

2023 Pre-CIP Report School Board Questions

#	QUESTION	DEPT	RECEIVED	RESPONSE	DISTRIBUTED
1	My understanding is that Wakefield HS is over 100%. Why focus on MS?	P&E	6/29/23 Work session	7/14/23	7/14/23
2	I am concerned about transportation impact and congestion particularly at Carlin Springs Road and Kenmore site.	P&E F&O	6/29/23 Work session	7/14/23	7/14/23
3	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?	P&E	6/29/23 Work session	7/14/23	7/14/23
4	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?	P&E	6/29/23 Work session	7/14/23	7/14/23
5	We have a history of planning and challenges of finding money for career center for a decade. We will want to <i>weigh any additional costs for Career Center versus refurbishment of other facilities</i> , 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.	P&E F&O	6/29/23 Work session	7/14/23	7/14/23
6	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.	P&E	6/29/23 Work session	7/14/23	7/14/23
7	Can you confirm that the current MPSA building (Henry bldg.) is included in the audit currently being performed of all APS facilities?	P&E F&O	6/30/23 Email	7/21/23	7/21/23
8	What is the % certainty / degree of confidence in the accuracy of the current \$35M estimate to renovate the legacy ACC building for MPSA? (inflation	P&E F&O	6/30/23 Email	7/21/23	7/21/23

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	notwithstanding—do we feel we have all costs now accounted for, since this estimate has varied considerably over time?)				
9	How much will it cost to demolish MPSA/Henry building and convert it to green space?	P&E F&O	6/30/23 Email	7/21/23	7/21/23
10	How much would it cost to demolish the legacy ACC building?	P&E F&O	6/30/23 Email	7/21/23	7/21/23
11	How much would it cost to partially demolish the legacy ACC building (preserving the part that contains the library and the recently renovated classrooms)?	P&E F&O	6/30/23 Email	7/21/23	7/21/23
12	How much are we paying for the parking garage at the ACC site?	P&E F&O	6/30/23 Email	7/21/23	7/21/23
13	How much have we spent in the last 5 years (or so) on renovations at the ACC building?	P&E F&O	6/30/23 Email	7/21/23	7/21/23
14	<p>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.</p> <p>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.</p>	P&E	7/24/23 Email	7/27/23	7/28/23
15	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)	P&E	7/24/23 Email	7/27/23	7/28/23

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	<p>I'd also like to get the zip code-level breakdown in enrollment for these other option programs:</p> <ul style="list-style-type: none"> • Campbell • ATS • MPSA • Arlington Tech • Montessori at Gunston <p>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.</p>				
16	Nottingham PTA Questions and Answers	P&E	Engage	8/2/23	8/3/23
17	Immersion PTA Questions related to move of MS Immersion program	P&E	Engage	8/2/23	8/3/23
18	Questions from FAC	P&E	Email	8/17/23	8/18/23
19	<p>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:</p> <ol style="list-style-type: none"> 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. 	P&E	8/21/23	8/25/23	8/25/23

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	<p>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.)</p> <p>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?</p> <p>Third, regarding question #60, I am interested in the answer to that question, when staff are able to respond on it.</p>				
20	<p>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?</p> <ul style="list-style-type: none"> • that the site is/isn't appropriate for SS? • that XYZ needs to occur to implement SS at the chosen location? <p>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?</p> <p>What happens if needed refurbishment is done in less than a full SY? Will students move back to the home school</p>	P&E	Email 8/21	8/25/23	8/25/23

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	<p>mid-SY? Can/will 2 schools needing lower-level refurbishment be done in the same SY?</p> <p>What planning is occurring on space/priority/transportation for Extended Day?</p> <ul style="list-style-type: none"> • at the SS location • for the students re-assigned from the SS site • for the home school students relocated to the SS site? <p>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).</p> <ul style="list-style-type: none"> • What is the plan to overcome driver shortages? • Using Barrett's capacity of 576 as a strawman, moving those students to SS 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? <p>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?</p> <p>The pre-CIP Report stated that staff needing to be relocated from the SS location will get highest priority for transfers.</p> <p>Does this mean transferring to another school ASAP, ie, significantly before the SS implementation takes effect?</p> <ul style="list-style-type: none"> • What is the plan to prevent hemorrhaging staff from the SS site 				

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	<p>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 short time until SS implementation).?</p> <ul style="list-style-type: none"> • 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? • How will the above impact staffs' career progression? • 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? • 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)? • 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) 				

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	<ul style="list-style-type: none"> 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) 				
21	Responses to Questions from Nottingham PTA	P&E	8/20/23	8/25/23	8/31/23
22	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	P&E	8/17/23 SB Meeting public comment	8/25/23	8/25/23
23	<p>Do we have information/data anywhere that convincingly demonstrates that swing space is a need? (My own hunch is that the answer is "yes" but I just want to have compelling evidence to back myself up.)</p> <p>That is: We are operating under the assumption that renovating one or more schools by leveraging swing space will be more cost effective than it would be to renovate the same building in stages (like we did for McKinley).</p> <p>I believe that the math actually proves this is the case, but I'd like to confirm my own suspicions. Do we have the financial analysis that illustrates our estimated cost savings by doing it this way?</p>	F&O	8/25/23	8/31/23	8/31/23
24	Aside from the allocation of students to new schools, should an elementary school be selected to serve as swing space, what other problems or challenges are we experiencing (or do we anticipate, based on enrollment projections) that we are seeking to address with the fall 2025 elementary school boundary process?	P&E	8/28/23	8/31/23	



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 31, 2023

SUBJECT: Pre-CIP Question 21

Below are responses to questions submitted by the Nottingham PTA on Aug. 20.

Core Values and Principles

1. How does turning a thriving neighborhood school into a swing space align with APS Core Values of Excellence, Equity, Inclusivity, Integrity, Collaboration, Innovation, and Stewardship?

At APS, our mission is to ensure that all students learn and thrive in safe, healthy, and supportive learning environments. Our commitment to excellence, equity, inclusivity, integrity, collaboration, innovation, and stewardship is at the heart of everything we do, including decisions related to school facilities and educational resources.

The swing space decision-making process involves a comprehensive understanding of our schools' needs and limited resources. The FY2023-32 Capital Improvement Plan will allocate significant funding for renovations, and repurposing a school as swing space allows us to maximize these resources, ensuring that vital upgrades are made across our school system.

Turning a neighborhood school into swing space is a carefully considered decision, aligned with our core values and mission, for the following reasons:

- **Excellence:** The decision to repurpose a school as swing space is a strategic one, driven by the need to ensure that our students continue to receive an excellent education during times of renovation and construction. While this decision may cause temporary adjustments, it allows us

to maintain the quality of education our students deserve and ensures they thrive, even during brief periods of change.

- **Equity and Inclusivity:** Every student deserves equitable access to a high-quality education and safe learning environments. Repurposing a school as swing space enables us to address overdue renovations across various schools, ensuring that students in different areas benefit from upgraded facilities and improved infrastructure.
- **Integrity:** Our commitment to integrity involves making well-informed decisions that serve the best interests of our students, staff, and community. The decision to repurpose a school as swing space reflects our approach to addressing infrastructure needs while upholding our educational standards.
- **Collaboration:** Repurposing a school allows us to collaborate effectively with our community, sharing the rationale behind this decision, addressing concerns, and collectively working toward the betterment of our school system.
- **Innovation:** As we adapt to changing facility needs and circumstances, innovative solutions become more important. Repurposing a school as swing space showcases our innovative approach to finding practical solutions that balance the need for updated facilities with the uninterrupted continuation of learning.
- **Stewardship:** The decision to repurpose a school as swing space optimizes the use of existing resources by redistributing funds toward renovations that will benefit multiple schools and groups of students in the long run.

Ultimately, repurposing a school for swing space aligns with our core values by focusing on long-term benefits, equity in resource allocation, and innovative solutions to maintain the quality of education we are committed to providing all students here at APS.

2. How does this move to close a neighborhood school impact APS's boundary policy's six factors: efficiency, proximity, stability, alignment, demographics and contiguity?
 - a. This proposal seems to disregard two principles of the Board's Boundary Policy (B 2.1).
 - b. Proximity – encouraging the relationship between schools and the community by keeping students close to the schools that they attend so that they can walk safely to school or, if they are eligible for bus service, so that bus ride times are minimized.
 - c. Stability – minimizing the number of times that boundary changes affect an individual student who has continued to reside in a particular attendance area, and minimizing the number of students moved to a different school, within a school level, while achieving the objective of the boundary change.

The policy considerations are evaluated in each boundary process, there is always a trade off on what considerations take priority. All of these items will be answered in the 2025 Elementary Boundary process based on the schools that will serve neighborhood students in 2026-27. See Pre-CIP Appendix H Draft Fall 2023 Middle School Boundary Recommendation report to see the approach that will be used to address each of the policy considerations.

3. How will APS ensure its core value of equity to those students that will be uprooted and housed in the swing school? Specifically in the situations where access to school may require cross-county transportation.

APS will work with the school staff to ensure that student and family concerns are addressed in the lead up to the process.

4. How will APS ensure families are easily able to access the school for events such as back to school night or other school hosted functions?

In the past, APS has provided bus transportation to families for these events. If the recommendation is approved, then steps will be taken to provide transportation.

5. What will it take for APS to prioritize keeping a walkable, successful school open and explore more costly options if necessary? This is what taxpayer dollars should be used for.

If directed by the SB in October, APS will assess the costs for other swing space options.

Capacity / Boundaries / Enrollment

6. How do APS’s capacity projections account for the outlier years of 2020 and 2021 due to COVID
 - a. Does APS consider these years to be statistical outliers?
 - b. If yes, how are these outliers accounted for in APS’s metrics?
 - c. If not, why not?

This topic is covered in a yearly 10-page report that explains the data, assumptions, trends and methodology used by grade, by school level and by program. Please visit the website for the full report: <https://www.apsva.us/wp-content/uploads/2022/12/APS-Fall-2022-10-Year-Enrollment-Projections.pdf>

7. How do the 2026 planned boundary changes factor into the plan for swing space?

In 2025 APS will address Elementary Boundary for the 2026-27 school year. If Nottingham is selected for Swing Space, students from Nottingham would be reassigned to neighboring schools concurrently with boundary changes in other parts of the county.

	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

8. When you disperse Nottingham students to other neighborhood schools, what happens to neighboring schools that are already beginning to reach capacity?
 - a. What does APS forecast as the capacity at Tuckahoe in 2026-27?
 - b. How about Discovery?
 - c. If Tuckahoe will be over 100 percent capacity (which APS’s analysis suggests), why is overcrowding neighboring elementary schools acceptable?

The boundary process will include surrounding schools. Based on the 2022 projections, zone 1 has the capacity to serve projected elementary neighborhood school enrollment, with Nottingham’s capacity. In

a boundary process, some kids from the receiving schools may also shift to a nearby school. No school is expected to be above its permanent facility capacity, and this does not depend on the use of relocatable classrooms.

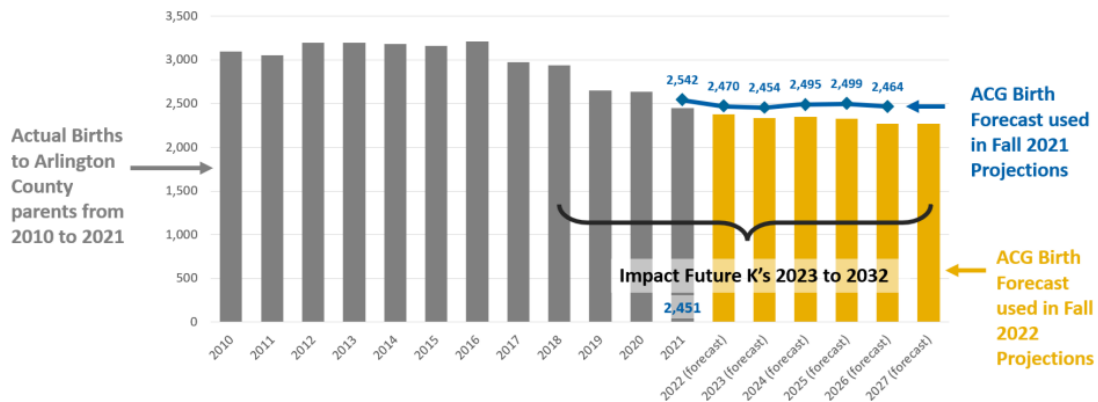
ELEMENTARY SCHOOL	2023-24 Capacity	2023-24						2026-27 Capacity	2026-27						2027- 28	2028- 29	2029- 30	2030- 31	2031- 32	2032- 33			
		Grade K-12 Total	PreK Total ²	Total	Cap. Util.	Cap. Util.	Cap. Util.		Grade K-12 Total	PreK Total ²	Total	Cap. Util.	Cap. Util.	Cap. Util.							Cap. Util.	Cap. Util.	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%					

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

- How do APS’s capacity projections account for data suggesting that there was a rise in births in 2021, which would be the class of entering kindergarteners when Nottingham closes?

The data we’re monitoring shows that while births continue, the rate of births has been declining for the last 7 years.

Chart 3. Birth Forecast from Arlington County Government (2022 to 2027)



Source: Arlington County Government, Department of Community Planning, Housing Development.

- How do you anticipate this affecting middle school enrollment? What are the plans for downstream effects from closing Nottingham?

Based on the 2022 projections, APS has sufficient M.S. capacity for the next decade.

- Will there be a transition period in which future Nottingham students who will eventually be sent to a neighboring school could start there instead?

This could be explored, however, it will likely impact staffing and concerns raised about staff morale. This is an area that we could work more closely with the community on to figure out solutions that balance competing demands, after a decision on swing space is clear.

12. Why does APS find it acceptable to constantly shuffle and relocate neighborhood based school populations? Recent examples also include McKinley and Patrick Henry. This is always deeply frustrating and disruptive to our communities. Why can't APS find a longer-term solution to our constant redistricting woes?

During the period of growth from 2009 to 2019 APS had to react to enrollment growth. APS added two new schools, Discovery and Cardinal, and two school additions at Ashlawn and ATS (McKinley). Enrollment growth is now falling in the Northwest area, and it's increasing in areas where more density is allowed, As a result, student distribution in the County has changed. Now we have sufficient capacity, and we must be responsive to where the current needs are. Reassigning students is an industry best-practice, non-capital tool to manage enrollment.

13. Why isn't APS prioritizing neighborhood schools over option schools? Options schools really are a luxury, not a necessity. All of those students have to drive to those option schools already. Why not repurpose an option school to preserve Nottingham as a neighborhood school?

APS is prioritizing neighborhood schools and will continue to have six other neighborhood schools surrounding the Nottingham site. Each option school is filled to capacity and option schools and programs are moving when needed to make space for more densely populated neighborhoods. For example, Escuela Key moved making room for Innovation E.S., a new neighborhood school in the high growth Rosslyn-Ballston Corridor. McKinley moved to the Cardinal building, doubling the number of students who reside within walking distance of the neighborhood school, and allowing ATS to accept more students as it moved into a bigger facility. The current recommendation to relocate middle school immersion will allow for fewer boundary changes at the neighborhood schools than a boundary-only proposition.

14. APS has said that if the capacity projections are wrong, no harm no foul, but APS will just re-open Nottingham. If that's true, has there been any discussion of whether Nottingham would come back as a neighborhood school or an option school?

There has been no speculation about future uses of Nottingham if the capacity is required. Any recommendation will depend upon the district's needs at the time of this decision and this will be reassessed every other year in the Pre-CIP Report.

Transportation / Traffic

15. How does APS plan to hire enough bus drivers (when there already is a shortage) and when this proposal vastly increases the number of buses necessary for students?

Initial discussions with transportation are underway and several ideas will be considered.

16. If APS has to bus students from a school in South Arlington to Nottingham, what will that cost?
 - a. What would be the cost per bus per school year?

In past planning processes, each bus was estimated at \$100,000 to cover 3 runs. Updated costs can be requested by the School Board in their direction for the May 2024 Superintendent's Proposed FY 2025-34 CIP.

17. Why has a traffic study not been conducted to see how this proposal will impact traffic and safety across the county?
- Did anyone within APS ever recommend a traffic study?
 - If so, why was that recommendation not adopted?

A transportation plan will be recommended for the CIP direction, and the results would be part of the Superintendent's proposed FY 2025-34 CIP. Each study has a cost and APS will invest in those costs once the list of potential sites is clear.

18. APS has previously said that a traffic study was not conducted because Nottingham is currently an elementary school and will remain a neighborhood school, and thus, there is no change in use. But what about the fact that Nottingham would go from 82% walking to 100% commuting? Why does that not require a traffic study before any plans more forward to repurpose Nottingham?

Traffic studies were not required for the school moves which relocated several APS elementary schools including Key, ATS and Cardinal.

19. How many buses will be required to take students OUT of the neighborhood to rezoned schools?

Nottingham students may be able to walk to their reassigned schools, and we won't have that information until the elementary boundary process in 2025.

20. How many buses will be required to bring swing space students INTO Nottingham?

Ballpark estimate for a school with 500 kids, and assuming 60 kids fit on a bus, APS would need 9 buses to bring school under renovation to Nottingham.

21. Why was central location in the county not considered as a factor for swing space, considering that students will have to travel to the swing space daily?

APS would have preferred a central location, however the sites in central locations, including the W-L Annex, the Syphax Education Center, and the existing ACC building require a significant investment that would not be available for renovations.

Locations all over the County were considered and alternative options were presented for comparison to the school board. See page A-159 in Appendix J for more information. APS recommends repurposing Nottingham for Swing Space.

Location is an attribute that was noted for swing space options. Evaluations were holistic and sought to optimize the mix of location, cost, project scope, timing, implementation feasibility and minimizing impacted families.

22. Is it acceptable to APS for students to have to travel on school buses for up to one hour each day?

Travel times have not been estimated. While not ideal, some students have long travel times to and from school.

23. What is the average time to drive from each school district to Nottingham during morning and afternoon? How does this compare to other potential swing spaces?

APS has not produced this information and it was not part of the evaluation of sites.

24. How is there enough bus and car dropoff space at Nottingham to accommodate 500-600 students where none are walking?

Plans will be put in place to encourage families to have most students ride the bus each day to and from the site so that traffic for pick up and drop off is limited.

25. Have you considered the large backups on Sycamore Street when the amount of students driving and bussing to Tuckahoe doubles or triples? Where has this been considered?

Plans will be put in place to encourage families to have most students ride the bus each day to and from the site so that traffic for pick up and drop off is limited. This information will accompany the Superintendent's Proposed FY2025-34 CIP in May.

26. You say that after the directional vote, APS will study traffic effects and solve them. What if there are no solutions?

- a. What are the possible solution tools in APS's arsenal? How will APS address traffic and pedestrian safety?

APS will not be able to solve all the problems that exist today at the site. With creative solutions, we believe the transportation impacts can be reduced and may improve upon the pickup and drop off for the neighborhood schools using the swing space.

27. What were the responses from the planned renovation schools when you discussed with them the proposed plan to bus and commute them to Nottingham?

Many schools have been asking for renovations for some time. Swing space won't be optional if needed. We hope families understand the short-term inconvenience results in their school being renovated faster and brought up to current standards.

Necessity of Swing Space

28. Does APS believe that swing space is absolutely necessary in 2026?

- a. Are there any scenarios in which swing space will not be needed?

The CIP directed APS to propose a plan for swing space, ready for 2026. The CIP timelines may adjust a bit, however, it's critical that if APS has to repurpose an elementary school for swing space, it be done in conjunction with the fall 2025 elementary boundary process for the 2026-27 school year.

29. Is swing space absolutely necessary if the county decides to prioritize lower impact renovations in the coming years?

Yes, some renovations will require extensive work. Recent renovations at other schools including Abingdon and McKinley were made more complicated since they renovations had to be done while school was operating on the site.

30. Why have planning unit shifts for the school that is being renovated not been taken into greater consideration?

The option to temporarily distribute students while their school is being renovated was evaluated. Appendix G of the Swing Space Project Report (p. A-198 or PDF p. 240) shows this solution was not recommended for several reasons, primarily because only a limited number of schools have open seats.

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. Those same receiving schools would be required to host new groups of students for each renovating school presenting new disruptions with each new project.
2. Only a limited number of schools have sufficient numbers of open seats and nearby schools may not have enough open seats to accommodate all of the students from the school under renovation.
3. Providing transportation and distributing staff across multiple schools, every or every other year, would be extremely complex.
4. There are Human Resources issues that would need to be addressed, what how would teachers be reassigned, what would be the role of the principal and assistant principal who have not school, and would all the staff come back together after the renovation was complete?

We understand the difficulty in closing a school and dividing that community. All schools are loved by their communities. Nottingham students would still be able to attend APS schools in proximity to their neighborhood. Students would settle into their new school and become a part of their new community. The adjustment period would be limited to a single change.

31. Under the current proposal, there are acknowledgments that missing middle housing development and future growth could require Nottingham to eventually be reopened as a neighborhood school again. Why go through this process and disruption when growth may require making Nottingham a neighborhood school in a matter of years? Can't efforts be put into a solution that actually solves the main problem without creating multiple other problems?

We don't see any notable growth from Arlington County's Missing Middle or Plan Langston Boulevard planning processes in the next 10 years, and possibly beyond the projections window.

32. Has Arlington learned from experiences of Fairfax County schools that have been renovating many schools in recent years? I have not heard of Fairfax using swing space and instead has created solutions near the renovated schools. Renovations are already disruptive. Why create more disruption at a county-wide level?

Neighboring counties have a larger inventory of facilities or have schools with larger properties where they can build temporary schools onsite that are used for swing space as in Fairfax which placed up to 55 relocatable classrooms on a parking lot. In another example, MCPS had sufficient capacity to delay opening a new school using it first as swing space to then open both the new and the renovated school at the same time.

33. What Major Infrastructure Projects are planned for 2026 and beyond? How do we have confidence that a dedicated space is required for numerous years to support students while their building is undergoing extensive renovations without this list?

Read about planned projects in the FY 2023-32 CIP www.apsva.us/wp-content/uploads/2022/10/FY-2023-32-CIP-Report-Final.pdf

Extended Day

34. How will the county address longer waitlists at schools already at capacity for Extended Day?

Nottingham extended day staff will be redeployed to other schools and staffing will increase proportionately with enrollment.

35. What will be done for students who are in the Nottingham Extended Day Program prior to the school closure? Will they receive a guaranteed spot in extended day at the new school (Tuckahoe, Discovery, etc) or will they be put into a lottery for a spot as if they are a new student or new to extended day?

We can explore if it is possible to guarantee spots for existing Nottingham extended day students, after a decision is made to repurpose Nottingham for swing space.

36. What if Extended Day is full at the school the student is transitioning to?

See above.

Teacher Retention

37. What is the strategy to retain NES teachers until 2026-27?

If the SB's October 2023 vote on the CIP Direction includes further consideration of Nottingham for swing space, we'll ask that HR plan to provide an initial plan as part for teacher retention as part of the Superintendent's Proposed FY 2025-34 CIP in May 2024.

38. Had APS consulted with the Nottingham teaching staff regarding this consideration?

No, this is a district level recommendation, and the Nottingham staff were not consulted. Administrators at Nottingham and the other zone 1 schools identified in the appendix were informed of the recommendation before it was shared with the community.

39. What about other stakeholders?

PTA presidents were contacted by the Chief of Staff prior to announcing the recommendation to the community.

40. What steps will be taken to ensure job security for these teachers post-transition?

Teacher retention is a priority for APS and each teacher will be given priority for vacant positions in 2026-27.

41. For open positions in the near term, what is APS's plan to recruit, retain, and advance high-quality employees at Nottingham despite the potential for these same employees to be furloughed or transferred by 2026?

This will be added to the HR plan that will accompany the May 2024 Superintendent's proposed FY 2025-34 CIP

Lack of complete and accurate data

42. Why is APS planning to close a school without specifying the construction plans needed and timeline for construction at other APS schools?

The SB's motion on the FY 2023-34 CIP directed APS to find swing space and the timeline required that both the Long-Range Renovation plan and swing space be identified ahead of the SB's October vote on CIP direction. We felt that holding back this information on swing space would not be fair to the Nottingham community, and wanted to avoid a divisive community debate about which school would meet the educational specifications and have enough capacity in surrounding schools to work.

43. If the enrollment is expected to climb in parts of Arlington, why not add an entirely new school in that specific region?

APS has sufficient elementary capacity in the wrong parts of the county. APS also has limited capital funds and will need to consider the tradeoffs of building a new school in a high growth area versus renovating existing schools. The Pentagon City Planning process identified a site for a school on the Virginia Highland Park. County site planning for that space will get underway in 2030, and planning and construction would likely take a minimum of 5 additional years. APS will also have to evaluate if new capacity is needed in this area or if students can be served in existing facilities via boundary adjustments and/or program moves.

44. Why the need to vote now, when in the appendix analysis there are still several "TBD" in sections, specifically about traffic studies and safety?

The SB's October vote will tell APS where to focus efforts and spend money on planning for the May 2024 Superintendent's Proposed FY 2025-34 CIP. Studies can be conducted once the list of potential sites is narrowed. Conducting studies of every possible site is cost prohibitive and not a good use of limited resources.

45. Please describe the renovations contemplated and in planning (with specificity)?

Before enrollment growth started spiking and driving CIPs and School Bonds APS had a renovation plan that was cycling through all buildings, bringing each up to current standards. Nottingham was one of the schools that was renovated, and the school relocated to the Wilson swing space site to facilitate the renovation. Now that enrollment is leveling off and expected to decrease, we need to get back to maintaining our investment in our existing facilities, preparing each to be on par with newer facilities while also preparing for increases and decreases in enrollment levels.

46. Where is the opportunity cost of closing one of the most walkable elementary schools calculated in this analysis?

The costs of closing repurposing an elementary school building will be lower than the alternatives which would mean:

- APS will spend a minimum of \$30 million to renovate a non-school facility for swing space, reducing the funds available for renovations and delaying the renovation schedule.
- APS will need to renovate schools around operating schools, delaying the length of time for the renovation, and increasing the costs.

47. Has thought been given to delay the decision about swing space for at least one year to allow for further analysis and also to provide more time for analysis of the school renovation schedule. Right now, nothing is known about the renovation schedule and timeline, impact.

No.

48. Shouldn't Middle School swing space planning also be considered as part of this process?

Most of the sites eliminated in the swing space study were too small to serve as an elementary school. No sites were big enough for a middle school instead, if a Middle School is renovated, we'll need to work with the school administrators to consider if one or two grades should move out to facilitate a renovation.

49. The same reasons that swing space option 1(b) (student redistribution across nearby schools) was eliminated seem to apply to Nottingham. Viz., divides a school community, complexity of execution for staff/academics, and nearby schools may not have capacity (Tuckahoe). See p. A-186, PDF p. 228. Please explain why this is not the case and why Nottingham is being treated differently.

APS's proposal conducts one boundary process in 2025-26 for all elementary schools that need adjustments and applies in the 2026-27 school year.

The suggestion to redistribute students to a nearby school would require a boundary process for every renovation and families already believe that APS changes boundaries change too often. See question 29 above for further detail.

50. Why are the higher cost options not being considered? We live in one of the wealthiest zip codes in all of the country. Why are we so frequently in this predicament? And shouldn't we have planned for this years ago? What is our long-term (15-20 years) for Arlington schools?

If APS spends money on swing space, that will reduce the funds available to renovate schools, and schools' renovations have been deferred for over a decade in some cases.

51. How does the Board know if Nottingham is logistically appropriate if the schools for renovation have yet to be identified?

Swing space is a separate issue from the renovation. Having both recommendations ahead of acting on their direction will help the SB understand if the recommendation makes sense.

52. Do we know why the existing Montessori Public School of Arlington (MPSA) space can't be utilized instead of demolished?

The FY 2023-32 CIP capped enrollment on the ACC campus at 2,570 students, the size of the new ACC building plus the repurposed ACC building. As part of the Use Permit approval for construction of the new facility APS committed to the cap of operating two schools on the campus and in the future adding green space where MPSA is located on the campus and will make the site more similar to other large campuses like Williamsburg and Discovery.

County growth and enrollment

53. What and when is the data of the upcoming expected enrollment based on?

Please see the Arlington Public Schools Fall 2022 10-Year Enrollment Projections Report, published December 2022 and updated annually: www.apsva.us/wp-content/uploads/2022/12/APS-Fall-2022-10-Year-Enrollment-Projections.pdf

54. What alternatives exist as part of the Langston Boulevard Plan?

Plan Langston Boulevard is a long-range plan. APS estimates suggest the only school that might get additional students in the next 10 years is Glebe and Glebe will be part of the elementary boundary process in 2025-26 for the 2026-27 school year. Plan Langston Boulevard is suggesting that if needed, APS could use the Langston and Lee Center sites for school needs. Both sites would add capacity in an area that today has excess capacity.

55. Please provide the data regarding projections; and have you contacted Nottingham, Discovery, Tuckahoe, and other schools about their actual 2023-2024 enrollments?
a. a. If so, when and where?

See number 8 above. The suggestion is not clear, P&E gathers enrollment from synergy and principals are aware of their enrollment.

56. If the JFAC advised that the search focus along major corridors including Crystal City, Pentagon City and Ballston, why was Nottingham nonetheless the recommended site?

Staff searched the entire County for sites to evaluate.

57. Based on enrollment trends (table 2 in Swing Space School Site Recommendation Report), Drew and Long Branch are projected to have the largest percent decrease by 2027-2028. Why were they removed from consideration? Drew has Randolph nearby with 79% current utilization.

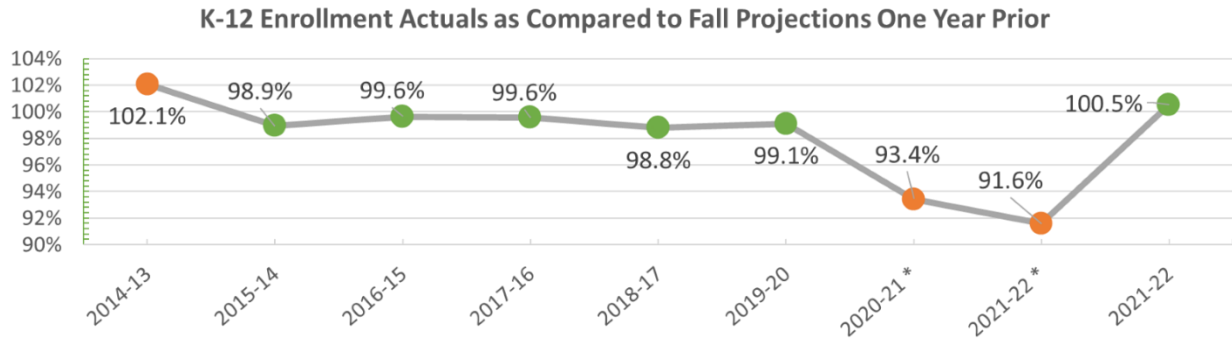
Nearby schools did not have enough capacity to accept Drew and Randolph students through boundary changes.

58. Are there any schools in one concentrated area where it just makes sense to build another new elementary school based on (over)utilization numbers (S Arlington)? Which could make extensive renovations easier on existing space if not over utilized?

See number 42 above and review the swing space alternatives in the appendix. All renovations funds would be diverted to building a new school and this would delay renovations.

59. How confident is APS in project enrollment trends as families adjust to life after the pandemic and may transition from private back to public school?

Projections use historical data to estimate future patterns, it's art and science. APS projections have been fairly accurate since the work was moved to P&E; however, accuracy was off when schools reopened virtually during the pandemics and our historical data did not account for this change.



60. How is APS accounting for the missing middle and the potential for an influx of families in the calculation of future enrollment? Especially when enrollment was not the primary focus of the latest, approved CIP (not Pre-CIP).

Expanded Housing Options (Missing Middle):

- Since July 1st, about 22 EHO applications have been filed. As of this date, three (3) EHO applications have been approved.
- At this time, it is premature for APS to incorporate EHO housing into the housing forecast assumptions—trends need to be established for EHO housing.
- APS will consult with the county’s Community Planning, Housing, and Development (CPHD) staff in late September to see if any building permits have been issued for EHO housing—if so, these building permits will be incorporated into housing forecast assumptions.

61. What is the level of confidence that APS will secure financing through county bonds for multiple, future major construction projects to justify a dedicated space to house students from those schools?

APS follows the county’s guidance in developing its CIP. You can read more about this on the county’s website at <https://www.arlingtonva.us/Government/Programs/Budget-Finance/Bonds>.

62. What is this confidence based on?

See the response to question 60.

Environment/Green space

63. How and where were environmental factors taken into account in this analysis?

In the swing space appendix and the review of alternative sites that included a relocatable village, building at the County Barcroft Center, and in previous considerations of Long Bridge Park environmental concerns were prominent.

64. Will trailers be added to the Nottingham field to accommodate a larger number of swing space students and if so, what will happen to the many community activities (baseball, soccer, etc.) that currently take place on the Nottingham field?

There are no plans to add relocatable classrooms at Nottingham. The site has 5 relocatable classrooms adding capacity for about 120 additional students, which added to the building capacity of 513, means there is a capacity for 633 students if the school is repurposed for swing space.

65. Have you considered the shared use of green space for Tuckahoe and Discovery schools and how this will affect the students with the influx of enrollment?

The boundary process will make sure that the resulting population fits within the schools' design capacity and the enrollment they are built to accommodate.

66. Will the swing pace proposal have any impact on the field space or playgrounds at Nottingham? The Pre-CIP report states additional trailers can be housed at Nottingham. So is the plan to first dismantle a neighborhood school and then take away its primary green space?

There are no plans to add relocatable classrooms at Nottingham or to change the existing green space.

67. How will the increase in busing and for Nottingham students and incoming renovation school students plus additional car traffic impact our environment?

Transportation plans will encourage families to have students use the bus to and from Nottingham, and may reduce the overall traffic to the site.

Student health

68. How will students with educational learning plans such IEPs or 504s be supported in this process given that students with ADHD, Autism, and other learning differences struggle with transitions?

Students move every year and students moving within APS have transition meetings to ensure the change is successful. This same process would apply to students reassigned in a boundary process.

69. Has the educational/social emotional impact of disrupting our youngest and most vulnerable students for the second time (pandemic being the first) during a foundational time in their development been considered? If so, where is this considered in the APS report?

Students across APS have successfully navigated other processes, including school moves, boundary changes, overcrowding. APS staff and families set the tone for how students experience school even under adverse conditions and we will provide some supports to help staff prepare students for these transitions.

70. The pre-CIP report says that APS aims to “ensure all students learn and thrive in safe, healthy, and supportive learning environments.” If this plan gets passed, what is APS’s plan for maintaining a “supportive learning environment” at Nottingham over the next three years when teachers and staff will resign for other, more “permanent” positions elsewhere?

If this recommendation continues, in May the Superintendent's Proposed CIP will include draft plans addressing many of the concerns that have been identified, and as we move closer to the actual time frame for repurposing the school, action plans will help the staff work through the transitions to their next APS school.

71. Was only cost considered when choosing the option to close an elementary school? The presumption here is the cost of the mental health of our children and ripping apart a thriving community was not considered. Using an existing building or literally any other option would not tax the mental health of our students. Can you please explain this?

Students regularly make transitions from PreK to elementary school, elementary to middle school, middle to high school. The way families and staff talk about these changes and others with students will help them maintain their mental health. All of the considerations are outlined in the appendix, and APS also prioritizes using funds for renovations by reducing the costs to provide swing space.

72. What happens to the current NES Peer PreK program? Currently this program is offered at Alice West Fleet, Barcroft, Carlin Springs, Dr. Charles R. Drew, Glebe, Hoffman Boston, Innovation, Nottingham, Taylor, and Tuckahoe. Do Taylor and Tuckahoe have the capacity to absorb additional children in these programs or will this program as a whole be impacted across the county (with less seats available in the future)?

This will be evaluated as part of the EMP www.apsva.us/wp-content/uploads/2023/03/Enrollment-Management-Plan-2023-Final.pdf to see where it can fit. For initial boundaries, the existing PreK programs are included in the students we are estimating to include in the 2025-26 boundary process, we'll also review where the students receiving services reside. This will also be evaluated as part of the EMP www.apsva.us/wp-content/uploads/2023/03/Enrollment-Management-Plan-2023-Final.pdf to see if adjustments are appropriate.

73. APS has a goal that by 2024, at least 80% of students with disabilities will spend 80% or more of their day in a general education setting, with non-disabled peers. What steps will be taken to continue to maintain this KPI despite a decrease in locations where the CCP is offered (removing NES)?

This process will not impact the work of other departments and schools to meet this KPI.

Community/Stakeholder Engagement

74. When was the pre-CIP report complete?

June 27, 2023

75. Was the pre-CIP report ever slated to be released prior to the end of June 2023?

The work session was originally scheduled for June 20; however, it was rescheduled due to SB member calendar conflicts.

76. If so, who made the decision to hold the report until June 2023?

This is the first time this report, formerly the AFSAP was presented this early in the year. Past reports were provided in the fall. The timeline was adjusted to allow review and input ahead of the SB's CIP direction, and in response to complaints from FAC and JFAC on wanting to provide input on APS's CIP. Providing input on the Superintendent's spring CIP proposal is too late for APS to make adjustments since much of the work comes from the SB's direction the prior fall.

77. Was there any discussion about wanting the report to be released during the summer, rather than during a school year?

No. In past years, this was released in the fall and had no clear recommendations. This report has been adjusted to align with the SB's steps in building its CIP and in response to concerns raised by FAC and JFAC on addressing the CIP recommendations.

78. What meetings were held with school principals in developing the pre-CIP report?

No group meetings were held with principals on the overall Pre-CIP Report. Principals are responsible for running schools. The swing space study included representatives for School Support Services. The elementary principal's representative participated in the swing space project and communicated with her counterparts beginning last fall.

Alternative Sites

79. Why was Syphax not considered further as a potential swing space?

It was considered, addressed in the swing space appendix and remains on the list of possible alternatives.

80. Why was Fairlington Community Center not considered further as a potential swing space?

It was considered, addressed in the swing space appendix and remains on the list of possible alternatives.



ARLINGTON PUBLIC SCHOOLS
Planning and Evaluation

MEMORANDUM

TO: Dr. Francisco Durán, Superintendent

FROM: Lisa Stengle, Executive Director Planning & Evaluation

CC: John Mayo, Chief Operating Officer
Renee Harber, Assistant Superintendent of Facilities & Operations
Jeff Chambers, Director of Design & Construction

THROUGH: Stephen Linkous, Chief of Staff

DATE: August 31, 2023

SUBJECT: Pre-CIP Question 23

QUESTION:

Do we have information/data anywhere that convincingly demonstrates that swing space is a need? (My own hunch is that the answer is “yes” but I just want to have compelling evidence to back myself up.)

That is: We are operating under the assumption that renovating one or more schools by leveraging swing space will be more cost effective than it would be to renovate the same building in stages (like we did for McKinley).

I believe that the math actually proves this is the case, but I’d like to confirm my own suspicions. Do we have the financial analysis that illustrates our estimated cost savings by doing it this way?

RESPONSE:

The need for swing space depends on the project selected, existing building conditions, the site of the project, project scope, and extent of the work. Planning and Evaluation explored the best option for an elementary swing space if needed as directed by the Board in the CIP. Below are example scenarios of when swing space may be necessary.

If a project such as Abingdon is selected, which has a restricted site, and multiple additions all around the building were required as well as major additions and renovations throughout the existing building,

swing space would be required. It would reduce construction time by as much as half and time is money. Personnel soft costs alone range at or above \$100 k per month for this size of a project. In addition, the disruption to the learning process and the work environment for staff is an intangible cost.

A full renovation of an existing school being selected without additions would benefit from swing space from a scheduling, cost, and educational environmental standpoint. With a fully occupied building there is no place for construction activities to take place. It could be possible that an early selected elementary project could be identified that replaces an Elementary building allowing the existing building to become swing space.

Projects where a building is being replaced and the replacement or major addition can be constructed on site or remote from the existing building should be more cost effective without relocating students to a swing space using the new Career Center as an example.

This will have to be determined on a case-by-case basis depending on the projects, scope and sites as selected by the School Board. If there could be appropriate space provided on site prior to renovations it generally is less expensive than operating a swing space for an elementary school. The populations of our secondary buildings are probably too large to utilize a swing space and would have to be phased.



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 31, 2023

SUBJECT: Pre-CIP Question 24

QUESTION:

Aside from the allocation of students to new schools, should an elementary school be selected to serve as swing space, what other problems or challenges are we experiencing (or do we anticipate, based on enrollment projections) that we are seeking to address with the fall 2025 elementary school boundary process?

RESPONSE

Table 1 was first included in the response to SBFU Pre-CIP Question #14 and it's been updated in response to question #24. The table shows elementary neighborhood school projections for the 2025-26 school year, and the last column includes comments about the school's role in a likely boundary process. In this version of the table, schools that are likely part of the swing space change are shown in blue.

Please note, P&E will reevaluate the need for elementary boundary adjustments in the upcoming Enrollment Management Plans (EMP) and the 2025 Pre-CIP Report. For now, enrollment is projected to be manageable at most of the 25 elementary schools, with existing relocatable classrooms.

Attachment A, Table 3 - Enrollment Projection for 2025-26 (Grade K to 12)

	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 Updated on 08/29/2023
	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 ² Projection for 2025-26					
ELEMENTARY NEIGHBORHOOD SCHOOLS																		
Abingdon Elementary School	123	123	126	106	108	111	697	16	8	0	0	0	24	721	725	99%	3	If needed 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	Zone 1
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	Zone 1
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	Zone 1
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 to neighboring schools
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	Zone 1
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 boundry changes for ASFS, 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	Zone 1
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	Zone 1
Tuckahoe Elementary School	72	75	74	74	71	74	440	0	14	0	0	14	28	468	545	86%	1	Zone 1