

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 | 8/31/23 |

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| 25 | <p>In a 7/28 response to one of my CIP questions, you shared some helpful data about our option programs and how many students attended each program from different zip codes and home schools.</p> <p>I'm hoping I could get the same information, but further back in time. Could I get the same set of data for 2018-19, and just for our elementary option programs? I want to see whether this has shifted over time.</p> | P&E | 9/5/23 | 9/8/23 | 9/8/23 |
| 26 | <p>Responses to new Questions from Immersion PTAs – for information</p> | P&E | 9/5/23 | 9/5/23 | 9/8/23 |
| 27 | <p>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.</p> <p>From this, I'm gathering that swing space saves considerable money. Right?</p> <p>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.</p> | P&E | 9/7/23 | 9/8/23 | 9/8/23 |

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| | <u>I'm not sure what the last sentence means—can you help me understand?</u> | | | | |



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.

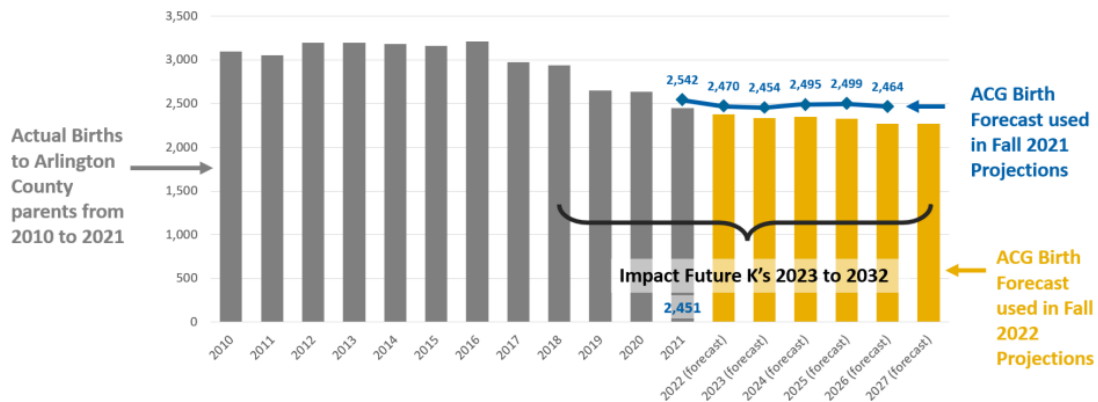
| ELEMENTARY SCHOOL | 2023-24 Capacity | 2023-24 | | | 2024-25 | 2025-26 | 2026-27 | | | 2027-28 | 2028-29 | 2029-30 | 2030-31 | 2031-32 | 2032-33 | | | |
|----------------------------------|------------------|------------------|-------------------------|-------|---------|---------|------------|------------|------------|---------|---------|---------|---------|---------|---------|------------------|------------------|-------------------------|
| | | Grade K-12 Total | PreK Total ² | Total | | | Cap. Util. | Cap. Util. | Cap. Util. | | | | | | | 2026-27 Capacity | Grade K-12 Total | PreK Total ² |
| 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 over 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 of 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.

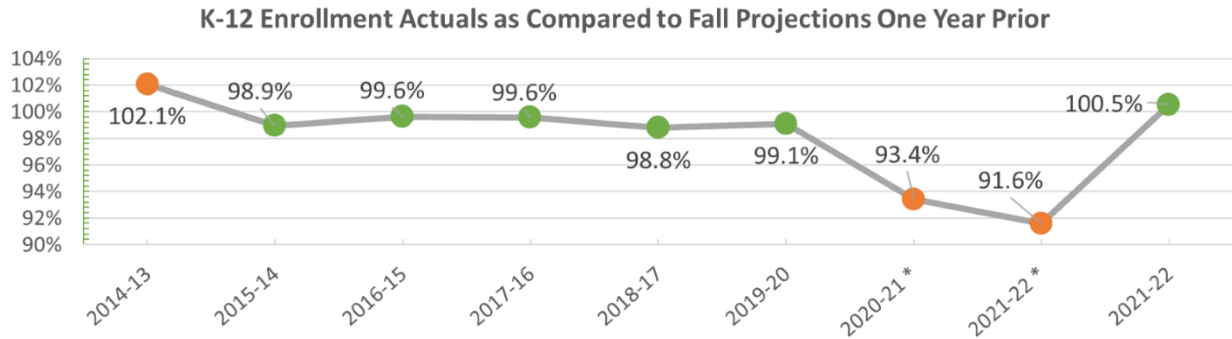
Nearby schools did not have enough capacity to accept Drew and Randolph students through boundary changes.

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 |



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: September 8, 2023

SUBJECT: Pre-CIP Question 25

QUESTION:

In a 7/28 response to one of my CIP questions, you shared some helpful data about our option programs and how many students attended each program from different zip codes and home schools.

I'm hoping I could get the same information, but further back in time. Could I get the same set of data for 2018-19, and just for our elementary option programs? I want to see whether this has shifted over time.

RESPONSE:

Below you will find the attendance broken down by zip code and neighborhood school for each of the option schools and programs in SY2018-19.

| ATS | By Zip Code | | | | | | | | | | Total |
|------------------------------------|-------------|-----------|-----------|------------|-----------|-----------|-----------|-----------|-------|----------|------------|
| | 22201 | 22202 | 22203 | 22204 | 22205 | 22206 | 22207 | 22209 | 22211 | 22213 | |
| By Neighborhood School | 50 | 30 | 77 | 175 | 89 | 25 | 87 | 20 | | 9 | 562 |
| Abingdon Elementary School | | | | 25 | | 12 | | | | | 37 |
| Arlington Science Focus Elementary | 16 | | | | | | | 20 | | | 36 |
| Ashlawn Elementary School | 14 | | 28 | | 17 | | | | | | 59 |
| Barcroft Elementary School | | | | 52 | | | | | | | 52 |
| Barrett Elementary School | | | 38 | | | | | | | | 38 |
| Carlin Springs Elementary School | | | | 27 | | | | | | | 27 |
| Discovery Elementary School | | | | | | | 15 | | | | 15 |
| Drew Model School | | | | 15 | | 2 | | | | | 17 |
| Glebe Elementary School | 4 | | | | 6 | | 34 | | | | 44 |
| Hoffman-Boston Elementary School | | | | 19 | | 4 | | | | | 23 |
| Jamestown Elementary School | | | | | | | 9 | | | | 9 |
| Long Branch Elementary School | 12 | | 11 | | | | | | | | 23 |
| McKinley Elementary School | | | | | 55 | | | | | | 55 |
| Nottingham Elementary School | | | | | 2 | | 11 | | | | 13 |
| Oakridge Elementary School | | 30 | | | | 7 | | | | | 37 |
| Patrick Henry Elementary School | | | | 24 | | | | | | | 24 |
| Randolph Elementary School | | | | 13 | | | | | | | 13 |
| Taylor Elementary School | 4 | | | | | | 15 | | | | 19 |
| Tuckahoe Elementary School | | | | | 9 | | 3 | | | 9 | 21 |
| Grand Total | 50 | 30 | 77 | 175 | 89 | 25 | 87 | 20 | | 9 | 562 |

| Campbell Elementary School | By Zip Code | | | | | | | | | | Total |
|------------------------------------|-------------|-----------|----------|------------|----------|-----------|----------|----------|-------|-------|------------|
| | 22201 | 22202 | 22203 | 22204 | 22205 | 22206 | 22207 | 22209 | 22211 | 22213 | |
| By Neighborhood School | 0 | 18 | 6 | 367 | 7 | 37 | 6 | 2 | | 0 | 443 |
| Abingdon Elementary School | | | | 48 | | 29 | | | | | 77 |
| Arlington Science Focus Elementary | | | | | | | | 2 | | | 2 |
| Ashlawn Elementary School | | | 1 | | 2 | | | | | | 3 |
| Barcroft Elementary School | | | | 70 | | | | | | | 70 |
| Barrett Elementary School | | | 5 | | | | | | | | 5 |
| Carlin Springs Elementary School | | | | 201 | | | | | | | 201 |
| Discovery Elementary School | | | | | | | 1 | | | | 1 |
| Drew Model School | | | | 4 | | 5 | | | | | 9 |
| Glebe Elementary School | | | | | | | 1 | | | | 1 |
| Hoffman-Boston Elementary School | | | | 5 | | | | | | | 5 |
| Jamestown Elementary School | | | | | | | 2 | | | | 2 |
| McKinley Elementary School | | | | | 3 | | | | | | 3 |
| Nottingham Elementary School | | | | | 1 | | 2 | | | | 3 |
| Oakridge Elementary School | | 18 | | | | 3 | | | | | 21 |
| Patrick Henry Elementary School | | | | 12 | | | | | | | 12 |
| Randolph Elementary School | | | | 26 | | | | | | | 26 |
| Tuckahoe Elementary School | | | | | 1 | | | | | | 1 |
| (blank) | | | | 1 | | | | | | | 1 |
| Grand Total | | 18 | 6 | 367 | 7 | 37 | 6 | 2 | | | 443 |

| Montessori w/in Drew Model Element | By Zip Code | | | | | | | | | | Total |
|------------------------------------|-------------|-----------|-----------|------------|-----------|-----------|-----------|----------|-------|----------|------------|
| | 22201 | 22202 | 22203 | 22204 | 22205 | 22206 | 22207 | 22209 | 22211 | 22213 | |
| By Neighborhood School | 33 | 29 | 24 | 179 | 12 | 93 | 33 | 9 | | 1 | 413 |
| Abingdon Elementary School | | | | 17 | | 38 | | | | | 55 |
| Arlington Science Focus Elementary | 13 | | | | | | | 7 | | | 20 |
| Ashlawn Elementary School | 1 | | 10 | | | | | | | | 11 |
| Barcroft Elementary School | | | | 40 | | | | | | | 40 |
| Barrett Elementary School | | | 12 | | | | | | | | 12 |
| Carlin Springs Elementary School | | | | 16 | | | | | | | 16 |
| Discovery Elementary School | | | | | | | 9 | | | | 9 |
| Drew Model School | | | | 38 | | 32 | | | | | 70 |
| Glebe Elementary School | | | | | 2 | | 9 | | | | 11 |
| Hoffman-Boston Elementary School | | | | 16 | | 2 | | | | | 18 |
| Jamestown Elementary School | | | | | | | 5 | | | | 5 |
| Long Branch Elementary School | 16 | | 2 | 4 | | | | | | | 22 |
| McKinley Elementary School | | | | | 2 | | | | | | 2 |
| Nottingham Elementary School | | | | | 1 | | 2 | | | | 3 |
| Oakridge Elementary School | | 29 | | | | 21 | | | | | 50 |
| Patrick Henry Elementary School | | | | 26 | | | | | | | 26 |
| Randolph Elementary School | | | | 22 | | | | | | | 22 |
| Taylor Elementary School | 3 | | | | | | 8 | 2 | | | 13 |
| Tuckahoe Elementary School | | | | | 7 | | | | | 1 | 8 |
| Grand Total | 33 | 29 | 24 | 179 | 12 | 93 | 33 | 9 | | 1 | 413 |

| Claremont Elementary School | By Zip Code | | | | | | | | | | Total |
|------------------------------------|-------------|-----------|-----------|------------|-----------|------------|-----------|----------|-------|----------|------------|
| | 22201 | 22202 | 22203 | 22204 | 22205 | 22206 | 22207 | 22209 | 22211 | 22213 | |
| By Neighborhood School | 3 | 82 | 14 | 436 | 28 | 174 | 10 | 1 | | 2 | 750 |
| Abingdon Elementary School | | | | 138 | | 128 | | | | | 266 |
| Arlington Science Focus Elementary | 1 | | | | | | | 1 | | | 2 |
| Ashlawn Elementary School | 1 | | 10 | | 3 | | | | | | 14 |
| Barcroft Elementary School | | | | 93 | | | | | | | 93 |
| Barrett Elementary School | | | 4 | | | | | | | | 4 |
| Carlin Springs Elementary School | | | | 88 | | | | | | | 88 |
| Discovery Elementary School | | | | | | | 2 | | | | 2 |
| Drew Model School | | | | 32 | | 24 | | | | | 56 |
| Hoffman-Boston Elementary School | | | | 25 | | 5 | | | | | 30 |
| Long Branch Elementary School | 1 | | | 2 | | | | | | | 3 |
| McKinley Elementary School | | | | | 17 | | | | | | 17 |
| Nottingham Elementary School | | | | | 3 | | 8 | | | 2 | 13 |
| Oakridge Elementary School | | 82 | | | | 17 | | | | | 99 |
| Patrick Henry Elementary School | | | | 2 | | | | | | | 2 |
| Randolph Elementary School | | | | 56 | | | | | | | 56 |
| Tuckahoe Elementary School | | | | | 5 | | | | | | 5 |
| Grand Total | 3 | 82 | 14 | 436 | 28 | 174 | 10 | 1 | | 2 | 750 |

| Escuela Key Elementary School | By Zip Code | | | | | | | | | | Total |
|------------------------------------|-------------|----------|-----------|-----------|-----------|----------|------------|------------|-------|-------|------------|
| | 22201 | 22202 | 22203 | 22204 | 22205 | 22206 | 22207 | 22209 | 22211 | 22213 | |
| By Neighborhood School | 308 | 1 | 69 | 73 | 20 | 9 | 115 | 131 | | 0 | 726 |
| Abingdon Elementary School | | | | 4 | | 5 | | | | | 9 |
| Arlington Science Focus Elementary | 183 | | | | | | | 128 | | | 311 |
| Ashlawn Elementary School | 1 | | 6 | | 1 | | | | | | 8 |
| Barcroft Elementary School | | | | 9 | | | | | | | 9 |
| Barrett Elementary School | | | 48 | | | | | | | | 48 |
| Carlin Springs Elementary School | | | | 9 | | | | | | | 9 |
| Discovery Elementary School | | | | | | | 21 | | | | 21 |
| Drew Model School | | | | | | 2 | | | | | 2 |
| Glebe Elementary School | 3 | | | | 10 | | 43 | | | | 56 |
| Hoffman-Boston Elementary School | | | | 2 | | | | | | | 2 |
| Jamestown Elementary School | | | | | | | 15 | | | | 15 |
| Long Branch Elementary School | 71 | | 15 | 10 | | | | | | | 96 |
| McKinley Elementary School | | | | | 8 | | | | | | 8 |
| Nottingham Elementary School | | | | | | | 1 | | | | 1 |
| Oakridge Elementary School | | 1 | | | | 2 | | | | | 3 |
| Patrick Henry Elementary School | | | | 37 | | | | | | | 37 |
| Randolph Elementary School | | | | 2 | | | | | | | 2 |
| Taylor Elementary School | 50 | | | | | | 34 | 3 | | | 87 |
| Tuckahoe Elementary School | | | | | 1 | | 1 | | | | 2 |
| Grand Total | 308 | 1 | 69 | 73 | 20 | 9 | 115 | 131 | | | 726 |

| Gunston Immersion | By Zip Code | | | | | | | | | | Total |
|-------------------------------|-------------|-----------|-----------|------------|-----------|-----------|-----------|-----------|-------|----------|------------|
| | 22201 | 22202 | 22203 | 22204 | 22205 | 22206 | 22207 | 22209 | 22211 | 22213 | |
| By Neighborhood School | 46 | 26 | 15 | 112 | 17 | 55 | 35 | 13 | | 1 | 320 |
| Gunston Middle School | | 26 | | 30 | | 55 | | | | | 111 |
| Jefferson Middle School | 13 | | 4 | 40 | | | | | | | 57 |
| Kenmore Middle School | | | 8 | 42 | 4 | | | | | | 54 |
| Swanson Middle School | 14 | | 3 | | 13 | | 14 | | | | 44 |
| Williamsburg Middle School | 19 | | | | | | 21 | 13 | | 1 | 54 |
| Total | 46 | 26 | 15 | 112 | 17 | 55 | 35 | 13 | | 1 | 320 |

| Gunston Montessori | By Zip Code | | | | | | | | | | Total |
|-------------------------------|-------------|----------|----------|-----------|----------|-----------|----------|-------|-------|-------|-----------|
| | 22201 | 22202 | 22203 | 22204 | 22205 | 22206 | 22207 | 22209 | 22211 | 22213 | |
| By Neighborhood School | 5 | 8 | 6 | 23 | 1 | 27 | 9 | | | | 79 |
| Gunston Middle School | | 8 | | 9 | | 27 | | | | | 44 |
| Jefferson Middle School | 5 | | 1 | 9 | | | | | | | 15 |
| Kenmore Middle School | | | 4 | 5 | | | | | | | 9 |
| Swanson Middle School | | | 1 | | 1 | | 4 | | | | 6 |
| Williamsburg Middle School | | | | | | | 5 | | | | 5 |
| Total | 5 | 8 | 6 | 23 | 1 | 27 | 9 | | | | 79 |

| Arl. Career Center Arlington Tech | By Zip Code | | | | | | | | | | Total |
|-----------------------------------|-------------|-----------|-----------|-----------|-----------|-----------|-----------|----------|--|----------|------------|
| | 22201 | 22202 | 22203 | 22204 | 22205 | 22206 | 22207 | 22209 | | 22213 | |
| By Neighborhood School | 20 | 10 | 15 | 55 | 36 | 11 | 43 | 2 | | 4 | 196 |
| Wakefield High School | | 10 | | 44 | | 11 | | | | | 65 |
| Washington-Lee High School | 17 | | 11 | 11 | 5 | | 4 | | | | 48 |
| Yorktown High School | 3 | | 4 | | 31 | | 38 | 2 | | 4 | 82 |
| (blank) | | | | | | | 1 | | | | 1 |
| Grand Total | 20 | 10 | 15 | 55 | 36 | 11 | 43 | 2 | | 4 | 196 |

| H-B Woodlawn Secondary Program | By Zip Code | | | | | | | | | | Total |
|--------------------------------|-------------|-----------|-----------|------------|------------|-----------|------------|----------|-------|-----------|------------|
| | 22201 | 22202 | 22203 | 22204 | 22205 | 22206 | 22207 | 22209 | 22211 | 22213 | |
| By Neighborhood School | 62 | 37 | 63 | 178 | 117 | 34 | 182 | 8 | | 17 | 698 |
| Gunston Middle School | | 15 | | 7 | | 14 | | | | | 36 |
| Jefferson Middle School | 13 | | | 29 | | | | | | | 42 |
| Kenmore Middle School | | | 14 | 22 | 1 | | | | | | 37 |
| Swanson Middle School | 11 | | 6 | | 36 | | 20 | | | 1 | 74 |
| Wakefield High School | | 22 | | 94 | | 20 | | | | | 136 |
| Washington-Lee High School | 31 | | 36 | 26 | 16 | | 17 | | | | 126 |
| Williamsburg Middle School | 3 | | | | | | 49 | 2 | | 1 | 55 |
| Yorktown High School | 4 | | 7 | | 64 | | 96 | 6 | | 15 | 192 |
| Grand Total | 62 | 37 | 63 | 178 | 117 | 34 | 182 | 8 | | 17 | 698 |

| Wakefield Immersion | By Zip Code | | | | | | | | | | Total |
|-------------------------------|-------------|-----------|----------|-----------|----------|-----------|-----------|----------|-------|-------|------------|
| | 22201 | 22202 | 22203 | 22204 | 22205 | 22206 | 22207 | 22209 | 22211 | 22213 | |
| By Neighborhood School | 11 | 16 | 7 | 80 | 4 | 27 | 13 | 9 | | 0 | 167 |
| Wakefield High School | | 16 | | 69 | | 27 | | | | | 112 |
| Washington-Lee High School | 6 | | 5 | 11 | 1 | | 2 | | | | 25 |
| Yorktown High School | 5 | | 2 | | 3 | | 11 | 9 | | | 30 |
| Grand Total | 11 | 16 | 7 | 80 | 4 | 27 | 13 | 9 | | | 167 |

| Wakefield AP Network | By Zip Code | | | | | | | | | | Total |
|-------------------------------|-------------|-------|-----------|-----------|----------|-------|----------|----------|-------|-------|-----------|
| | 22201 | 22202 | 22203 | 22204 | 22205 | 22206 | 22207 | 22209 | 22211 | 22213 | |
| By Neighborhood School | 9 | | 10 | 15 | 5 | 0 | 4 | 2 | | | 45 |
| Washington-Lee High School | 5 | | 10 | 15 | | | 1 | | | | 31 |
| Yorktown High School | 4 | | | | 5 | | 3 | 2 | | | 14 |
| Grand Total | 9 | | 10 | 15 | 5 | | 4 | 2 | | | 45 |

| Washington-Liberty IB | By Zip Code | | | | | | | | | | Total |
|-------------------------------|-------------|----------|-----------|-----------|-----------|----------|-----------|-------|----------|----------|------------|
| | 22201 | 22202 | 22203 | 22204 | 22205 | 22206 | 22207 | 22209 | 22211 | 22213 | |
| By Neighborhood School | 39 | 8 | 23 | 23 | 42 | 2 | 49 | 0 | 1 | 3 | 190 |
| Wakefield High School | | 8 | | 20 | | 2 | | | | | 30 |
| Washington-Lee High School | 38 | | 19 | 3 | 20 | | 26 | | | | 106 |
| Yorktown High School | 1 | | 4 | | 22 | | 23 | | | 3 | 53 |
| (blank) | | | | | | | | | 1 | | 1 |
| Grand Total | 39 | 8 | 23 | 23 | 42 | 2 | 49 | | 1 | 3 | 190 |



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: September 8, 2023

SUBJECT: Pre-CIP Question 26

The following questions were posed by the Immersion PTAs in anticipation of a community meeting. Responses already sent in emails are included below for your information. The numbering reflects their addition to the running list documenting questions received from the PTA. The complete document is posted on the Engage webpage.

22. **The transportation analysis in Appendix I to the Pre-CIP report assumed that ALL immersion students not in the walk zone for a given middle school would get an immersion bus if the immersion program were at that middle school. That is incorrect - the immersion students that are normally assigned to a middle school and are not in the walk zone for that middle school would be on the neighborhood buses for that middle school. For example, immersion students who live in the Gunston attendance zone (but not in the Gunston walk zone) do not get assigned hub stops, but instead are included on the regular neighborhood stops. Accounting for this error, I estimate that the number of "immersion buses" that would be needed if immersion were situation at each middle school would be:**

| Assigned School | Immersion Buses Needed | |
|-----------------|---|--------------------------|
| | Estimated Enrollment from Transfer Report | Number in Pre-CIP Report |
| Hamm | 8 | 9 |
| Jefferson | 7 | 9 |
| Kenmore | 7 | 8 |
| Swanson | 8 | 9 |
| Williamsburg | 9 | 9 |
| Gunston | 7 | 9 |

This estimate is based on past enrollment in the MS immersion program, based on the transfer reports for the past 4 years (since Hamm opened). You can see my analysis here: https://docs.google.com/spreadsheets/d/1SzHzhve6Wc3JMTi_IYURoUhMzopRYP7I7trc3DcazQw/edit?usp=sharing

Response:

We'll share this information with the team and update the analysis shaping the M.S. proposal for the upcoming boundary and program move process.

23. **Kenmore MS already has issues finding space for the buses it needs to serve the students assigned there and those buses face delays getting to and from the school, based on the challenging traffic situation around Kenmore. How would even more buses be accommodated in the space available at Kenmore? How would adding more buses impact the delay faced by school buses?**

Response:

APS has hired a new Transportation Director and other transportation staff. Once the SB votes on the change, transportation will begin planning for the change.

24. **If moving MS immersion to Kenmore increases transportation costs, how will APS find the funding? Will APS further cut hub stops? Will APS have fewer neighborhood bus stops?**
- a. **If immersion is moved but Montessori remains at Gunston, will APS stop providing school bus service for Montessori MS students outside the Gunston assignment zone?**

Response:

Any change in transportation costs will be factored into the FY 26 Superintendent's Budget Proposal. Once the SB votes on the change, transportation will begin planning for the change and will address stops in the summer of 2025.

There are no plans to stop providing buses to Montessori students attending Gunston.

25. Walking and biking to Kenmore MS is notoriously dangerous: despite being located a quarter mile from excellent trails, that last quarter mile is dangerous. From the south, the sidewalks are dangerously narrow and often crowded - we have seen children hit by drivers as they walk to and from Kenmore.

- **What would APS do to make the route to walk and bike to Kenmore safer?**
- **Would APS push Arlington County to create a safe path for walking and biking to Kenmore from the W&OD Trail?**
- **Would APS work with Arlington County to create a safe walking and biking connection to Kenmore from S Manchester St and to improve the safest of people walking and biking across Route 50 at Manchester St?**
- **Would APS push Arlington County to improve the Route 50 Trail so that it connects to Kenmore?**

Response:

Once the SB votes on the change, transportation will begin planning for the change and will consider these concerns. The Kenmore campus presents transportation challenges for students enrolled at Kenmore.

26. At the August 22 meeting, Planning staff said that Academic staff said that having two immersion MS programs would be problematic. Can you please elaborate what the problems would be? Would it increase costs? If so, by how much?

Response:

The Immersion Visioning process recommended keeping the MS program at one site allowing to maximize resources. Hiring dual language teachers is a challenge. The discussion around splitting the program was concerned about having enough immersion students and staffing. In order for an immersion program to thrive, native Spanish speakers are needed to deliver linguistic integration. If a program were to be split, the program may suffer due to splitting native Spanish speaking students across two schools and most likely having the need to ask Spanish Immersion teachers to teach at two different locations. Splitting the program may increase the number of staff that are needed for positions that are already a challenge to fill.

At the secondary level, Spanish Immersion teachers are required to have certification in the subject they teach in addition to mastering the language. For example, a teacher may teach multiple sections of Spanish Immersion courses across grades. A teacher may teach different subjects such as social studies

in Spanish and Spanish Language arts in 7th and 8th grades. This adds to the complexities of staffing highly skilled teachers that require multiple endorsements. Academics will present recommendations regarding Academic Programs in September and may address this issue.

For background: 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 DLI Program Framework (p. 25):

“Having one middle school and only one high school program maintains a larger cohort of students at each building, concentrating DLI staff and thus promoting increased mentorship and professional learning opportunities. This is a consideration in APS’s ability to recruit, hire, and retain highly qualified DLI staff.”

The Immersion population also does not meet the desired minimum number of students to support two locations today (DLI Program Framework https://www.apsva.us/wp-content/uploads/2023/03/APS-Dual-Language-Immersion-Program-Framework_FINAL.pdf; p. 26 Table 14), a minimum of 4 middle school classes per grade was seen as critical to:

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

27. It seems like the only way to move the MS immersion program would be to move the entire program at once - students could not stay at Gunston for their 8th grade year and stay in immersion. Has APS thought of another way to move the program? Will APS acknowledge that such a move would be hard on some kids?

Response:

APS acknowledges that change can be difficult. It’s important to note that students will process change based on the reactions of the adults around them, including families and staff.

- Immersion students are fortunate in that they move together.
- If immersion students don’t want to move, they can go to their neighborhood school.
- In contrast, boundary changes for neighborhood schools move some groups of students away from their peers, they don’t have a choice to attend another neighborhood school.

28. APS is proposing to move the immersion program out of Gunston, at least in part because of the capacity issues at Gunston, which are exacerbated by the planned growth in the area near Gunston (particularly National Landing). The area near Kenmore, particularly on the western end of Columbia Pike, is also planned to grow significantly in the coming years. Will the MS immersion program be forced to move out of Kenmore in the next few years? Will APS commit to not moving the MS immersion program again for a certain number of years?

Response:

APS is not proposing to move the MS immersion program again. To make it fit at Kenmore, boundary changes will be implemented at the same time.

29. What feedback have the immersion teachers given about moving the MS immersion program out of Gunston? What feedback have they given about moving the MS immersion program to Kenmore specifically? Has APS asked teachers about moving the MS immersion program to any other MS?

Response:

Staff were involved in the immersion visioning process. Principals are responsible for running schools, teachers are responsible for student learning. Staff will get involved in preparing for the transition if the SB votes to move the program.

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

The head of Immersion at Gunston participated in the Dual Language Immersion Visioning Process in 2022 alongside three Gunston teachers and two parents. According to the report, “feedback received during the DLI visioning process and previous World Languages Office program evaluations indicated that travel distance to the location of the current middle school program is a barrier to continuing with the DLI program beyond grade 5. Several members of the DLI community, including those who participated on the Task Force and the DLI Elementary Feeder Structure Committee expressed that a centralized location for the middle school program would increase program continuation rates through the secondary level by reducing travel distance.” ([APS Dual Language Immersion Program Framework p26](#))

Questions in additional emails from PTA:

30. Will APS consider moving the MS Spanish Immersion program back to Williamsburg, where it was originally housed before it moved to Gunston?

Response:

No, the proposal is to move the program to a more central location.

31. If APS does move the Spanish immersion program to Kenmore, how do they plan to address the overcrowding as I understand this school is already very close to capacity?

Response:

The move would be accompanied by boundary changes, reducing the number of students whose neighborhood school is Kenmore.

32. Why doesn't APS have a long term plan in process for the Spanish Immersion Program? If this proposal goes through, it will be the third move for the same generation of kids and this negatively impacts children, parents, teachers and our community. It shows a total disregard for the people impacted by these changes.

Response:

APS is committed to option programs and the DLI program. The Immersion visioning process was the start of a long-term plan for the program. Academics is working on recommendations for Academic Programs.

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

Please remember, APS is a system of neighborhood and options schools and proposals must consider what is best for the system as a whole.

- Immersion students are fortunate in that they move together, and if immersion students don't want to move, they can go to their neighborhood school.
- In contrast, boundary changes for neighborhood schools move some groups of students away from their peers, they don't have a choice for another neighborhood school.
- Relocating Key put a neighborhood school in the Courthouse area. The next elementary boundary process will fill Innovation E.S. In the boundary process, we saved room since immersion community raised concerns that many Escuela Key families would not follow the program to its new location. Fortunately, 92% of families remained with the program when it relocated.

Below is a link to immersion visioning web page, it's listed under 2022-23 projects. Also provided is a link to the transfer report showing the home school of participating immersion option students.

[Dual Language Immersion Visioning Process - Arlington Public Schools
apsva.us](https://apsva.us)

[2022-23 Pupil Transfer Report](#)

33. If the MS program is not moved to Kenmore, then how does APS plan to address the overcrowding issue?

Response:

Boundary changes will need to move some planning units to address schools where enrollment exceeds capacity. This concept was illustrated as the boundary-only scenario for illustration purposes in the PreCIP (appendix H P. A-112).

34. Is there data on which families stay in the MS program? Is the majority English speakers and families that live nearby?

Response:

It may be helpful to point families to the 2020 World Languages Program Evaluation. There are three appendices with

- [Dual Language Immersion – Enrollment](#)
- [Dual Language Immersion – Elementary Learning Environment](#)
- [Dual Language Immersion – Student Outcomes](#)

This is the best information we have to answer questions digging into the program.

35. When will families be notified about a program move.

Response:

Families will be notified once the School Board votes on a program move along with boundary changes.

36. If a student left the immersion program and is enrolled in the neighborhood school in 6th grade, could they return to the immersion school if they are moved to Kenmore or another closer one?

Response:

Any students who wishes to join the immersion program after grade 1 is eligible if they can demonstrate language proficiency.

37. Is there any possibility of a Spanish immersion program at Dorothy Hamm Middle School?

The Pre-CIP Report identifies Kenmore as a new location for MS Immersion. Academics will present on Academic Programs later this fall and may address this question.



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: September 8, 2023

SUBJECT: Pre-CIP Question 27

QUESTION:

Thanks for the follow up to my swing space question. I just want to be sure I'm understanding all parts of the response (see my bolded follow up, below):

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.

From this, I'm gathering that swing space saves considerable money. Right?

RESPONSE: Yes, in the construction process, it would save money.

QUESTION:

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.

I'm not sure what the last sentence means—can you help me understand?

RESPONSE:

Should the Board select a project that builds a new school to replace an existing building, instead of renovating the existing building, the existing school that is being replaced may be able to be repurposed as a swing space.

Or, we could build a school knowing that we will eventually need a school based on future projections, use it as swing space, when it opens, convert it to a neighborhood elementary school when the population grows and APS needs it.