

Pre-CIP Report Community Table Sessions – July 31 and August 22
Responses to Questions and Comments Posted (added since August)
MS Enrollment Balancing

Submitted Comment	Response
<p>Anonymous Has APS ran mock bus routes from all neighborhoods to Kenmore to determine if the bus ride times are shortened by a significant amount? Or are we just shifting the burden of a long bus ride from one neighborhood to another? If yes, can we see that data? If no, will they?</p>	<p>Kenmore was recommended in the Pre-CIP Report because it is a more central location compared to Gunston. You can find the information from the transportation analysis in Appendix I: Middle School Immersion Program Transportation Report (p. A-117 or pdf p. 159). Any single location for a Countywide program will have varying bus-ride lengths for students. As with any site change, the length of rides shifts. Given that more students live in-boundary at Kenmore than at Gunston, more students may have shorter ride-times.</p>
<p>Anonymous Has APS ran mock bus routes from all neighborhoods to Kenmore to determine if the bus ride times are shortened by a significant amount? Or are we just shifting the burden of a long bus ride from one neighborhood to another? If yes, can we see that data? If no, will they?</p>	<p>Kenmore was recommended in the Pre-CIP Report because it is a more central location compared to Gunston. You can find the information from the transportation analysis in Appendix I: Middle School Immersion Program Transportation Report (p. A-117 or pdf p. 159). Any single location for a Countywide program will have varying bus-ride lengths for students. As with any site change, the length of rides shifts. Given that more students live in-boundary at Kenmore than at Gunston, more students may have shorter ride-times.</p>
<p>Anonymous A concern is transportation - shifting capacity and upping the need for it seems contrary to your goals.</p>	<p>The APS Mission is to ensure all students learn and thrive in safe, healthy, and supportive learning environments. Transportation efficiency is secondary to student academic needs. APS is committed to providing safe and equitable environments. Transportation planning follows these priorities_which are to be outlined in the CIP direction in October 2023 and the CIP vote in June 2024</p>
<p>Anonymous Montessori is also eventually supposed to move to its own location. Is there a projection of how much will that impact capacity at Gunston?</p>	<p>Based on the Secondary Enrollment Monthly Summary report from SY 2022-23 which includes Montessori MS counts, Gunston hosted 75 Montessori students including students from inside the boundary.</p>

	<p>U MEM 281 MEMBERSHIP SUMMARY ALL Finanl 10 9 2022.xlsx (apsva.us)</p>
<p>Anonymous The transportation pre evaluation shows a loss of efficiency because the Montessori program would need still the transportation to Gunston. But isn't it true that the Montessori students will move to the new campus when it is ready? So this loss of transportation efficiency is only temporary?</p>	<p>APS's upcoming program evaluation of the Montessori program will help to evaluate which grades of the program will move into the repurposed ACC building when MPSA moves in. If the MS program joins the elementary program, then there could be efficiencies.</p>
<p>Anonymous Since immersion hasn't grown at the middle school level, what is the anticipated enrollment at Wakefield?</p>	<p>Using past trends, we see MS Immersion has fluctuated from 320 in 2018 to 358 just prior to the pandemic and is back to 338 this past year.</p> <p>There are 252 high school immersion students at Wakefield in September 2023.</p>
<p>Anonymous Will the staff be willing to meet with neighborhoods that will be disproportionately impacted by this report? A number of the families from the two Ashlawn planning units that would be isolated from the rest of their classmates had emailed Engage, and they were told to come to this virtual meeting. Now they're being told to send planning unit-specific feedback to Engage. It would be very helpful to have an actual dialogue with school district staff, as this really impacts our children.</p>	<p>We hope you were able to join us at the in-person community table session at Kenmore. We do our best to promote engagement on various APS channels. Our community meetings are open to all interested members of the public and we always appreciate the opportunity to engage with parents.</p> <p>Following input during the recommendation phase, more meetings can be arranged with affected communities based on the decision of the school board.</p>
<p>Anonymous Hamm is split between Yorktown and WL no matter what. How is MS->HS alignment relevant to busing kids to Williamsburg from Hamm walk zones?</p>	<p>When we consider moving some Hamm students to Williamsburg, we would also look to see which students align to Yorktown.</p>
<p>Marisa Pineau Is the county taking into consideration impacts on students beyond just the numbers? For instance, the disruption to students' SEL when they are separated from classmates or their community school? Or is capacity really the only consideration? (I just heard another reason that also seemed to relate to numbers not student wellbeing).</p>	<p>Boundary processes are guided by Policy B-2.1 Boundaries. The M.S. boundary process considers efficiency, proximity, stability, alignment, demographics, and contiguity. Each process is responsive to the current conditions and stated goals. The recommendation presented aimed to balance building utilization rates for a more comparable student experience.</p> <p>The recommendation will aim to reassign students to move with a larger cohort of their peers. Our goal is to ensure that every student</p>

	has access to a safe, healthy, and similar learning environment.
Anonymous You say that your priority is to reduce the amount of disruption to students in a walk zone; however you are proposing that you move 13 planning units from Taylor elementary which are all walkers to Hamm.	Boundary processes are guided by Policy B-2.1 Boundaries . The M.S. boundary process considers efficiency, proximity, stability, alignment, demographics, and contiguity. Each process is responsive to the current conditions and stated goals. The recommendation presented aimed to balance building utilization rates for a more comparable student experience. The recommendation will aim to reassign students to move with a larger cohort of their peers. Our goal is to ensure that every student has access to a safe, healthy, and similar learning environment. Following the pause from the boundary process in 2023, this will be part of the analysis considered along with guidance and clarification from the board before we provide a preview of proposals to the SB in fall 2024.
Anonymous Additionally you are proposing moving 69% of Taylor's population to Williamsburg no less than 3 years after the opening of Hamm. How does that not impact stability and continuity for Taylor Students?	Following the pause from the boundary process in 2023, this will be part of the analysis considered along with guidance and clarification from the board before we provide a preview of proposals to the SB in fall 2024.
Brian Sain Apologies if I'm not understanding ... if capacity is the central question / challenge for APS, why are we focusing around moving a program (the Immersion Program) vs. addressing boundary challenges / changes first and then figuring out a single program secondarily?	The recommendation in the Pre-CIP Report is for both the boundary process and the immersion program move. Moving a Countywide program can allow more neighborhood students stay in their neighborhood school while keeping the large cohort of immersion students together. APS compared the scenario of making only boundary changes in the Pre-CIP Report in Table 3 of Appendix H: Draft Fall 2023 Middle School Boundary Recommendation Report (p. A-111 or PDF p. 153). A boundary change only scenario is projected to affect over 1,000 more students than if the immersion program is also moved.
K Thorne What is the expected quantifiable benefit of "balancing capacity" vs. just keeping all the schools under capacity? How much more expensive or difficult is it to operate Williamsburg with 650 students (65%)? (vs taking students from Hamm / Swanson walk zones)	Schools will not all be under capacity. 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). Moving students out of Gunston will have ripple effects in the other middle schools.

<p>K Thorne Why is "parity of utilization" a priority-- why does it matter as long as the schools in question are all under capacity?</p>	<p>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>Utilization impacts experience for students to have access to courses of choice, sports teams, drama performances and the like. None of the scenarios achieve parity but some approach a more even utilization thereby offering a more comparable middle school experience.</p> <p>Boundaries are revisited regularly and the process will be guided by Policy B-2.1 Boundaries (https://go.boarddocs.com/vsba/arlington/Board.nsf/files/AZ2V3D5FA2B8/\$file/B-2.1%20Boundaries.pdf).</p>
<p>Anonymous What was the public notice given for the immersion "visioning" process? Was the community warned that this un-elected body's conclusions would be the driving factor in multiple middle school boundary changes?</p>	<p>APS has offered a Dual Language Immersion Program since 1986 and continues its commitment to the program and ongoing work to remain a leader in Dual Language Immersion instruction. The Dual Language Immersion Task Force was formed in 2021 and met over the course of a year.</p> <ul style="list-style-type: none"> • This email was sent to the immersion community in January 2021 at the launch of the DLI Visioning process: Microsoft Word - 01 13 21 School Talk message about immersion visioning FINAL.docx (apsva.us). • The record of the entire process is posted at: Dual Language Immersion Visioning Process - Arlington Public Schools (apsva.us). <p>The task force of 34 people and organizations included representatives from each of the schools, academic experts from within and without APS and parent representatives.</p> <p>This recommendation in the Pre-CIP Report is being made to balance enrollment levels across middle schools and help ensure that every student has access to a safe, healthy, and similar</p>

	<p>learning environment. Without any changes, Gunston is projected to be at 112% capacity by 2027-28. Moving a Countywide program can allow more neighborhood students stay in their neighborhood school. A boundary change only scenario is also compared in the Pre-CIP Report in Table 3 of Appendix H: Draft Fall 2023 Middle School Boundary Recommendation Report (p. A-111 or PDF p. 153). A boundary change only scenario is projected to affect over 1,000 more students than if the immersion program is also moved.</p> <p>Following the pause from the boundary process in 2023, this will be part of the analysis considered along with guidance and clarification from the board before we provide a preview of proposals to the SB in fall 2024.</p>
<p>Marisa Pineau Kenmore is already a plurality or majority Spanish-speaking or first generation, wouldnt moving the immersion program make it even less ethnically diverse?</p>	<p>APS will report demographic impacts of boundary proposals.</p>
<p>Anonymous Just reiterating the specific questions about walk zones - it seems that there are PUs within blocks of a MS that are being switched to bussing and splitting elem schools into MSs in small chunks, both of which seem inconsistent with the principles that are laid out to guide this process. Will there be any consideration given to revisiting the closest walk zones to a MS?</p>	<p>We have received feedback from several areas regarding changing walkers to bus riders. We may consider a walk shed analysis to inform boundary proposals which might change bus eligibility during the fall 2024 boundary process.</p>
<p>Anonymous Why cant you house all the Immersion programs under one roof instead of k-5 programs and 6-8 programs? Wouldn't that make sense? Why can't that program live in the current earmarked building for Montessori program?</p>	<p>Currently, APS does not plan on having one site for a K-8 Dual Language Immersion program and this model was not recommended from the dual language task force. See more information from the task force on the APS website at: Dual Language Immersion Visioning Process - Arlington Public Schools (apsva.us).</p>
<p>Anonymous You have already moved Hamm in the last 3 years! You haven't even let more than 1 group of students go through the entire middle school process yet.</p>	<p>The new middle school boundaries will be effective in 2026-27. The boundary policy indicates that APS will try not to move individual students more than once in a school level.</p>

	Different planning units from a school may be impacted.
Anonymous Gunston has the largest enrollment and will continue to have a large enrollment as that area of the county is the most affordable. Moving immersion seems like a quick fix when boundaries may just need to be adjusted anyway. Are trends with real estate and construction in Arlington factored in to planning?	Yes, real estate and construction trends are considered in projections. Arlington County and APS collaborate closely on data sharing to produce the enrollment projections. You can read more about the methodology for projections in the Pre-CIP Report Appendix B: Fall 2022 10-Year Enrollment Projections Report.
Anonymous Students 3 blocks from Hamm who will be bused to Williamsburg are in an ES (Taylor) that will be split between MSs and students in Hamm are going to be split between HSs--how can those alignments be part of the rationale for busing those students to Williamsburg?	APS is seeking solutions that achieve the optimum mix of cost, location, scope, timing, implementation feasibility and minimal impact. APS will examine planning unit alignment from elementary to middle and middle to high school. We aren't able to maintain a pyramid system that moves entire school communities as they progress to a higher level in every case.
Anonymous Why is there not a community engagement specifically about the MS boundary change?	Community engagement is ongoing and open until the school board vote now anticipated in December 2024.
L. Thomas Why must the immersion program be moved from Gunston at all? I understand that the "visioning" group made this recommendation but must we follow that recommendation?	This recommendation to move the MS Immersion program 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. Without any changes, Gunston is projected to be at 112% capacity by 2027-28. Changes to boundaries without moving the program would disrupt more families. The guidance from the DLI visioning came into play as we looked for the optimal site to move immersion into.
Lilly M Was the Hamm site considered for the Immersion? Would that have equivalent impact on MS boundaries as Kenmore?	No, for the Pre-CIP Report, APS did not consider Hamm because Kenmore's location on route 50 is central and more students from Jefferson and Kenmore are in Immersion.
Anonymous Is it preferable to keep the elementary-middle students together as opposed to middle-high school students?	APS policy establishes no preference. Boundary policy is due to be reviewed in 2024 before the boundary process next year.
Kateri Garcia Is there any concern that shifting boundaries for local kids out of Kenmore and further north, would reduce the diversity for the local MS students? Specifically concerns that the higher income students will be pushed further	The next boundary proposal may include priorities (e.g., demographics) as set from the SB in the revised boundary policy in 2024.

<p>north, leading to less socioeconomic diversity - and associated racial diversity.</p>	
<p>L McBride It is clear why balancing capacity is needed when one school is over capacity. What is the specific benefit (financial?) of increasing Williamsburg's capacity by pulling from Hamm, which is within its capacity (and Swanson which is under capacity by 27-28)? "Making the percentages more equal" is not a clear explanation.</p> <p>L McBride (Above, I mean increasing Williamsburg's enrollment / utilization.)</p>	<p>Boundary policy specifies but isn't limited to five considerations. Depending on circumstances, each process may prioritize one or more considerations. The initial goals for this process were to give Gunston enrollment relief and even out enrollment/capacity utilization across the system.</p> <p>As boundary policy is revised this year, the board may consider how to prioritize considerations.</p>
<p>Anonymous Within the pre-CIP, APS acknowledges that individual children should not experience boundary changes too frequently because of negative socio-economic effects. Based on the concerns and questions expressed by community members in this session, there seems to be an acknowledgment that all boundary changes are disruptive to children and communities. Why not explore an option that moves half of the immersion program (from the northern part of Arlington) to undersubscribed schools, like Williamsburg? That would decrease the immediate overcrowding at Gunston and allow more students the opportunity to continue in the immersion program. It would also simultaneously require fewer boundary changes.</p>	<p>Currently, Williamsburg is not under consideration as the immersion site. Williamsburg is not a central location, more similar to Gunston in a corner of the County, and Williamsburg has the smallest cohort of students that participate in the Middle School Immersion program.</p>
<p>G. Moore To build off of the Ashlawn Elementary concerns about 2 districts not moving with the rest of their cohort, the opposite is true for Taylor. We have 9 PUs staying in Hamm and 13 PUs moving. the 13 moving do not want to move. We want to stay with the rest of our cohort!</p>	<p>We will look into this as well as part of the boundary proposal next Fall. Please note that the recommendation is not yet a proposal. We plan to examine the alignment from elementary to middle and middle to high school by planning unit.</p>
<p>Anonymous How large of a student population would be reasonable for splitting immersion into two middle schools?</p>	<p>Having one middle school and one high school program maintains a larger cohort of students at each building, concentrating 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 staff. A minimum of 4 classes was seen as critical to:</p>

- 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
Elementary (Kindergarten)	4 classes (Approx. 96 students)	4 or 6 classes (Approx. 96 or 144 students)
Middle School (6th grade)	4 classes (Approx. 100 students)	6 classes (Approx. 150 students)
High School (9th grade)	3 classes (Approx. 75 students)	4 classes (100 students)

(DLI Framework p. 25 Table 14)

G. Moore By your own admission you will need to bus a huge portion of Immersion students regardless of location, so why does it matter so much if Williamsburg doesn't have many enrolled in the Immersion program?

Only 12 of 338, or 3.5% of MS immersion students last year lived in the Williamsburg boundary. This means at least 326 students would be eligible for out-of-boundary buses, unlike Kenmore with 89 students in-boundary which means 249 would require out-of-boundary buses.

Furthermore, according to Synergy, 243 of the 338 students, or 72% of immersion students live in boundary for the three MS's in South Arlington. This means Williamsburg's location is specifically less convenient for the majority of immersion students and Williamsburg is the least accessible school via public transit.

Anonymous I want to make sure I understand one of the stats. Is it correct that 2/3s of the immersion students who currently go to Gunston actually live in the Kenmore district? Thank you for clarifying.

We estimate that 2/3 of the immersion students who are residents of Gunston boundary will move to Kenmore with the program and 100% of all other immersion students will stay in the program.

Last year according to Synergy, Gunston Immersion students included students boundaried to all neighborhood schools as follows:

- Dorothy Hamm: 59

	<ul style="list-style-type: none"> • Gunston: 61 • Jefferson: 93 • Kenmore: 89 • Swanson: 24 • Williamsburg: 12
G. Moore Will you be providing social emotional data impacting splitting up friend cohorts between elementary aged students and middle schools vs. splitting up middle school aged students and High school students? I imagine there is a greater impact splitting elementary to middle school age groups is much more detrimental.	Currently, APS does not track SEL data for students impacted by boundary changes and does not prioritize alignment from elementary to middle over middle to high.
Anonymous Can you discuss why Dorothy Hamm was ruled out as a MS to house immersion? It also seems to have capacity as well as being centrally located, particularly for Jefferson/Kenmore neighborhoods.	Each middle school is compared in the Pre-CIP Report Appendix I: Middle School Immersion Program Transportation Report (p. A-117 or PDF p. 159). Staff considered that Kenmore is in an area with the most native Spanish Speakers and sends approx. 90 students (vs Hamm’s 60) to immersion. And Kenmore is between Gunston and Hamm which each send approx. 60 students to Immersion.
G. Moore You cannot make a HUGE boundary change just before evaluating the policies for boundary guidelines.	Now that MS boundaries have been pushed back a year, the board will have time to revise its boundary policy before the fall process 2024.
G. Moore You are implying that the Taylor community wants to move 69% of the students to Williamsburg rather than staying in Hamm, which was build with the intention of serving our Taylor students/community.	<u>Delete this question? staff doesn’t imply that they know a community’s desires</u>
Anonymous Is it possible for the school district staff to meet with the families from the two Ashlawn planning units that would be isolated from the rest of their classmates? We had expected that this session would be more of a dialogue, not just typing questions into a Q&A box.	NA since we had the in-person meeting?
Anonymous One of the slides shows Hamm going from having 55% walkers to 40% walkers if the immersion and boundary changes occur. Yet the County average percentage for walkers is	Percentage of walkers by school is in part due to boundaries and in part to the density of housing around a school. Williamsburg is in a part of the County where resident students live at greater

<p>50%. So why lower the Hamm percentage so far below the County average when it is in line with the County to begin with? And why leave the Swanson percentage as high as 60% after the boundary change? This seems much higher than the County average, while leaving Hamm's percentage so low.</p>	<p>distances from the school and each other. The Hamm boundary encompasses a mix of housing density. Given that there are six middle schools with boundaries, it is to be expected that walkability would vary.</p>
<p>Anonymous Why not just offer neighborhood transfer options to Williamsburg for the most overcrowded schools?</p>	<p>Neighborhood transfers to Williamsburg have been offered in recent years, and we can continue to make the offer, but it has been small-scale. Voluntary transfers are not as reliable as boundary changes, so they are limited to minimize the potential variance from actual transfers versus seats offered. This is necessary to align staffing with enrollment. We are not able to offer bus transportation to MS neighborhood transfers which may also limit uptake on offers.</p>
<p>Kateri Garcia With the projections showing increased student generation in southern Arlington (and still excluding all of the developments that have yet to hit the SRPC), when is the county going to consider adding permanent capacity to Gunston and/or Wakefield? Or is the plan to continue shifting boundaries north?</p>	<p>Since the APS system has capacity and projections suggest we will continue to have capacity, APS will maximize its resources before considering construction.</p>
<p>G. Moore So you made a mistake in 2017 with the boundary you selected. You made that situation, the families did not. APS built Hamm with the intention of serving Taylor students. Parody in capacity is not a burden families should have to take on when APS adapted that boundary.</p>	<p>Dorothy Hamm Middle School was built because of the Countywide need for another middle school. The site was selected because of various factors such as real estate sites available to APS and the location of projected increases in enrollment levels due to development in the Roslyn-Ballston corridor and including the students who are in the Taylor boundary. When a new school is built, a full boundary process is conducted. APS does not build middle schools to support a single elementary school.</p>
<p>Brian Sain If the core problem is a capacity challenge, why are we so focused on a single program? Shouldn't the two be mutually exclusive? Can you please help me understand so I can understand the core problem statement ?</p>	<p>Capacity imbalance was the precipitating factor which initiated the boundary process. APS examined the scenario of making only boundary changes in the Pre-CIP Report in Table 3 of Appendix H: Draft Fall 2023 Middle School Boundary Recommendation Report (p. A-111 or PDF p. 153). A boundary change only scenario is projected to affect over 1,000 more</p>

	<p>neighborhood students than if the immersion program is also moved. The recommendation is for both the boundary process and the immersion program move.</p> <p>The capacity challenge was coupled with the planned development in Crystal City which meant moving the immersion program would keep that large cohort of students together, give Gunston immediate relief and allow for anticipated growth.</p> <p>APS will pause for a year while plans for the Academic Programming Pathways are further developed before proposing any boundary change in Fall 2024.</p>
<p>G. Moore You keep saying that Guston and Jefferson populate the Immersion program, and that is not what the data shows on page A-150</p>	<p>Apologies for the confusion. Yes, immersion students reside throughout Arlington County. A larger number of immersion students reside within the boundaries for Kenmore and Jefferson, which is a consideration for APS transportation services.</p>
<p>Kateri Garcia Why not move Montessori?</p>	<p>Numbers – In projections, Gunston appears to need more relief than Montessori could offer. The immersion program is over four times the size of the Montessori program in the middle school. Also, the DLI visioning already suggested that moving MS immersion might be preferable when the opportunity arises. Finally, ACC preparation is considering moving MS students for accreditation reasons TBD.</p>
<p>Our issue is NOT that our kids are being reassigned. Our kids are being isolated and not moved. Thank you for taking our questions. We SO APPRECIATE that you are listening.</p>	<p>Thank you as well for participating and engaging in this community table session. We are counting on everyone’s input and feedback.</p>