

**Pre-CIP Report Community Table Sessions – July 31 and August 22**  
**Responses to Questions and Comments Posted (partial, as of 8/25)**  
MS Enrollment Balancing

Submitted Comment	Response
<p>Anonymous Do we have any data or any sense of how many students would choose to continue Immersion in Middle school if the location is at Kenmore?</p>	<p>APS has made assumptions 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 (p. A-106 or pdf p. 148). 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.</p>
<p>John Seggerman Your chart on page A-111. Can you provide a 4th column for moving Spanish Immersion program only?</p>	<p>The Pre-CIP Report is published and will not be edited. This Fall, staff will provide proposals for school board consideration and include this information</p>
<p>John Seggerman What percent of Spanish Immersion students live in the Williamsburg district?</p>	<p>Based on September 30, 2022 enrollment data, 3.5% of Spanish Immersion students live in the Williamsburg boundary.</p>
<p>Doug Levy If Swanson is projected to be at 105% capacity, then why move only 6 walking units to Williamsburg, and 12 from Hamm? Shouldn't more Swanson students be moved compared to Hamm students?</p>	<p>Remember, this is not a proposal. The number of walkable planning units reassigned to another school will be part of the analysis considered before we provide a preview of proposals to the SB in Sept. at their work session.</p>
<p>Anonymous Will there be additional boundary options? The current report is only showing one set of boundaries.</p>	<p>At this stage, the boundaries shown are a recommendation for community feedback. The school board will consider refined boundary proposal(s) based on academic department planning, community input and the planning unit data review. Feedback can still be submitted to the board anytime before the December vote.</p>
<p>Anonymous It seems like a simpler option to move immersion to Williamsburg and move fewer neighborhood students. I understand that it's not central, but it's a *choice* program. Why are we disturbing neighborhood school student enrollment for students/families who choose the immersion program?</p>	<p>At present, only a small number of students (12) participate in the immersion program from the Williamsburg Table boundary. Additionally, resident County Spanish speakers are predominantly located in the Kenmore/Jefferson areas. For these reasons, Kenmore is seen as more conducive to attendance for the majority of students compared to Williamsburg.</p>

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<p>Doug Levy What will the capacity percentage be at Kenmore once the immersion program is moved?</p>	<p>As shown in Appendix I, 6 (Middle School Immersion Program Transportation Report, pdf p. 176), the potential enrollment and capacity utilization for the Immersion Program at Kenmore without adjusting boundaries is 124%.</p> <p>With our initial ballpark boundary scenario in the report, Kenmore is at 94% capacity utilization by 2027-28. Earlier years are higher assuming everyone is grandfathered and can stay at the school. These numbers will be refined before they are shared with the school board at a work session in September.</p>
<p>On Page A-150 of the CIP report conflicts with the statement that the immersion program is made up of Guston and Jefferson students</p>	<p>The immersion program is made up of students who reside across Arlington. Illustration 1 in Appendix I: Middle School Immersion Program Transportation Report (page A-133) provides a visualization.</p>
<p>Anonymous Is there any possibility to grandfather 7th and 8th grade immersion students?</p>	<p>Grandfathering students is a consideration that we are looking at before September. We will examine whether the program needs to move as a whole or individual grades can move. There are tradeoffs for families in both situations.</p>
<p>Anonymous What is the rationale for taking kids who live 3 blocks from Hamm and busing them to Williamsburg? I will note that the scenario presented in the draft results in Williamsburg having a higher capacity utilization rate than Hamm.</p>	<p>At this stage, the boundaries shown are a recommendation for community feedback. Following the recommendation in the Pre-CIP Report and feedback from the planning unit review, transportation and capacity utilization data will be part of the analysis considered before it is shared with the School Board in the September work session.</p>
<p>Doug Levy Why not create a second location for the immersion program at Williamsburg?</p>	<p>The 2023 Pre-CIP Report, Appendix I: Middle School Immersion Transportation Report (p. A-132 or PDF p. 174) 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. Per the <a href="#">DLI Program Framework</a> (p. 25):</p> <p>“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.”</p> <p>The Immersion population also does not meet the desired minimum number of students to support two</p>

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	<p>locations today (<a href="https://www.apsva.us/wp-content/uploads/2023/03/APS-Dual-Language-Immersion-Program-Framework_FINAL.pdf">DLI Program Framework</a><a href="https://www.apsva.us/wp-content/uploads/2023/03/APS-Dual-Language-Immersion-Program-Framework_FINAL.pdf">https://www.apsva.us/wp-content/uploads/2023/03/APS-Dual-Language-Immersion-Program-Framework_FINAL.pdf</a>; p. 26 Table 14), a minimum of 4 middle school classes per grade was seen as critical to:</p> <ul style="list-style-type: none"> <li>• support program integrity and goals, including reciprocal exchange of learning</li> <li>• a level of staffing that provides increased mentorship, support and professional learning opportunities.</li> </ul>
<p>Jeff Kosseff We live in planning unit 13050, which under the pre-CIP plan would be one of only two Ashlawn planning units that would continue to go to Kenmore. For practical purposes, that means that our rising fourth grader would only have gone to elementary school with about 10 other students in her sixth grade class of more than 300. This is an issue of huge concern for our neighborhood and we are very worried about the social and emotional issues involved with separating our students from the vast majority of their classmates.</p>	<p>Thank you for making us aware of this alignment consideration. This has been raised through other channels as well. We have taken note of it as part of the planning unit data review.</p>
<p>Anonymous The new boundaries in the pre-CIP report have a lopsided split of Ashlawn Elementary. It sends only 2 planning units to Kenmore and 15 to Swanson. Will you be reviewing other options that keep the split more even and/or move all Ashlawn students to Swanson? Isolating such a small set of students is awful.</p>	<p>The proposal is a ballpark, and it will be revised and we'll look at the small numbers of students and keep this on our radar.</p>
<p>Kateri Garcia In the Pre-CIP there were concerns from transportation about the move of Gunston to Kenmore hindering the transportation benefits of Immersion and Montessori. Can you speak more to this?</p>	<p>This information will be addressed at the September 26 work session.</p>
<p>Lilly M Was the Hamm site considered for the Immersion? Would that have equivalent impact on MS boundaries as Kenmore?</p>	<p>Hamm is considered in the Pre-CIP Report Appendix I: Middle School Immersion Program Transportation Report (p. A-117 or pdf p. 159), which provided valuable input for the recommendation. Moving the program to Dorothy Hamm would negatively impact transportation choices and APS Transportation services, in part because Dorothy Hamm is further away from the majority of immersion students who reside in the Jefferson, Kenmore and Gunston boundaries.</p>

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<p>K Thorne What is the benefit expected from shifting capacity from the Hamm walk zone (which is projected to remain under capacity) to Williamsburg- is there a quantifiable / financial benefit given both schools are within their projected capacities in either scenario?</p>	<p>Williamsburg is currently bounded by the walk zones to Swanson and Hamm. All schools would benefit from having more similar capacity utilization rates. The last process prioritized M.S. students is walking. At the September work session, we'll include a second scenario not moving as many students to Williamsburg, instead moving immersion and balancing where needed. Transportation Services is helping us evaluate the tradeoff with transportation. Keep in mind this is not the proposal, but a concept of the proposal we'll recommend to the School Board.</p>
<p>Kateri Garcia In the Pre-CIP, the recommendation from staff was to create two dual immersion schools. Why not start this immediately so that less of a boundary change would be required?</p>	<p>The staff recommendation was from a transportation analysis alone. The Dual-Language Instruction (DLI) Visioning process did not support that change, so it was not further explored as an option. The Immersion population also does not meet the desired minimum number of students to support two locations (DLI Program Framework; p. 26 Table 14).</p>
<p>Anonymous What are your criteria that rule out 2 MS immersion programs (Kenmore and Williamsburg)?</p>	<p>Academics would need to evaluate the recommendations from the visioning process and recommend how the program should be provided in middle school.</p> <p>The 2023 Pre-CIP Report, Appendix I: Middle School Immersion Transportation Report (p. A-132 or PDF p. 174) 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. Per the <a href="#">DLI Program Framework</a> (p. 25):</p> <p>“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.”</p> <p>The Immersion population also does not meet the desired minimum number of students to support two locations today (DLI <a href="#">Program Framework</a>; p. 26 Table 14), a minimum of 4 middle school classes was seen as critical to:</p> <ul style="list-style-type: none"> <li>• support program integrity and goals, including reciprocal exchange of learning</li> </ul>

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<p>Anonymous Are other sites being considered for the middle school immersion program or has it already been decided that it is moving to Kenmore?</p>	<p>Kenmore is the recommendation, and the superintendent and staff are not recommending another M.S. Kenmore is seen as more conducive to attendance for the majority of students compared to other schools. Resident County Spanish speakers are predominantly located in the Jefferson and Kenmore boundaries.</p>
<p>Anonymous There is a decrease in Immersion participation when changing from the elementary to middle school level. The location and commute are a big factor in this; there may a bigger change than you are assuming since this move is affecting the middle school level</p>	<p>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 (p. A-106 or pdf p. 148). 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.</p> <p>Also, the Kindergarten classes were reduced to 4 each at Claremont and Key in 2021, so long term there will be some declines due to this change.</p>
<p>Anonymous Please explain your own admission that the Immersion Program will see a decline in enrollment, per page A-152. How can you justify a huge boundary shift for neighborhood schools for a "choice" program that is likely to decline in enrollment?</p>	<p>Without any changes, projected capacity utilization for 2027-28 ranges from 65% at Williamsburg to 112% at Gunston (p. A-108 or pdf p. 150). This recommendation is being made to address Gunston enrollment and balance enrollment levels across middle schools and help ensure that every student has access to a safe, healthy, and similar learning environment.</p> <p>Boundaries are revisited regularly and the process will be guided by Policy B-2.1 Boundaries (<a href="https://go.boarddocs.com/vsba/arlington/Board.nsf/files/AZ2V3D5FA2B8/\$file/B-2.1%20Boundaries.pdf">https://go.boarddocs.com/vsba/arlington/Board.nsf/files/AZ2V3D5FA2B8/\$file/B-2.1%20Boundaries.pdf</a>).</p> <p>The program move to Kenmore, a more centralized location, may also contribute to greater continuation rates for Immersion students who have historically</p>

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	left the program after grade 5, citing in part the location.
<p>Anonymous Does APS have a policy on not isolating PUs? Some elems have only 2 PUs attending a MS.</p>	<p>Yes, Boundary policy talks about alignment, however it doesn't define volume. For boundary processes since 2016 a rule of keeping at least 25 students together at the school level has been applied. This is likely to change in 2024 as the SB updates the boundary policy and adds a PIP (policy implementation procedures).</p> <p>During the fall boundary process, the consultants will address alignment in a different format and we expect this will be an improvement. This will be introduced at the Sept. 26 SB work session.</p>
<p>Our issue is NOT that our kids are being reassigned. Our kids are being isolated and not moved. I want to clarify that the Ashlawn parents do not have issue with our kids being reassigned. Our kids are being isolated and not moved. We are wondering why ten kids would be isolated twice - in middle school and then again in high school.</p>	<p>The aim is to minimize separation of small groups of students from their classmates when moving between school levels. We estimate that at the middle school level (including grades six through eight), approximately 50 students are likely to attend Kenmore from PU 13050 and 13062. When these students move into high school, they will move as two PUs, but also reunite with more than half of the Ashlawn community once again.</p> <p>For boundary processes since 2016 a rule of keeping at least 25 students together at the school level has been applied. This is likely to change in 2024 as the SB updates the boundary policy and adds a PIP (policy implementation procedures).</p> <p>During the fall boundary process, APS will address alignment in a different format and we expect this will be an improvement. This will be introduced at the Sept. 26 SB work session.</p>
<p>Anonymous I appreciate the comments just given on alignment by APS. I wanted to flag that in the immersion proposal, 2 Ashlawn PUs are left isolated from the other 15 Ashlawn PUs, and then Ashlawn splits again in HS.</p>	<p>The aim is to minimize separation of small groups of students from their classmates when moving between school levels. We estimate that at the middle school level (including grades six through eight), approximately 50 students are likely to attend Kenmore from PU 13050 and 13062. When these students move into high school, they will move as two PUs, but also reunite with more than half of the Ashlawn community once again.</p>

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<p>Anonymous I would like to give additional attention to the comment that "as many ashlawn students as possible" will go to Swanson. Does this mean that the committee thinks it's also a good idea to isolate as few students as possible - which inherently means that these students will be hyper-isolated? If so, could the committee please take a look at the fact that the same thing happens to the same exact students when going from middle school to high school? Perhaps they could choose to hyper-isolate some different students for Middle school and High school instead of the same exact students for each move.</p>	<p>The aim is to minimize separation of small groups of students from their classmates when moving between school levels. We estimate that at the middle school level (including grades six through eight), approximately 50 students are likely to attend Kenmore from PU 13050 and 13062. When these students move into high school, they will move as two PUs, but also reunite with more than half of the Ashlawn community once again.</p> <p>For boundary processes since 2016 a rule of keeping at least 25 students together at the school level has been applied. This is likely to change in 2024 as the SB updates the boundary policy and adds a PIP (policy implementation procedures).</p> <p>During the fall boundary process, the consultants will address alignment in a different format and we expect this will be an improvement. This will be introduced at the Sept. 26 SB work session.</p>
<p>Sheila Leonard Thank you for taking this time and going into such detail with us. We appreciate the information. In the immersion proposal, Ashlawn is the only elementary in APS with a wide split (2 of 17 PUs) for Middle School that then doesn't rejoin in High School. Robert mentioned that APS is trying to avoid this, and I hope you can consider revisiting these two Ashlawn PUs. Thank you for your time. Also, this is different than the Boulevard Manor issue from two years ago.</p>	<p>We estimate that at the middle school level (including grades six through eight), approximately 50 students are likely to attend Kenmore from PU 13050 and 13062. When these students move into high school, they will move as two PUs, but also reunite with more than half of the Ashlawn community once again.</p> <p>For boundary processes since 2016 a rule of keeping at least 25 students together at the school level has been applied. This is likely to change in 2024 as the SB updates the boundary policy and adds a PIP (policy implementation procedures).</p>

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<p>Molly Fisher We live in the same PU as Jeff. My son is a rising 3rd grader and there are even fewer Ashlawn students in his grade that will continue at Kenmore. The isolation and separation from friends and neighbors is a huge concern for us. Is this a factor that is reviewed during the boundary process?</p>	<p>Yes, APS does look at alignment. The aim is to minimize separation of small groups of students from their classmates when moving between school levels. For boundary processes since 2016 a rule of keeping at least 25 students together at the school level has been applied. This is likely to change in 2024 as the SB updates the boundary policy and adds a PIP (policy implementation procedures).</p> <p>During the fall boundary process, the consultants will address alignment in a different format and we expect this will be an improvement. This will be introduced at the Sept. 26 SB work session.</p>
<p>Anonymous I'd like to address the staff member's comment from the end of the last session in this breakout, about how not all Ashlawn students will be able to go to the same middle school, but they'll move as many as possible. As a family in one of the two planning units that will be separated from the other 15, I must point out that moving "as many as possible" but not all of them is the worst possible outcome, because you are picking a handful of children to be isolated from the classmates they have known for six years. I truly hope that the school district can see how unfair this is.</p>	<p>Boundary policy talks about alignment, however it doesn't define volume. The aim is to minimize separation of small groups of students from their classmates when moving between school levels. For boundary processes since 2016 a rule of keeping at least 25 students together at the school level has been applied. This is likely to change in 2024 as the SB updates the boundary policy and adds a PIP (policy implementation procedures).</p> <p>Based on community feedback, the update to the PU data will add students attending the neighborhood</p>



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	<p data-bbox="824 237 1404 304">schools and students attending other schools, by grade.</p> <p data-bbox="824 352 1404 499">This recommendation is being made to balance enrollment levels across middle schools and help ensure that every student has access to a safe, healthy, and similar learning environment.</p> <p data-bbox="824 506 1421 573">Boundaries are revisited regularly and the process will be guided by Policy B-2.1 Boundaries</p> <p data-bbox="824 579 1464 651">(https://go.boarddocs.com/vsba/arlington/Board.nsf/files/AZ2V3D5FA2B8/\$file/B-2.1%20Boundaries.pdf).</p>
<p data-bbox="154 661 787 919">Becky Mohr Hello - I am Becky Mohr. I am a mother of three children in PU 13050. I would like to understand how the committee defines isolating "a small number" of students. What is a small number? Does the committee take into account that in Middle School, there are only three grades, and that sixth graders are held separate from 7th and 8th?</p>	<p data-bbox="824 661 1469 844">For boundary processes since 2016 a rule of keeping at least 25 students together at the school level has been applied. This is likely to change in 2024 as the SB updates the boundary policy and adds a PIP (policy implementation procedures).</p> <p data-bbox="824 892 1453 1033">Based on community feedback, the update to the PU data will add students attending the neighborhood schools and students attending other schools, by grade.</p>