

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

Submitted Comment	Response
Anonymous Do we have any data or any sense of how many students would choose to continue Immersion in Middle school if the location is at Kenmore?	APS has made assumptions to forecast program continuation rates. For the boundary recommendation, we estimated that 2/3 of the immersion students from the Gunston boundary would move with the program and all students that attend Immersion at Gunston, but do not live in the Gunston boundary, will move with the program (p. A-106 or pdf p. 148). The program move to Kenmore, a more centralized location, may mean greater

Submitted Comment

Response

locations today ([DLI Program Frameworkht ps](#) [www.apsva.us/wp-content/uploads](#) [APS Dual Language Immersion Program](#))

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<p>K Thorne What is the benefit expected from shifting capacity from the Hamm walk zone (which is projected to remain under capacity) to Williamsburg- is there a quantifiable / financial benefit given both schools are within their projected capacities in either scenario?</p>	<p>Williamsburg is currently bounded by the walk zones to Swanson and Hamm. All schools would benefit from having more similar capacity utilization rates. The last process prioritized M.S. students is walking. At the September work session, we'll include a second scenario not moving as many students to Williamsburg, instead moving immersion and balancing where needed. Transportation Services is helping us evaluate the tradeoff with transportation. Keep in mind this is not the proposal, but a concept of the proposal we'll recommend to the School Board.</p>

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<p data-bbox="159 310 792 380">Anonymous Does APS have a policy on not isolating PUs? Some elems have only 2 PUs attending a MS.</p>	<p data-bbox="824 233 1393 302">left the program after grade 5, citing in part the location.</p> <p data-bbox="824 310 1458 558">Yes Boundary policy talks about alignment however it doesn't define volume For boundary processes since a rule of keeping at least students together at the school level has been applied This is likely to change in as the SB updates the boundary policy and adds a PIP policy implementation procedures</p>

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

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