond.

38. Page 35 – Chapter 5. Will a project labor agreement be part of all future projects – or just Arlington Career Center? Is this something that happens on every project, after the fact?

Response

It should be part of all projects going forward.

39. Page 36 – Final sentence of 6.1 indicates an operational budget savings of \$7M. Does this directly impact the budget or CIP? Or is this just an FYI resulting from projections/enrollment data accuracy?

Response

In future years, this will impact enrollment and the projections. Projections are used to develop the budget and to develop the CIP, so both should feel some relief. The decade of budgets and CIPs were responding to enrollment growth.

40. Page 37 – Suggest announcing demo day of Fenwick so the community can watch.

Response

FAC should suggest this to F&O

41. General question about boundary changes and how they are looked at in terms of equity:

Are there any individual pockets within neighborhoods (i.e. certain Planning Units) that are consistently being placed in a school that is different from the adjacent planning units. Are there students that because of the effects of boundary changes are consistently excluded from going to the same school as adjacent neighbors...at the elementary school level, THEN AGAIN at the middle school level, and possibly again at the high school level? In other words, do boundary changes have an impact on some individual students throughout their school career, more than others? Are there kids that are always the 'odd kid out' when it comes to being at a new school?

Another way to think of it, is are there neighborhoods where everyone goes to the same elementary school, and then are mixed together again at the middle school level, and again at the high school level. So those kids all know each other from when they are little. But then some other kids are always forced to make new friends at each level of schooling because their neighborhood keeps getting shifted around to a new school, at the elementary level, then again at the middle school level, and finally at the high school level?

I realize that boundary changes are not intended to up-and-move kids during a school year, but I guess I want to know whether the impact of boundary changes on kids is looked at from their personal experiences, their perspective of fitting in and belonging, etc; versus the perspective of what impact it has on their parents, or what school their siblings went to, etc.

Response

A few neighborhoods are experiencing what is described. In the MS boundary appendix, page A-110, alignment addresses this issue. In past processes we've avoided moving groups that are smaller than 25 students, and have paired those planning units with other planning units.

The policy doesn't give a lot of direction on this issue. This fall we are using a contractor to help with the M.S. boundary process and they have an approach that might improve upon our practice and it should feed into suggestions to improve the policy.

Other ideas are welcome.

42. How will the proposed boundary changes affect the racial and socio-economic diversity at the middle school level? On face value, it seems as though the wealthier white students will be shifted further north, leaving schools where there are pockets of racially diverse and lower income students.

Response:

Follow the boundary processes to see what is proposed. I would also note, that we have excess capacity in some of our less diverse neighborhoods. The trade off of making those schools diverse may not be palatable when we look at what it requires to get students off site.

Would love a solution if FAC has one.

43. Observation

There is no table for acronyms. There should be. In addition, the first use of an acronym should be spelled out. I word-searched "VPI" and "SPED". Both terms first appear on page 33. They should be spelled out here.

Response - Not enough time to respond

44. Regarding FAC procedures, should we post an official FAC liaison on the MC/MM committee?

Response:

Please send your response on the Pre-CIP Report to [engage@apsva.us](mailto:engage@apsva.us) and we will post it on the web page and share with the SB as summarize the input.

45. Should that be part of our policy? (Reference page 22 of Pre-CIP Report)

Response:

Not sure.

46. Regarding FAC procedures, should FAC be part of the "Reviewing and improving the planning process for all transportation services including specialized transportation?" (Reference page 23, last sentence immediately above the start of Chapter 3.) Should this be a taskforce? Is this part of FAC charge (or should it be) or should we just post a liaison on whatever group is tasked with this.

Response - Not enough time to respond

47. Suggest that FAC give specific input on the items listed under "Tools to Manage Enrollment" on Page 23. As in, which do we not recommend, and which do we recommend. Which do we recommend with consideration for budgetary constraints, and which are ideal if there were no budgetary constraints. I think this should be part of our feedback to the School Board in September.

Response:

Disagree, this is operational and addressed above in the response to #20. Feedback specific to individual processes may be submitted to the board through Engage.

48. Suggest that FAC give specific input on the items listed for the Planning Unit “bounds” on Page 24. As in, which do we not recommend, and which do we recommend. Which do we recommend with consideration for budgetary constraints, and which are ideal if there were no budgetary constraints.

Response:

Noted, and in our plans for the updates.

49. Suggest FAC provide feedback on the Updating Planning Units for Future Boundary Process on Page 24. This is something we likely would work on with Staff at some point in the future.

Response:

Noted. Please note, working with staff suggests FAC members have time to embed with our team to produce the work, which hasn’t worked in past processes. Instead, staff will recommend or propose and seek feedback from FAC, similar to the process used with FAC on the Pre-CIP report. For example, FAC first reviewed the Pre-CIP outline and suggested content, now FAC is weighing in on the recommendations.

50. MC/MM question - suggest adding security and relos to the list of things included in MC/MM budget. If relos are needed less in the future will that allow for more MC/MM projects to be completed?

Response - Not enough time to respond

51. How is the MC/MM budget determined? Based on what we learned during our presentation from them last year, they do not have enough resources to fix all of the maintenance issues at the schools. It seems like an injustice to not have enough money in the budget to fix a roof that always leaks, when money is being spent on “nice to haves.”

Response - Not enough time to respond

52. Does the \$5mil in Nottingham renovation costs include unused relos to NES?

Response:

See response to #1, ball park is for anything on the site.

53. What will the total capacity of NES be if relos are maximized on the site?

54. What will the total capacity of NES be if relos are maximized on the site?

Response:

622 using existing relocatables,

Not enough time to respond to max. relos.

55. I agree with the transition from building new schools to renovating existing; however, staff should seriously consider new Transportation and Trades Facilities in future CIPs. Schools are new, admin offices are new, Operational facilities cannot be overlooked. Recommend working with the county to expedite Trades Center planning and funding.

Response:

We asked the cabinet to identify items that were missing and this was not raised. In Fall 2019, \$2,100,000 of capital reserve was used to renovate the transportation staff facility at Four-Mile Run. This included a driver/attendant break room and restrooms expansion to accommodate the growing number of drivers attendant to growing enrollment. This was outlined in the FY 2019-28 CIP.

56. I'm pleased to see APS has started calculating design and program capacity; these are important distinctions.

Response:

Agreed.

57. I, as part of FAC, would like to be involved in the Planning Unit study; there are important changes to be made that can increase boundary flexibility.

Response:

APS will recommend or propose an approach, and seek feedback from FAC on the initial scope and at other points in the process where appropriate.

58. What elementary schools will be included in the boundary process assuming NES becomes swing space? I think a countywide process would be helpful; this would reassign NES students as well as balancing enrollment throughout the county.

Response:

Most elementary neighborhood schools will be involved, some with minor adjustments. The swing space decision is being made in time for APS to conduct a single, Countywide elementary boundary process to rebalance elementary school enrollment and provide a safe and healthy environment for all students. As you can see in the projections section of the Pre-CIP Report p.10 and capacity utilization tables in Appendix D, we project very uneven enrollment and capacity utilization among elementary schools. Targeted transfers have been offered to allieviate enrollment at some schools in anticipation of the boundary change, and they signal likely examples of where a Countywide boundary process will provide for adjustments.

59. After the long-range renovation plan is released how will the document be updated?

Response:

It will be updated each year in the CIP and Pre-CIP reports.

60. How many students/families actually took advantage of the Targeted Transfers? Was it worth the administrative burden? Did they provide relief to the intended schools?

Response - Not enough time to respond

61. Has Campbell always had only 3 K classes? Could the school accommodate 4 class cohorts? This may be a way to alleviate capacity at other schools.

Response:

All school use, will be reassessed after the schools are reevaluated for program capacity. Note, Cambell is home to a countywide special education program that uses 3 or 4 classrooms with small class sizes.

62. Could the MPSA program expand to K-8 and be housed in the renovated Career Center building? There were implications in the pre-CIP and at the community engagement meeting that this might be a future plan. This could free up more capacity at Gunston; perhaps Immersion could stay and enrollment balanced through boundary changes?

Response:

A program evaluation of Montessori will begin in 2023-24 and one of its tasks is to look at the potential for consolidating PreK to Grade 8 Montessori classes, currently spread across multiple schools. The results will be too late for MS boundary process and won't provide the same relief since the programs sizes are not comparable. [https://www.apsva.us/wp-content/uploads/2022/10/U\\_MEM\\_282\\_MEMBERSHIP-SUMMARY-PROGRAM\\_10\\_9\\_2022\\_Sept.pdf](https://www.apsva.us/wp-content/uploads/2022/10/U_MEM_282_MEMBERSHIP-SUMMARY-PROGRAM_10_9_2022_Sept.pdf)

63. Will there be more oversight at the HS level to ensure students transferring to W-L for IB classes actually take the necessary classes for all four years? Otherwise return to home school.

Response:

This will be considered in updates to the Options and Transfer Policy (J-5.3.31) and may also be addressed in the September Academic Program report mentioned in the work session.

64. If MS Immersion moves to Kenmore, would that impact any ES immersion feeder patterns? Will the closing of Nottingham lead to any changes in ES immersion feeders?

Response:

No changes anticipated for elementary immersion feeders at this time.

65. The Pre-CIP assumes that there is a decrease in immersion from elementary to middle school because of the location of the immersion program. According to page A-108, there are 338 students in the middle school immersion program. How many students chose not to attend the middle school because of the location? How many additional students does APS expect would attend middle school if moved to Kenmore? How many students would APS expect to lose if middle school if moved to Kenmore? How many students would continue in immersion if the program was split into two programs - one remaining at Gunston, the other at Williamsburg (where there is additional capacity)?

Response:

When the Key program moved to its current location, 92% of students with the program. Note the immersion programs typically see greater attrition grade to grade because after grade 1, incoming students must already be bilingual and we live in a transient area. Other option programs pull from their waitlist.



APS has used estimates to forecast program continuation rates. For the boundary recommendation, we estimated that 2/3 of the immersion students from the Gunston boundary would move with the program and all students that attend Immersion at Gunston, but do not live in the Gunston boundary, will move with the program. There are many reasons students choose to attend their neighborhood school over continuing with immersion. Reasons often include access to extracurricular activities closer to home.

A program move to Kenmore, a more centralized location, may mean greater continuation rates for Immersion students who have historically left the program after grade 5, citing in part the location. We do not poll families who don't choose to continue with immersion in the middle school, but anecdotally some families have said that the location at Gunston was too far.

66. During the Pre-CIP community engagement, APS staff said they would consider splitting the middle school immersion program into two schools if capacity was 400 students or above. With the program currently at 338 and most of the students in north Arlington opting out, it would stand to reason that at least 62 of the ~200 students graduating from 5th grade in Key and Claremont each year who opted out due to distance would remain in the program.

Response:

Noted. We will monitor the enrollment. Right now we are dealing with assumptions and possibilities, but will use observed data going forward. The September Academic Program report mentioned in the work session may address immersion, and if it does, APS will prepare boundary proposals that align.

67. Page A-102 shows students on the waitlist for Gunston Immersion, but page A-108 says there is no waitlist. During the first community engagement session, staff also indicated there were no students on the waitlist. Why are there kids listed as on a "waitlist" on A-102? And why were they not admitted?

Response:

The waitlist is the queue for determining who wants to join the program. Immersion is unique and students who meet the Spanish speaking requirements are offered seats in the program. Sometimes there are applicants in the queue (on the waitlist) who do not speak Spanish.

68. Gunston is expect to have 120 more students than seats in SY 27/28 (pg 11)

Response:

118, see the chart on page 12.

69. Any changes to uses at the Buck Site?

Response - Not enough time to respond

70. Could boundary changes alone balance MS enrollment?

Response:

Yes, addressed in Appendix H.

71. What would be the transportation benefits if both Immersion and Montessorri were moved from Gunston?

Response - Not enough time to respond

72. Page A-111, table 3 should include the number of immersion and montessori students needing to be bused in all scenarios, and including a caveat of additional buses required if immersion and montessori could not be bused together, but were both offered transportation from APS.

Response:

We'll do this in the boundary process, remember, the appendix is a ball park estimate without details.

73. Does Page A-111, table 3 include option students within the number of planning units affected? If not, then there should be another line to show this.

Response

Noted

74. Any staff comments on Superintendent's request for more office space?

As everyone cuts office space, APS superintendent wants more - Gazette Leader

Could any staff offices be located in Williamsburg MS, W-L Annex, or even Nottingham ES?

Response

P&E currently has two positions working in temporary spots. Other departments are in the same boat. If the SB agrees with your recommendation and directs the Superintendent, we will look into this recommendation in the next Pre-CIP report.

75. Document states in a number of places that "Based on current projections, APS can accommodate anticipated enrollment growth..." Over what time period(s) are we looking at?

Response

10 years

76. Stoplight Table on A-35, A-91 are visually appealing, but recommend pivoting the axes to read similarly to all of the other tables in the document (with years on the X axis).

Response

Noted

77. Exec Summary, pg. V: F&O plans to share its prioritized school renovation list. When will the FAC get to review it?

Response - Not enough time to respond

78. The paragraph introducing swing space also talks about boundary changes. If boundary changes are critical to making the swing space plan work, that needs to be stated specifically rather than just inferred from the context.

Response  
Noted

79. General comment: The document has many instances of using acronyms that aren't explained. First use of acronyms in a document should always be spelled out first.

Response – Thanks Kateri!

80. Referring to the MPSA, why is it repeatedly written as “Deconstructs (demolishes)”? Use one term or the other. No need for both unless there's a genuine distinction and APS hasn't decided which one they're choosing yet.

Response - Not enough time to respond

81. Under Non-Facility Projects they mention the library furniture project. Are there others? If so, they should be mentioned too.

Response

Not in program evaluations which are conducted by another team with in Planning & Evaluation, and none identified by the cabinet in spring 2023.

82. Pg 3: Table 1: Non-construction projects. What is/are “ERP Modernization”?

Response

This was detailed in the FY 2023-32 CIP. Enterprise resource planning (ERP) refers to a type of software that organizations use to manage day-to-day business activities such as accounting, procurement, project management, risk management and compliance, and supply chain operations.

83. Pg. 5: PCPS: It mentions that growth was manageable under various housing scenarios for the following ten years. This is a partial truth. Yes, APS has enough seats to accommodate the growth, but if you look at where they are (Fig 2), they're nowhere near Pentagon City! And the existing projections do not include any developments that have not gone through the county's SPRC process, and/or any of the pending development changes transitioning approved retail to housing. This could represent a significant amount of additional students.

Response

The projected enrollment estimates are manageable with existing capacity, regardless of location. The birth rate is also declining. A challenge is having excesses seats in the wrong corner of the county. Estimates for Missing Middle and Plan Langston Boulevard are not going to have much of an impact in the next 10 years.

84. Missing Middle: Could generate between 9-13 students per year. Which is almost immeasurable! But do we know where in the county these 9-13 students might be? A little more clarity about where that minor impact is likely to be seen could be helpful, if available.

Response - Not enough time to respond

85. iRide program: Since there's no more ACTC, can the FAC get a briefing at some point this year on the iRide program? How is it structured? How is it performing? Any planned changes? Etc...

Response - Not enough time to respond

86. Current Outlook, pg 7, 2.1 "Projections Overview". What does this mean? "...projections reliability for K-12 enrollment has improved since the depth and uncertainty of the pandemic period and was 101% in Fall 2022." Is this 101% important in some way?  
This section provides an overview of trends from the Fall 2022 projections. For those that want to learn more in depth information on the Fall 2022 projections, Appendix B of the Pre-CIP Report includes more detailed information. The rationale for including mention of the "101%" reliability for the Fall 2022 projections was to explain to the reader that enrollment trends have *partly* stabilized since the disruptions to enrollment caused by the COVID pandemic which led to abrupt losses in APS enrollment between fall 2019 to 2020 and continued declines between fall 2020 and 2021.
87. Pg. 7: What does this mean? "...PreK is estimated only for one year and this figure is held constant throughout the projection years.

Response

PreK is not projected. APS budgets for a certain allocation of PreK classes that is then reported in the Projections tables. That number is then used across every year of the 10-year projection since we don't know if classes will be added or subtracted. APS is responsible for accepting all K-12 students. This is not the case for PreK where a certain number of seats are planned each year.

88. Pg 7: Projected Capacity Utilization by School level: How does capacity utilization help determine whether to use capital or non-capital money to accommodate capacity needs?

Response

Capacity Utilization helps APS understand what its needs/options are. If we have sufficient space in a school, no steps are needed. If we don't, we look at alternatives including all the tools discussed earlier – relocatables, boundaries, new construction and so on. When the utilization by level exceeds capacity, we begin to look at adding seats through construction, not changing boundaries or moving programs.

89. Pg 8: Projected Elementary School Capacity Utilization: Fig. 1: The distinction between the two different capacity measurement methods (pre-2028 vs. post 2028) is not at all clear. Please explain.

On page 8, Figure 1, the bars in dark green (2023-24 to 2027-28) represent K-5 projections that include existing APS elementary cohorts as of Sept. 30, 2022. For example, by 2027-28, the projected 5<sup>th</sup> grade cohort will be based on actual Sept. 30, 2022 kindergarten enrollment. By 2028-29 (mint-green bar) all six elementary cohorts (Gr K, 1, 2, 3, 4, 5) will be based on assumptions made

on future births. The projections after 2028-29 should be used with caution since they are fully based on births assumptions.

Response - Not enough time to respond

90. General question: Why do “seats” vary by small amounts every year? How do we have such precision? (Is this “false precision”?)

Response

Buildings have design capacity based on the number of classrooms etc. Sometimes, with minor construction, hallways may be converted into usable spaces freeing up more ‘seats’. As this doesn’t happen routinely, the number of seats is fairly stable. The Pre-CIP proposes to examine program capacity which more closely aligns with the types of programs and classes occupying the school. A preK which uses one classroom may max out at 17 students (or fewer in the case of SPED). This means fewer students than the building was designed for can be accommodated. Some schools have as many as nine preK or SPED rooms as in the example in the report. This may mean that general capacity utilization looks lower than it should. So the number of available seats is somewhat mutable depending on the use.

In another example, there may be a German 3 class at the Career Center. The number of students in the class likely doesn’t fill the room to capacity, but a room is required, so again, the utilization rate may not tell the whole story.

91. General question: The charts in this section show percentages above or below capacity. But I’d like to know what level of imbalance APS considers to be of concern? In other words, at what level does a projected imbalance start to look critical and in need of mitigation? (Ex: Is 105% capacity anything to be worried about? How about 112%? What about 85%?)

Response

This is a great question! Planners from all over the region don’t have consensus on this as we learned last week! One way to think about it is that if we have two neighboring schools one at 85% and one at 112%, we may see an opportunity to serve both communities better by shifting students for a better balance. APS would first look at whether the projections show that we can expect a situation to resolve itself over time for whatever reason. Or, this could mean offering voluntary transfers, moving a preK class, changing boundaries or other means. Other situations are less clear such as when the schools with space are further away from those which are experience high enrollment. APS exercises judgement in choosing how to address over or under-enrollment.

92. Pg 9: First sentence: “By contrast, Zone 1 (residential areas above the Rosslyn-Ballston Corridor)...”  
Replace the word “above” with “north of”.

Response

Noted.

93. Pg.15, fig 8 & pg.16, fig 9: Remove thick blue arrows from map and make it graphically similar to the others.

Response  
Noted.

94. Pg. 20: Project status table. Rename “Financial Completion Status” column to “Financial Completion Year”, and instead of “on-going” for those still under construction, include the anticipated/projected end year.

Response  
Noted.

95. Pg. 21: New facility Planning: The document mentions “agile facilities” in the first paragraph. I find this phrase compelling and would like to know if it or something like it is mentioned anywhere else in APS literature at the policy level or is this just a professional/staff-level best practice?

Response  
This is an area that will be explored and refined in the future. We need to avoid closing schools and giving them to the county, and instead be able to use the spaces or different needs as enrollment increases or decreases. A first step in this work is assessing program capacity consistently across schools and ensuring certain standards are put in place and used consistently.

96. Pg. 21: Updated Ed Specs. Second bullet mentions a requirement for at least “one operable window per classroom”. That’s an embarrassingly low bar! Can we talk about strengthening this at some point?

Response - Not enough time to respond

97. Pg. 21. Updated Ed Specs: 9th bullet mentions “innovation commons”. What is this?

Response - Not enough time to respond

98. Environmental Stewardship (pg. 21) How is the system “committed to energy and environmental conservation in school operations” and how does it aim “to minimize our carbon footprint and emissions”? Are there any LEED or other targets, metrics or goals formally stated in school policy you can reference?

Response - Not enough time to respond

99. Is the name of the vendor “Sun Tribe Solar” important in some way? If so, I’d like to know more about APS’ relationship with them. What is the impact of their PV installations? kWh generated? % of demand covered? \$\$\$ generated/offset? Etc.

Response - Not enough time to respond

100. Pg 22: What is “Energy Use Intensity” and how is it used?

Response - Not enough time to respond

101. MC/MM. What is the typical MC/MM budget? How much does this budget typically cover each year?

Response - Not enough time to respond

102. The 2nd MC/MM paragraph talks a lot about who is involved in MC/MM programming. Does the school board weigh in on MC/MM programming too? If so, in what way? How do they determine its budget?

Response - Not enough time to respond

103. 3rd MC/MM paragraph mentions the “Cabinet”. Who is The Cabinet?

Response

<https://www.apsva.us/departments/superintendents-office/superintendents-cabinet-organizational/>

104. Transportation Facilities (pg. 22) 1st paragraph talks about utilization rates? Is this relative to the entire student body, or relative to only those who are eligible for transport services? (Or something else? Are the 59% and 83% good or bad? Some kind of reference point for these numbers would help us understand the meaning/value of these numbers.

Response - Not enough time to respond

105. 2nd paragraph of Transportation Facilities mentions the need for space to park buses. It would be helpful to understand the magnitude of the problem. How will the projected mostly flat student growth affect the need for buses and bus parking? There’s also a reference to the bus parking spaces’ need to “promote healthy transportation options”. It’s not clear to me how the location of a bus depot will promote healthy transportation options. Please elaborate.

Response - Not enough time to respond

106. Please elaborate on the Hub Stop transport model. (Can the FAC get a presentation on this at some point this year?)

Response - Not enough time to respond

107. Pg. 23: What is the “white fleet”?

Response - Not enough time to respond

108. It would be helpful to learn more about the iRide program. How effective has it been? Can it be improved?

Response - Not enough time to respond

109. Can the FAC also get a presentation on the planning and progress of the electrification of the APS bus fleet?

Response - Not enough time to respond

110. Planning proposals (pg 23)

Tools to Manage Enrollment: How are “neighborhood transfers” and “targeted transfers” different?

Response

Answered earlier. Targeted transfers are transfers that are limited to specific planning units or school boundaries, they’re designed to resolve a specific issue. Neighborhood transfers are open to any student across the county.

For example, targeted transfers were first offered at Drew for Abingdon students. Abingdon’s enrollment has exceeded capacity and Drew borders Abingdon boundaries and has room for more students.

There are several planning units in Westover that are a stone’s throw from Cardinal, while assigned to the boundary for Tuckahoe or Glebe. During the fall 2020 elementary boundary process, minimal changes were made due to the pandemic. The targeted transfers allows some families who live in close proximity to Cardinal to enroll at the school, while also capping the numbers of students by grade so enrollment remains within the building’s capacity and staffing.

111. APS relies on Planning Units to balance enrollment. Aside from making some of the larger ones smaller, are there any other models APS could use that aren’t based on fixed PUs?

Response

That will be considered when we work with a consultant to begin this project.

112. 3.1 (pg 24) Update Planning Units for Future Boundary Processes

“Some planning units may need to be subdivided to create more flexibility for upcoming boundary processes”. This sentence tacked onto the end needs to be moved up to the first paragraph.

Response

Noted

3.2 (pg 24) Please explain why “Prioritizing capacity utilization will increase the demands on transportation...” The concept of Capacity Utilization isn’t introduced until many pages later. Perhaps it



should be relocated to earlier in the report so that the connection between this method of determining school capacity and transportation is more clear.

Response – see Cynthia’s comment. Thank you Cynthia.

113. Pg. 25 Transportation study of Immersion relocation: The first paragraph needs to mention where the immersion program is currently located! Also: Immersion of WHAT? (Don’t assume your audience knows!)

Response  
Noted

114. The impacts of relocating the Immersion program on transportation (good, bad or neutral) need to be explained better.

Response  
Noted, and remember this is a ball park proposal, details will be part of the October Boundary Process.

115. Pg. 27: Boundary Change Considerations in Policy. Amongst the items that the school Board may consider should include a re-evaluation of formal and informal Walk-Zone policies.

Response - Not enough time to respond

116. Pg. 28: What is driving the need for Tier 2 measures in the first place? (Is it just a more detailed version of Tier 1?) How much added benefit can we expect to get from this additional increment of study?

Response - Not enough time to respond

117. 4.2 Swing Space (pg 28) “The swing space will be a valuable addition to the school community.” This is a meaningless/useless statement. Please consider deleting.

Response  
Noted.

118. 4.3 Renovate existing ACC for MPSA  
The first paragraph mentions tearing down the MPSA and replacing it with a “sports field”. The second paragraph refers to it as “additional green space”. Those two things are not equivalent. Be clear what the plan is. Or be more general if it’s still undecided.

Response  
Noted

119. 4.4 Proposed School Capacity Review (pg. 31)

Overall, this section needs to do a better job explaining how “Building Design Capacity Utilization Rates” are different fundamentally and practically from “Proposed Total School Capacity”. (Perhaps we need better terminology that aren’t so similar to each other.)

Response

Noted

120. Pg. 32: Changes in Capacity

What is the “K-3 Initiative” mentioned in the first bullet?

Response

It’s a state initiative that provides some additional resources for staffing K-3 classes at some schools. Each year APS evaluates if the district can afford to accept the funds that require some additional local funding. It reduces class size by 1 or 2 students in the schools that get the resources.

121. Pg. 33: Table 3 should not be titled “Proposed Calculation for Total School Capacity and Utilization Rate”. It should be called a “Case Study” using a generic school.

Response

Noted

122. Pg. 33: Conclusion

This entire statement needs to be introduced earlier in the section on capacity, not saved to the end. “...schools may show open seats and utilization below 100%...This analysis allows us to understand when open seats may or may not be consolidated to provide classrooms for additional programs”. (Also, replace “may” with “might” or “could”.)

Response

Noted

123. 4.6 Pre-Kindergarten to Kindergarten Enrollment Analysis

Pg. 34: The entire middle section (paragraphs 3 thru 6) is way too technical for this kind of report. Consider eliminating it entirely. Otherwise, it needs to be drastically simplified.

Response

Noted

124. Pg. 35: Project Labor Agreement

Please explain what a PLA is. Why might it be necessary? How are they useful? How exactly would a PLA (or PLAs?) affect facility planning?

Response

The School Board’s June 2023 vote on the FY 2023-24 CIP directed the Superintendent to develop a PLA.

125. 6.1 Pg. 35-36: HACP. The entire topic of HACP from “The HACP impact on enrollment has not been estimated... thru “Operating Budget savings are estimated at \$7,073,280.” is disorganized and not at all clear. Please rewrite.

Response  
Noted

126. 6.2 Pg. 36: New Home for Even Start. Begs the question: Where is it now? Why can't it stay there? How big is it?

Response  
Currently at ACC in a relocatable that will be removed. The rest of the questions was answered earlier in the list of responses.

127. Sentence “It was defined as a good fit for public spaces in affordable housing developments.” Needs to be re-written.  
“Defined” is not the right word. (Determined by/selected by/chosen by) perhaps?  
“Public spaces” is not the right phrase. (“Common spaces” perhaps?)  
“Affordable Housing” is a generic term that’s burdened with sometimes unintended meaning. Is this the right word here?

Response  
We worked with county staff on the wording based on what could be stated at the time of publication.

Question for FAC - In the future, should this stuff be left out of the Pre-CIP report. It was included in the interest of documenting changes for full transparency.

128. Appendix L: page 6 slide: Shows “propsoed conversion test-fit” for renovated CC space. Does not seem to include option for those using the parking garage onsite to transit the building in order to access other facilities on the campus. Are these “conversion test-fit” plans going to be presented to the CC-BLPC? (Probably outside the scope of the Pre-CIP. But have to ask.)

Response - Not enough time to respond

129. Page A-128 talks about the ART bus service to the proposed new locations for the MS immersion program. Recommend including the ART bus service to the existing site (Gunston).

Response  
Noted

130. Page A-136 Chart 1 is very confusing and I’m not sure what information it’s conveying.

Response  
Identifies students as bus eligible and students that do not receive bus service, also known as students residing in the walk zone. The graph displays bus riders and walkers over a 5-year period.

131. Page A-152 Table 4 notes that immersion numbers will decline, but the source is not cited. Immersion has high waitlist numbers to enter the pipeline and the DLI framework includes the vision to add a third ES immersion school. This seems contrary.

Response

Immersion numbers will decline because of a reduction in the number of kinder classes at both schools. The new ATS site is slightly smaller than the old site, and with the realignment of feeders, the upper grades accepted transfers from Claremont increasing enrollment. At Claremont, the school had several cohorts of 6 kinder classes. As they progressed, enrollment climbed over capacity. Also, Claremont now hosts more PreK VPI classes in part to relive high enrollment at Abingdon and also as a way to draw in more Spanish-speaking students to support the immersion model as VPI students do not have to go through the lottery to enter the k-5 immersion program. PreK classes reduce the number of classrooms for the K-5 program. As the larger cohorts enter middle school, Claremont will again be able to offer additional kinder classes which is decided in the Enrollment Management Plan on a yearly basis.

Chair Additions:

132. Page v (bottom): Can trade-offs in cost be highlighted for keeping/renovating Patrick Henry vs. renovating the old ACC? Believe these are already calculated and also will become clearer once the Long Range Renovation Plan is published.

Response - Not enough time to respond

133. Page vi, last paragraph, 3rd sentence: Is this APS policy or an administrative opinion?

Response

It's part of the approach and likely will need to be discussed when the policy is updated and a PIP is created.

134. Page 2, under Interrelated Proposals:

- How will APS consider how each proposal affects and is affected by resources, etc.? What is the methodology?
- For the Long-Range Plan, are there any considerations that MS and HS swing space will be needed in the next 10+ years?
- ACC Campus completion (Phases 2 & 3): is this already part of the past bond and CIP, or was this just planning guidance that must be finalized in the FY25-34 CIP?
- Demand for Options: Do we have statistics on the yearly demand for options vs. the number of students actually allowed into each program?

Response

This will be a back and forth as

- the SB votes on CIP direction and provides APS with options it want more details on.
- APS gathers details and begins to put together projects that fit and meet the SB direction.
- The SB reviews the Supt's proposal and adjusts based on updated information.

135. Page 4: BLPC and PFRC results are discussed in the last paragraph. Can we add the links and/or reference location for each as footnotes?

Response

<https://www.apsva.us/engage/arlington-career-center-project/>  
<https://www.arlingtonva.us/Government/Commissions-and-Advisory-Groups/Planning-Commission/Public-Facilities-Review-Committee>

Page 5:

136. Is the PCPS part of the swing space study and/or the long-range renovation plan?

Response

A site in the areas was evaluated, not recommended

137. PLB: are these goals and sites best-suited for students or simply community families in general? Both? How so?

Response

The sites have not been evaluated for suitability, instead, the county is putting placeholders for APS in their planning documents, which was not done in the past.

138. For iRide, do APS funds or County taxes pay for this program?

Response - Not enough time to respond

139. Page 7: 1st paragraph: Purpose of Option Programs - is there any cost/benefit analysis available when taking bussing and other specialized factors into account vs. neighborhood schools?

Response

It was evaluated in an early program evaluation. Since planning factors are mostly the same, the only additional cost was transportation.

140. Page 8: Do we have actual numbers for 2023? We're using 9/30/22 numbers as the first data point on the seats graphs.

Response

Sept. 30, 2022 is the official enrollment count used for the 2022-23 school year

141. Page 21: For newly renovated facilities, there are sometimes internal classrooms with no windows. Are there exceptions made to ed specs for these classrooms, or is there a mandatory requirement for at least one window? Are there other ways to bring natural light to internal classrooms?

Response - Not enough time to respond

Page 25:

142. A conflict between recommendations on the Immersion program is noted (one location vs. two locations). Could APS expand on the two options and why the study results were not used indicating two locations being ideal and instead one middle school was chosen as the best alternative?

Response

The immersion visioning process recommended one middle school program, not splitting it among two sites.

143. Under boundary changes, existing relocatables are referenced as assisting with enrollment at the 25 elementary schools. How many are likely to stay in place vs. moving? How are these relocatables affecting other facilities like sports fields, play grounds, parking, and open space that would otherwise be available?

Response

Please reference the [Facilities Optimization Study](#). The document is produced in collaboration with the FAC and a revised version will be reviewed this year for publication.

144. Page 26: Is the LRPP likely to change the current boundary proposals based on schools requiring renovation from the list given in the second to last bullet?

Response

Possibly, and the elementary boundary process is scheduled for fall of 2025 when this information will be known, and details confirmed by June 2024 vote on CIP.

145. Page 28: When does the Tier 2 planning effort take place? Will FAC be involved in this effort?

Response - Not enough time to respond

146. Page 29: Notes that the old ACC will be converted for “elementary” Montessori use; are there any plans to ensure some classrooms can absorb middle school students and capabilities, or is middle school planned to remain at Gunston for the foreseeable future?

Response

This was addressed in an earlier question.

147. Page 30: Montessori planning appears to separate out PK, Kindergarten, and 1st - 8th classrooms, even though Montessori goes in groups of three years (PK3, 4 + K; 1-3; 4-5, 6-8, etc.). Has this been taken into account for planning, or will this occur in the coming years?

Response

Yes, all of these students are accounted for.

Note, the Montessori K students were separated from K students in the membership report several years ago for contingency staffing. Montessori K students are in a class with 3 and 4 year olds, while new

K student may result in the need to allocate an additional kindergarten teacher.  
[https://www.apsva.us/wp-content/uploads/2022/10/U\\_MEM\\_281\\_MEMBERSHIP-SUMMARY-ALL\\_10\\_9\\_2022\\_Final\\_Sept.pdf](https://www.apsva.us/wp-content/uploads/2022/10/U_MEM_281_MEMBERSHIP-SUMMARY-ALL_10_9_2022_Final_Sept.pdf)

In addition, this report was mentioned earlier and shows secondary students in programs.  
[https://www.apsva.us/wp-content/uploads/2022/10/U\\_MEM\\_282\\_MEMBERSHIP-SUMMARY-PROGRAM\\_10\\_9\\_2022\\_Sept.pdf](https://www.apsva.us/wp-content/uploads/2022/10/U_MEM_282_MEMBERSHIP-SUMMARY-PROGRAM_10_9_2022_Sept.pdf)

148. Page 31: What are the current teacher-student ratios, and can we clarify what “variable, lower teacher-student rations” entail and how they’re justified?

Response

Please see the planning factors on the budget web page <https://www.apsva.us/budget/>



**ARLINGTON PUBLIC SCHOOLS**  
**Planning and Evaluation**

**MEMORANDUM**

**TO:** Dr. Francisco Durán, Superintendent

**FROM:** Lisa Stengle, Executive Director of Planning & Evaluation

**CC:** Iliana Gonzales, Director of Strategic Planning

**THROUGH:** Stephen Linkous, Chief of Staff

**DATE:** August 25, 2023

**SUBJECT:** Pre-CIP Question 19

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**QUESTION 1:**

First, in response to the high school boundary questions, staff state that we will do HS boundaries in Fall 2024 but they will not be implemented until Fall 2026. We also are planning to do ES boundaries in 2024 but they will be implemented in Fall 2025. I understand why we need to implement the HS boundaries in 2026 because it will align with opening new capacity at the Career Center, but I am curious about two things:

1. What are the advantages/disadvantages of doing the HS boundaries in fall 2024, rather than fall 2025?
2. Are we anticipating growth in Arlington Tech, specifically, for fall 2026? Arlington Tech, to my knowledge, has not grown to the full size of 800 students that the original plans for that program called for. What do we anticipate in terms of the breakdown of the new seats at the Career Center between Arlington Tech and CTE programs? (If staff do not yet have that answer, I can ask it in concert with the September academic planning work session.)

**Response:**

Clarification on the timing of boundary processes - The Pre-CIP report includes the timeline below.



	Middle	High	Elementary*
Planning unit data review: July to Sept. 1	2023	2024	2025
Proposal and engagement: Oct. & Nov.	2023	2024	2025
School Board vote: Dec.	2023	2024	2025
New boundaries effective: Fall	2025	2026	2026
Years from SB vote/boundary process until boundaries take effect	2 2023-2025	2 2024-2026	1 2025-2026

We plan to conduct an elementary process in 2025. It isn't practical to conduct both HS and ES boundary processes in the same year, either administratively for school support or for the transportation department, given that both will have countywide impacts. Both need to become effective in 2026 to coincide with the opening of new seats at ACC and the planned first renovation in 2026 with swing space if needed.

By addressing H.S. boundaries in Fall of 2024, high schools will have time to prepare for any Academic Program recommendations, based on the information Academics presentation the SB in September 2023. That information will also be available for Fall 2025 information night, communicated to families as they prepare for high school transitions.

Arlington Tech has not grown to 800 as originally envisioned because the construction was delayed, and the school does not have capacity for 800 Arlington Tech students and students in CTE courses or other programs. The lottery has been capped at 130 grade 9 until the new facility is ready to open. The new building with its higher capacity will both allow more students to be accepted and will attract more applicants. This information will allow us to have a better understanding of the future breakdown of Arlington Tech and CTE students at the ACC campus.

**QUESTION 2:**

Second, in response to question #41, staff state that "this fall we are using a contractor to help with the MS boundary process." My apologies if I have missed this in a Board discussion, but can staff please articulate what services the contractor is providing?

**Response:**

P&E hired Cropper GIS to help with the Fall MS boundary process. The scope of work is for the Fall MS boundary process and includes:

- Developing MS Boundary Scenarios
- Building an online mapping tool to visualize the MS Boundary Scenario Proposals
- Leading the discussion at the community meetings

**QUESTION 3:**

Third, regarding question #60, I am interested in the answer to that question, when staff are able to respond on it.

**Response:**

*FAC Question 60. [See FAC questions memo 18, above and repeated here] How many students/families actually took advantage of the Targeted Transfers? Was it worth the administrative burden? Did they provide relief to the intended schools?*

P&E will look at this issue as it prepares the 2024 Enrollment Management Plan.

Elementary Schools Targeted Transfers Offered for the 2023-24 School Year as of 8/23/23

<b>Neighborhood School</b>	<b>Seats Available</b>	<b>Number of Applicants</b>	<b>Acceptances (Students transferred)</b>	<b>Students Waitlisted</b>
Cardinal	35	22	7	0
Dr. Charles R. Drew	30	9	0	0
Innovation	30	30	2	0
Alice West Fleet	20	12 (all ineligible)	0	0

Targeted transfers to:

- Cardinal ensured that some PU near Cardinal have an opportunity to attend the school; they were not reassigned to the school during the fall 2020 elementary boundary process.
- The other transfers are designed to provide some relief.



**ARLINGTON PUBLIC SCHOOLS**  
**Planning and Evaluation**

**MEMORANDUM**

**TO:** Dr. Francisco Durán, Superintendent

**FROM:** Lisa Stengle, Executive Director Planning & Evaluation

**CC:** Iliana Gonzales, Director of Strategic Planning

**THROUGH:** Stephen Linkous, Chief of Staff

**DATE:** August 25, 2023

**SUBJECT:** Pre-CIP Question 20

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**QUESTION 1**

- Why is a transportation study planned for *after* the swing space (SS) location is chosen? Why isn't it a necessary criterion to make the location decision? What will it study? What will it conclude?
  - that the site is/isn't appropriate for swing space?
  - that XYZ needs to occur to implement swing space at the chosen location?

**Response**

A transportation study is recommended once the SB votes on CIP direction and narrows the choices for swing space. Each study will have a cost and require staff support and we want to make sure the studies are limited to sites that will continue to be considered by the School Board.

**QUESTION 2**

- What will happen if the transportation study concludes that transportation problems make the chosen site a poor or infeasible choice? Will there be a new site recommendation?

**Response**

The transportation study will recommend how best to manage transportation in and around the site. There will not be a different recommendation from APS staff, identifying a different swing space site. Alternative sites are provided for board consideration. Staff will pursue the options included in the SB's

October 2023 direction for the FY 2025-34 CIP. The board will make a final determination in the June CIP vote.

### **QUESTION 3**

- What happens if needed refurbishment is done in less than a full SY? Will students move back to the home school mid-SY? Can/will 2 schools needing lower-level refurbishment be done in the same SY?

### **Response**

If a building is completed early, APS can determine if there is a good point for the school to return to its neighborhood. This often has to be timed with breaks to give enough time to plan for operations including the moving of materials and resources.

### **QUESTION 4**

- What planning is occurring on space/priority/transportation for Extended Day?
  - at the swing space location
  - for the students re-assigned from the swing space site
  - for the home school students relocated to the swing space site?

### **Response**

Planning will begin after the SB narrows the options for swing space when it votes in October 2023 on the FY 2025-34 CIP Direction. For any sites identified in the direction, APS will recommend the SB to direct a study to prepare initial plans for Extended day services in 2026 to be presented in May 2024 as part of the Superintendent's Proposed FY 2025-34 CIP to:

- Look for options to provide extended day at an APS facility close to the neighborhood school undergoing renovations.
- Redistribute Nottingham's extended day staff to support enrollment increases nearby due to boundary changes.

### **QUESTION 5**

- Randolph and Barrett have no general education buses, and other schools are only busing a portion of their students. This implies a greater number of total buses and drivers will be needed. We are chronically short 20 drivers (more with daily sick call-outs).
  - What is the plan to overcome driver shortages?
  - Using Barrett's capacity of 576 as a strawman, moving those students to swing space will require 8-9 add'l busses & drivers that do not exist now for today's needs. What is the plan for acquiring add'l busses?

### **Response**

Schools undergoing a renovation and moving to a swing space will likely follow a modified schedule, for example: getting to their neighborhood school each morning, catching the bus together and getting to the swing space facility at one time, then travelling together back to the neighborhood at the end of the day. The schools' start and end time will likely be adjusted for the duration of the time they are using swing space to ensure that there are buses available to transport the students.

A transportation study is recommended once the SB votes on CIP direction and narrows the choices for swing space. A plan for additional buses or drivers may be considered in swing space studies if the board so directs.

#### **QUESTION 6**

- How is staff going to prioritize the list of schools to be refurbished? By refurb cost? By overall condition? By need for one or more critical systems (eg, HVAC, major electrical switch)? Other?

#### **Response**

Facilities and Operations will present the Long-Range Plan to Renovate Existing Facilities evaluation results to the School Board in September 2023 and will be able to share more information regarding school facilities' needs. The school board will decide which projects to study further before they prioritize renovations in the June CIP.

#### **QUESTION 7**

- The pre-CIP Report stated that staff needing to be relocated from the swing space location will get highest priority for transfers.
  - Does this mean transferring to another school ASAP, ie, significantly before the swing space implementation takes effect?
    - What is the plan to prevent hemorrhaging staff from the swing space site between now and Fall 2026 that would result in less than a full complement of staff in place for the students still attending the swing space site (and new staff can't be hired for that location b/c of the short time until swing space implementation).?

#### **Response**

It is too early to address the plan without knowing if an elementary school will be repurposed for Swing Space. In October, if the SB includes repurposing an elementary school in its direction for the next CIP, HR will be charged to develop an initial plan by May of 2024 to accompany the Superintendent's proposed FY 2025-34 CIP. The plan will describe strategies to retain Nottingham staff through the transition. Nottingham staff would get priority in the open vacancies for the 2026-27 school year, before positions are advertised.

#### **QUESTION 8**

- When students are reassigned from the swing space site to other schools, teachers from the swing space site will be needed to accommodate the resulting enrollment increase at the reassignment school. But what about the specials staff who will not need to be augmented (eg, Librarian, psychologist, SLP, PE teacher, counselor, social worker, Exem Project, etc) at schools where swing space location students are reassigned?

#### **Response**

All Nottingham staff will get priorities in the open vacancies for the 2026-27 school year, before they are advertised, Nottingham teachers and staff will be able to review and apply for the available positions.

### QUESTION 9

- How will the above impact staffs' career progression?

#### Response

Teachers will maintain their years of service with APS.

### QUESTION 10

- Can students needing to vacate refurbishment sites be relocated based on their residence Planning Unit (P/U) to a school near the P/U with some capacity, instead of relocated en masse by school to the swing space site?

#### Response

This idea was evaluated, not pursued for the following reasons.

1. Spreading out students from the school under renovation would disrupt both their community and the communities at the receiving schools for every project, every year or every other year. It would essentially conduct a boundary process each time a school was renovated. Nearby schools may need relocatables.
2. Alternatively, the same receiving schools with open capacity (primarily in zone 1) would likely be required to host new groups of students for each renovation presenting new disruptions with each new project.
3. When students are reassigned each time from the renovating school, we'd also have to figure out how to reassign the staff. The administrative team would no longer have a role since students would be moved to a school with an administration.
  - The principal and assistant principal would not have a school population, so we'd need to figure out what that means for the period of renovation.
  - Teachers would be reassigned to different schools, which may then make it difficult to bring back the same teacher population when the school being renovated reopens.
  - Revising boundaries and transportation across multiple schools, every or every other year, would be administratively complex.

### QUESTION 11

- When it's time for a school with a large enrollment to be renovated, how will that population fit into a swing space site that is smaller (eg, Oakridge – capacity of 674 + 8 relos → Nottingham – capacity of 513 + 5 relos)?

#### Response

APS needs to look at the schools identified in the schedule of renovations to determine the specific needs of schools using swing space. The Long-Range Plan to Renovate Existing Facilities results in September will help guide this discussion. Most elementary school design seat capacity is between 436

(Campbell) and 752 (Fleet). For middle school renovations, one or two grades may need to relocate to swing space. Most of the larger facilities have been built or expanded in the last decade.

**QUESTION 12**

- Also, for tomorrow’s (and future) discussions with the N’ham PTA and other community members, can you please give me a ballpark estimate of the turnkey cost of: An additional relocatable (including purchase, prep, placement, permits, hooking up electrical and plumbing and fire suppression, annual maintenance, etc...in short, everything necessary to open the door to students and keep it running)
- An add’l school bus (including purchase, annual operation and maintenance cost, hiring, training, paying a driver to go with it...in short, everything necessary to welcome students onto the bus)

**Response**

In January 2023, Facilities & Operations reported that the costs for relocatable classrooms complexes have risen significantly. The costs provided below are based on recent project costs, Wakefield relocatable project cost from summer 2021. These recent costs were incurred prior to the 2022 escalation so we would anticipate these costs are minimum costs, not maximum costs.

Costs for relocatables are much higher than previous estimates due to escalation and increased County regulations from building permits, stormwater, and zoning.

Estimated Costs of Relocatable Classroom Complexes		
Number of Classrooms	Move existing and re-install*	Installation of new **
2	\$210,000 to \$300,000	\$250,000 to \$340,000
4	\$420,000 - \$600,000	\$460,000 to \$640,000
6	\$630,000 - \$900,000	\$750,000 to \$1,020,000
8	\$880,000 - \$1,260,000	\$860,000 to \$1,240,000
*Includes paint and flooring for relocated units. **Based on Current Contract without escalation. (Contract expires July 2023) General: Includes relocated or new visual display panels, toilet facilities, life safety and security systems tied into existing building required to receive occupancy / does not include FF&E (Furnishings, Fittings & Equipment)		

Facilities and Operations is gathering information for a response to your question on bus costs. This data will be provided to the board after this week.



**ARLINGTON PUBLIC SCHOOLS**  
**Planning and Evaluation**

**MEMORANDUM**

**TO:** Dr. Francisco Durán, Superintendent

**FROM:** Lisa Stengle, Executive Director Planning & Evaluation

**CC:** Iliana Gonzales, Director of Strategic Planning

**THROUGH:** Stephen Linkous, Chief of Staff

**DATE:** August 25, 2023

**SUBJECT:** Pre-CIP Question 21

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**IN PROGRESS:** Jennifer Loeb submitted 79 questions on August 20. Responses will be sent next week and included in the August 31 Friday Letter.





**ARLINGTON PUBLIC SCHOOLS**  
**Planning and Evaluation**

**MEMORANDUM**

**TO:** Dr. Francisco Durán, Superintendent

**FROM:** Lisa Stengle, Executive Director Planning & Evaluation

**CC:** Robert Ruiz, Principal Planner, Planning & Evaluation  
Iliana Gonzales, Director of Strategic Planning

**THROUGH:** Stephen Linkous, Chief of Staff

**DATE:** August 25, 2023

**SUBJECT:** Pre-CIP Question 22

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Last week, at the August 17, 2023, School Board meeting, a public comment was made that the enrollment projections should discard trends from the COVID pandemic period and that pre-pandemic enrollment trends should be used instead.

**Response:**

The Fall 2022 enrollment projections did look at enrollment trends from Fall 2019 to 2020, Fall 2020 to 2021, and Fall 2021 to 2022. Several of these years were a period when families' decisions on public education enrollment were impacted by COVID related considerations.

Equally important, the projections used Sept. 30, 2022 as a base, or starting point, for projections. Sept. 30, 2022 enrollment was lower than Sept. 30, 2019 enrollment. For example, it was about 780 elementary (K-5) students lower.

**Rationale**

It is true that using enrollment trends going back to 2019 and using Sept. 30, 2022 as a projections base has the combined impact of dampening projections compared to prior years. With APS projections, a conservative approach is pursued relying on recent trends, which are known, and maintaining known

recent trends into future projection years. With this approach there is a conscious effort to refrain from being highly speculative about how trends could change. Accompanying the Fall projections was a report which acknowledges that pandemic period trends dampen expectations on future enrollment growth and in acknowledgment of this observation, the report explains that many trends were weighed toward the Fall 2021 to 2022 period, when K-12 enrollment grew by about 1.7%.

One deviation from this conservative approach was the Fall 2020 projections (for 2021-22 to 2023-24), in which the decision was made to not rely on the pandemic period Sept. 30, 2020 enrollment (25,907 K-12 students) as a base, but rather Sept. 30, 2019 enrollment (26,906 K-12 students). The rationale in the [accompanying report](#) was that relying on Fall 2020 enrollment would “under-project future enrollment” and “ill prepare APS in future planning, since under-projecting will lower the expectation for the budget and staffing resources needed if there is an influx of students in a post-pandemic period.” The result of this approach was in fact an over-projection of enrollment, which decreased the K-12 projections accuracy for Fall 2021 to 92% (projections were 8% higher than actual enrollment), below the desired accuracy of  $\pm 1\%$  from actual enrollment.

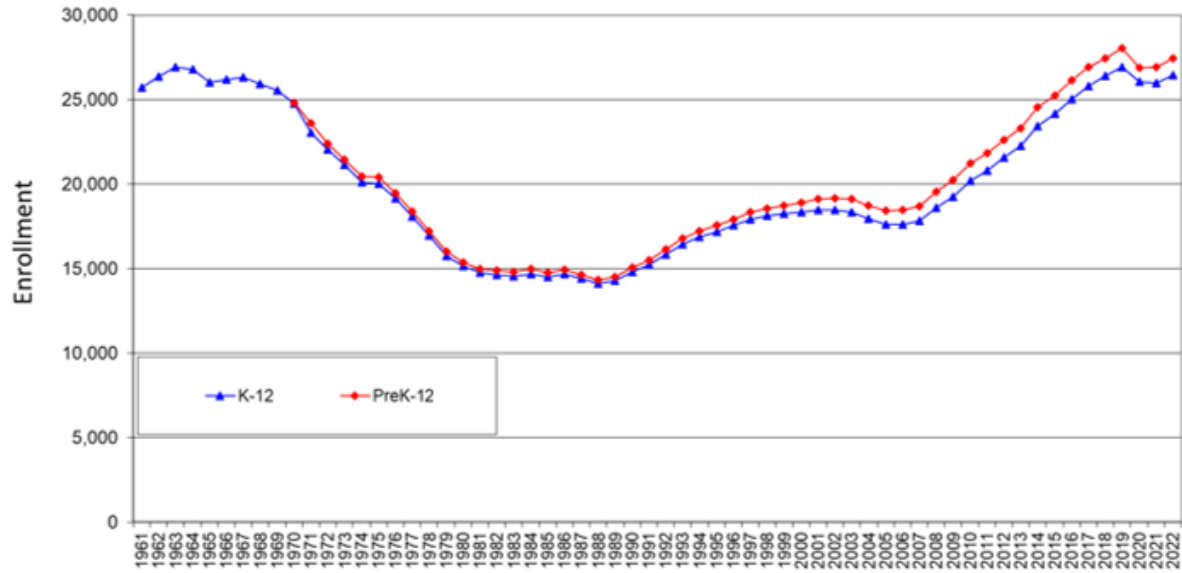
There are costs to over-projecting enrollment, which can include:

- Planning for facilities and transportation that might not be needed
  - Funds could be used elsewhere for renovations/modernization
  - Hard to change course once construction is underway
- Staff is budgeted that may not be needed
  - Funds could be used elsewhere
  - Can't cut teachers after already on contract
- Perception that APS deliberately projected enrollment too high to gain more funding

Enrollment at APS has fluctuated over time, see Figure 1. This is why APS:

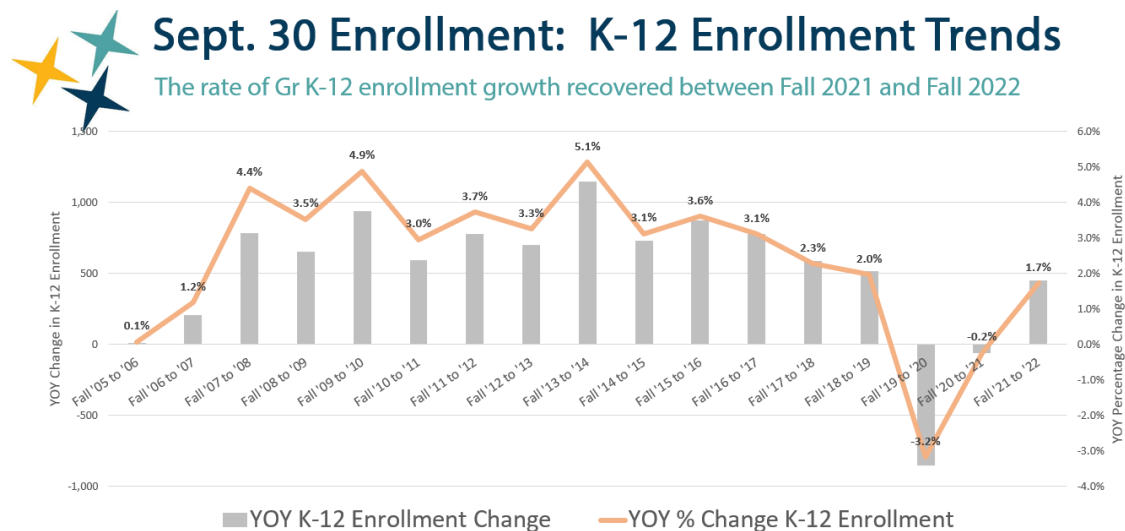
- Updates the 10-year enrollment projections yearly to incorporate the most recent enrollment trends
- The updated 10-year enrollment projections is referenced for each Capital Improvement Plan (CIP) which occurs every two-years. This provides the School Board the opportunity to reassess prior out-year CIP funding decision for relevance given updated future year enrollment and funding assumptions.

**Figure 1: APS K-12 and PreK-12 Enrollment has fluctuated over time**



Below are nine (9) charts and graphics that show trends which inform our thinking on projections and possible future trends.

1. The pace of K-12 enrollment growth was decelerating prior to the onset of the COVID Pandemic in 2020. Year-over-year growth was 2.0% between fall 2018 to 2019. Previously, between fall 2013 to 2014 growth had been 5.1% for example.



Interpreting annual growth rates from the Community Facilities Study:

- 2%+ indicates a high growth rate
- 1-2 % indicates a medium growth
- 0-1 % indicates a low growth rate

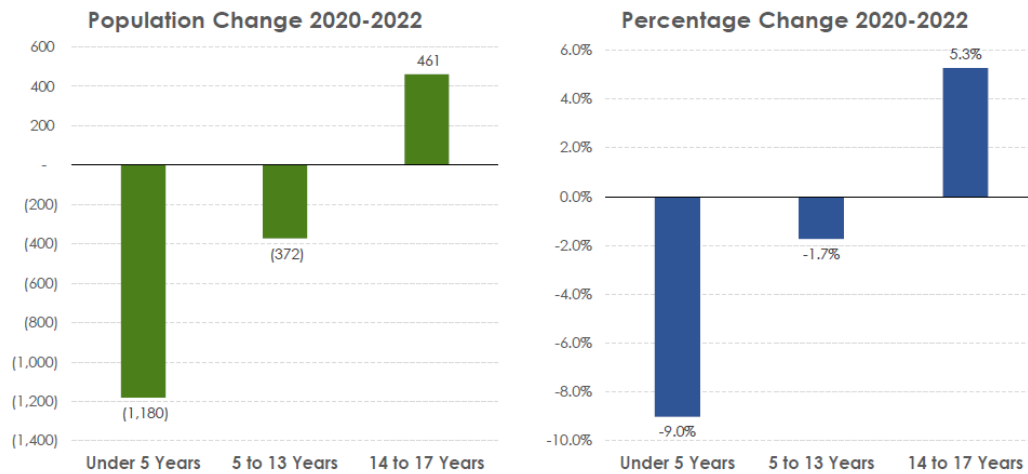
- Some of these decelerating growth, or declining, trends were seen at some neighborhood schools, for example Nottingham’s enrollment had been declining before 2020.

Enrollment	Sept. 30 of Each Year									Preliminary as of Aug. 25, 2023
	2014	2015	2016	2017	2018	2019	2020	2021	2022	
K-5 at Nottingham E.S.	713	441	469	523	499	468	418	385	391	367
Change		(272)	28	54	(24)	(31)	(50)	(33)	6	(24)
% Change in K-5 enrollment		-38%	6%	12%	-5%	-6%	-11%	-8%	2%	-6%

\*Enrollment Management Plan moved two PreK classes to Nottingham since the school had space  
 \*\* Discovery E.S. opened in 2015

- The US Census Bureau’s population data, compiled by Arlington’s CPHD Dept., shows that a probable cause for the decelerating growth in enrollment could be a decline in Arlington’s younger cohorts.

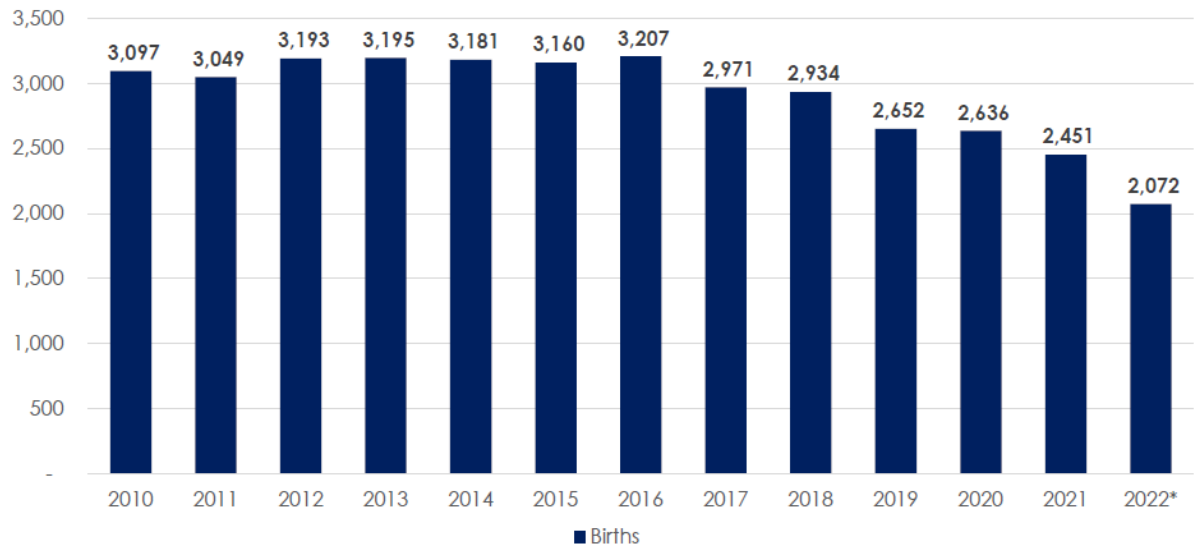
## Arlington Population Estimates 2020-2022



Source: U.S. Census Bureau, Population Estimates Program (Vintage 2022)

4. A probable cause for the decline in the County’s younger cohorts has been a decline in birth to Arlington County parents, recorded by the Virginia Dept. of Health, since about 2016.

## Births to Arlington Residents



\*2022 provisional count

Source: Virginia Department of Health

- Not only are births declining, which are used to project future kindergarten students, but the birth-to-kindergarten ratio has been going down for some time, which can suggest a probable out-migration of school age persons.

## Births in Projections: Birth to Kindergarten Ratios

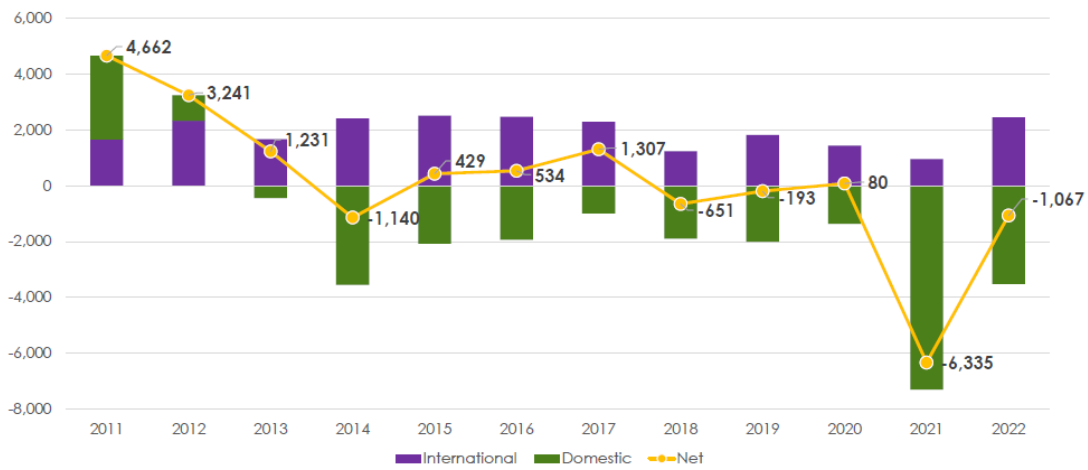
- Birth-to-kindergarten ratio trends are calculated for every neighborhood school
- Table below include system-wide birth-to-kindergarten ratios for illustrative purposes only

Birth Year	Resident Births	School Year Entering Grade K	Actual APS Grade K Enrollment	Birth to Kindergarten Ratio (Capture Rate)
2006	2,561	2011-12	1,968	0.768
2007	2,778	2012-13	2,179	0.784
2008	2,924	2013-14	2,139	0.732
2009	2,935	2014-15	2,196	0.748
2010	3,097	2015-16	2,152	0.695
2011	3,049	2016-17	2,127	0.698
2012	3,193	2017-18	2,253	0.706
2013	3,195	2018-19	2,293	0.718
2014	3,181	2019-20	2,231	0.701
<b>2015</b>	<b>3,160</b>	<b>2020-21</b>	<b>1,966</b>	<b>0.622</b>
<b>2016</b>	<b>3,207</b>	<b>2021-22</b>	<b>1,998</b>	<b>0.623</b>
<b>2017</b>	<b>2,971</b>	<b>2022-23</b>	<b>2,006</b>	<b>0.675</b>
<i>3-year average pre-pandemic 2017-18 to 2019-20</i>				<i>0.708</i> ←
<i>3-year average 2020-21 to 2022-23</i>				<i>0.640</i> ←

Source: APS, Fall 2022 10-Year Enrollment Projections Report, December 2022.

- APS is using the County's CPHD Dept. analysis of Census data to monitor overall population migration patterns which have been negative in recent years (it was -1,067 persons in 2022 for example).

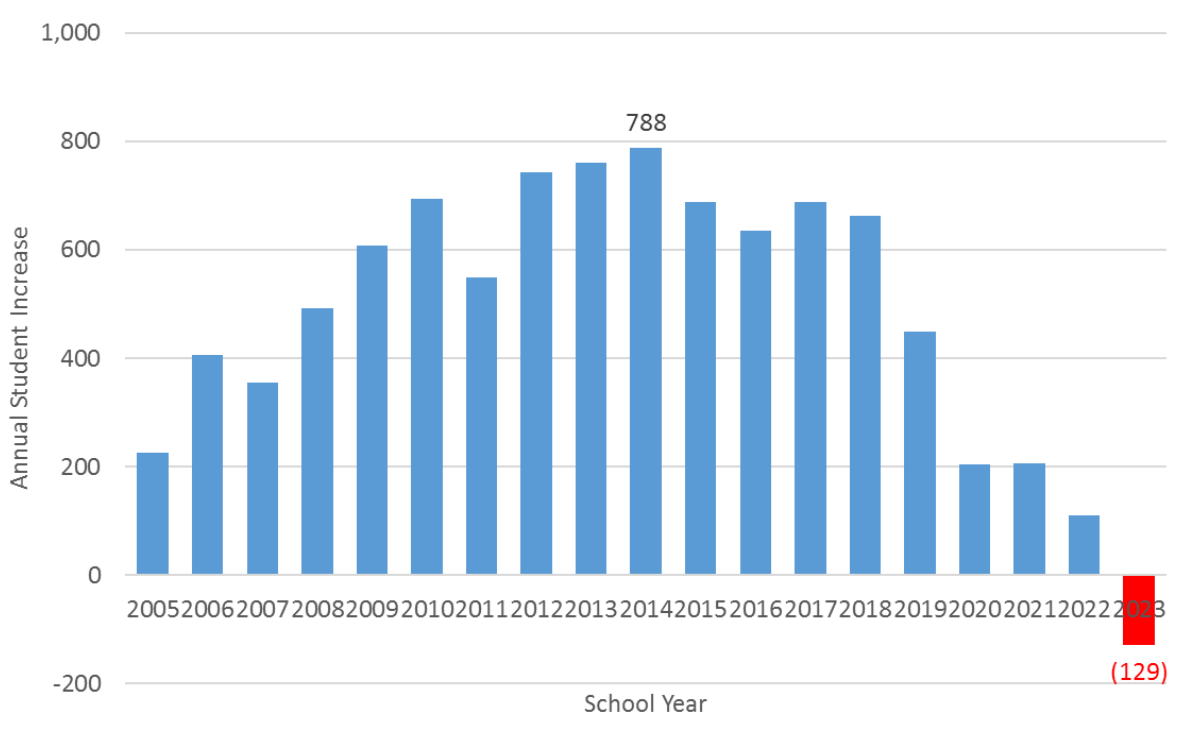
# Migration



Source: U.S. Census Bureau, Population Estimates Program (Vintage 2020 and 2022)

- Another school population trend that APS monitors is the number of in-coming Kindergarten students and the number of out-going Grade 12 students the prior school year. This is an indicator of how many Kindergarten students are likely to replace outgoing Grade 12 students.

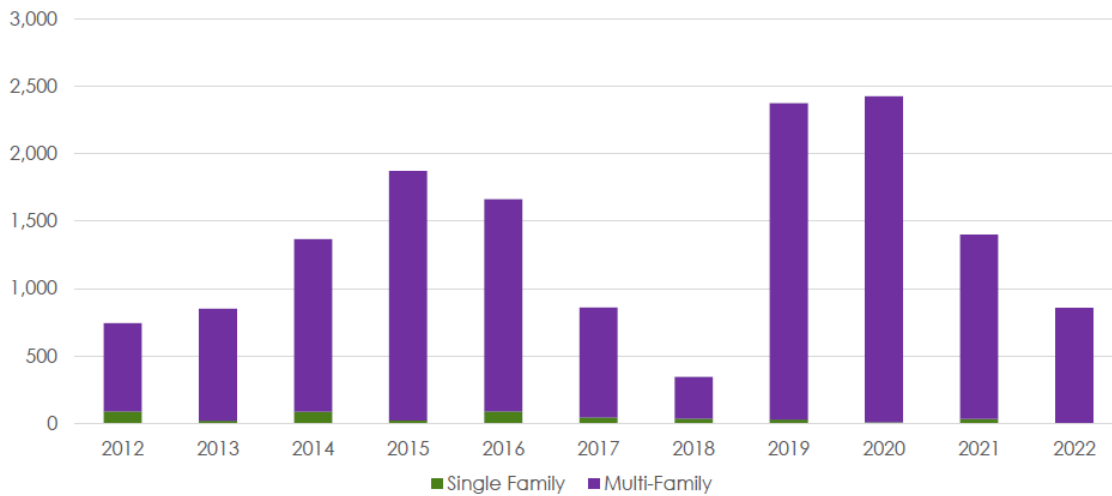
This measure had been flattening even before the pandemic (see bar chart below). Using preliminary August 25, 2023, Kindergarten enrollment shows that this measure turned negative.



8. APS also works with the County’s CPHD Dept. to monitor residential construction patterns and to forecast housing. The historical pattern of construction, both in the recent past and in the future, is for multi-family housing (high- rise building).



## Net New Housing: Single Family and Multi-Family



Source: Arlington County, CPHD, Development Tracking Database

9. This housing type, especially when they are market-rate, tend to yield the fewest average number of APS students. For example, the 2022 Student Generation Rates (SGR) show that a single-family home yields about 0.471 K-12 APS students. Whereas the 2022 SGR market-rate multi-family unit yielded about 0.062 K-12 APS students—and it is this type of housing that is significantly being added to Arlington’s housing stock.

K-12	Single Family Detached	Single Family Detached with Accessory Dwelling	Townhome	Duplex	Multi-family Elevator		
					Market Rate	Mixed Income	CAF Only <sup>3</sup>
Total 2022	0.471	0.475	0.209	0.317	0.062	0.120	0.601
Total 2021	0.452		0.206	0.326	0.062	0.110	0.532

K-12	Multi-family Garden			Condo		Total by School
	Market Rate	Mixed Income	CAF Only	Elevator	Garden	
Total 2022	0.218	0.325	0.579	0.054	0.114	0.219
Total 2021	0.242	0.331	0.622	0.050	0.113	0.216