

Superintendent's 2022
Annual Update
To Prepare Schools for
2022-23 School Year

Executive Summary

The Annual Update summarizes strategies that APS is taking to manage enrollment for 2022-23. This year's annual update will provide **enrollment relief** for the following schools, using the described strategies:

- x Abingdon
 - o Moving two pre-K programs from the school.
 - o Continuing to offer targeted transfers for students who live in Abingdon's attendance zone to attend Drew.
- x Gunston
 - o Offering transfers to Dorothy Hamm, Jefferson, Kenmore, and Williamsburg, giving preference to students who reside in Gunston's boundary.
- x Wakefield
 - o Offering transfers for students who reside in Wakefield's attendance zone to attend Washington-Liberty.
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Pre-K moves to serve capacity and instructional needs. Changes include:

- x Two VPI classes will be moved to Claremont from Abingdon and Barrett (1 each)
- x Offering two Montessori Pre-K/Kindergarten satellite classes at Jamestown instead of three classes
- x Adding one Community Peer Pre-K Program class at both Innovation and Taylor, shifting one Pre-K special education class each out of Abingdon and Oakridge

Purpose

Factors Informing the 2022 Annual Update (Effective in 2022-23)

The work to plan for the 2022-23 school year factors in the following:

- x Hoffman-Boston will have full access to the Carver Center space during normal school hours, and DPR will continue to use the space for its current activities, camps and other non-school day or evening activities.
- x Hoffman-Boston will be able to use the additional space for a variety of specialized services that benefit students, as well as to provide more space, allowing for more 3(mo)7(r)8(e o)4(r)8BT/F2 11 Tf1 0 0e 0 61

Since Gunston's enrollment is expected to exceed the school capacity, students who reside in the Gunston attendance zone are eligible for the following:

- x Priority when applying for a neighborhood transfer to any of the middle schools accepting transfers.
- x There is no transportation being offered since there is no countywide transportation to the four schools offering neighborhood transfers.

High School

| School | No. of transfers |
|--------------------|------------------|
| Washington-Liberty | 60 |

Since Wakefield's enrollment is expected to exceed the school capacity, students who reside in the Wakefield's attendance zone are eligible for the following:

- x Priority when applying for a neighborhood transfer to Washington-Liberty.
- x Countywide transportation to Washington-Liberty using the countywide transportation provided for IB.

Notes on Neighborhood Transfers

- x Lotteries will be conducted if the number of applicants exceeds the number of transfer seats available.
- x Neighborhood transfers are reevaluated annually, and there is no guarantee that they will be available in future years due to changes in school capacity.

Targeted Transfers

Targeted transfers are an alternative to boundary adjustments and allow students from specific school attendance zones or planning units to apply to transfer to a nearby school that has capacity for additional students.

Options seats are continuously filled throughout the school year as seats become available. Families will be notified if they are on the waitlist and a seat becomes available. If families do not accept or decline a seat by the deadline, the available seat is given to the next student on the waitlist. All waitlists reset when the options and transfers period begins each year, so families must reapply if they are still interested in attending a school or program they applied to previously. In the case of the immersion programs, admission for new students is dependent on meeting the language requirement.

New Resource for Monitoring Enrollment Report

Secondary Program Enrollment Report

APS introduced a new monthly secondary program enrollment report available on the website on the statistics page at the following link: www.apsva.us/statistics/monthly-enrollment/secondary-program-enrollment/. The official membership count or enrollment of students for any given school year is taken on the last school day of each month. The Secondary Program Enrollment Report

Supporting Documents and Additional Resources

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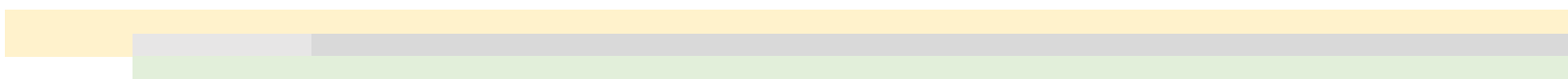
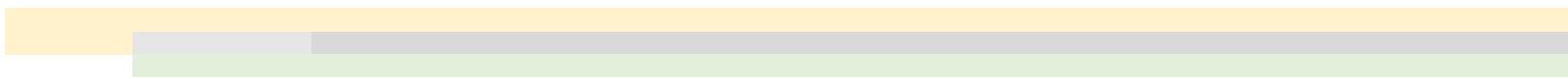
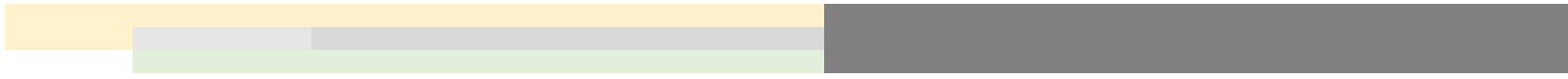
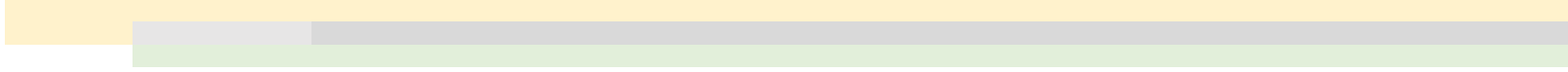
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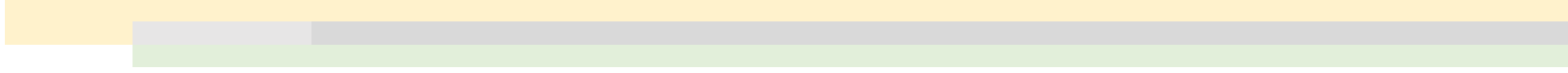
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Attachment C

Rationale for Pre-K Adjustments for SY2022-23

Offering two Pre-K/Kindergarten satellite Montessori classes at Jamestown instead of three classes

Rationale

- o Historical enrollment in the Pre-K/Kindergarten Montessori satellite classes at Jamestown has been low.
- o It has been difficult for families meeting the income criteria (Per PIP should be at two-thirds of the class enrollment **J-5.3.31- PIP Preschool Programs**) access the location and transportation has not been provided to students outside of the Jamestown zone.
- o To fill seats, some of the two-thirds seats reserved for income eligible students are being used by non-income eligible families.
- o APS will continue to monitor demand and may return to offering an additional class in the future.

Plan for Supporting Impacted Students and Families:

- o Current Montessori students at Jamestown will be invited to continue in the program by:
 - x Remaining at Jamestown as students from the third satellite class can be accommodated within the two remaining satellite classes at Jamestown
 - x Applying to VPI for income eligible 3-year-olds

Move One VPI class from Abingdon to Claremont

Rationale:

- o Provides enrollment relief to Abingdon, which is projected to be over-capacity in SY 2022-23
- o Claremont has historically had a wait list for VPI, and staff may be better able to fill these classes with county-wide transportation being available as well.
- o Claremont is located within the Abingdon boundary which keeps the location of the class proximate to families in nearby communities.
- o Helps support the Dual Language Immersion (DLI) program instructional model of linguistically balanced classrooms. The VPI program at Claremont typically attracts more Spanish and bilingual (Spanish-English) speaking students and the vast majority continue with the DLI program.

Move One VPI class from Barrett to Claremont

Rationale:

- o VPI enrollment at Barrett has shown a declining trend.
- o Claremont has historically had a waitlist for VPI, and staff may be better able to fill these classes with county-wide transportation being available as well.
- o Helps support the Dual Language Immersion (DLI) program instructional model of linguistically balanced classrooms. The VPI program at Claremont typically attracts more Spanish and

bilingual (Spanish-English) speaking students and the vast majority continue with the DLI program.

Add one Community Peer Pre-K Program (CPP) class at Taylor shifting resources from Oakridge and offering one Pre-K special education class at Abingdon instead of two.

Rationale:

- o Increase inclusion opportunities for students at Taylor.
- o Allows for a second CPP class to allow for greater differentiation for students and greater

Attachment D t TRANSITION STEPS THAT APS FOLLOWS WHEN RELOCATING OR CHANGING PROGRAM

Transition Activities for Students in Countywide PreK Programs

Goal: Prepare students, parents, and staff for the transition by sharing information, providing opportunities and experiences to familiarize students and families with new environment, and identifying supports in place for all stakeholders.

Proposed 20xx-xx SY program changes:

- x Detailed list

For Early Childhood Office staff

- x Work with Principals at schools
- x Work with impacted families

For the sending staff: **NOT NEEDED FOR EAR VPI STUDENTS, ONLY IF MOVING MIPA OR CPP**

- x Pre-K principals at the current school will prepare lists of students for the receiving school(s).
- x Involve the students in creating a brief "portfolio" (or similar) with basic information; interests, likes/dislikes, etc.; a "good day plan;" special considerations, etc.
- x Create Social Stories or other narratives to prepare students for their new school experience and to preview expectations for the transition.

For receiving staff: **NOT NEEDED FOR EAR VPI STUDENTS, ONLY IF MOVING MIPA OR CPP**

- x Principals at receiving schools will work with staff to create the "fact sheet" about their school to be shared with parents.
- x Provide a "fact sheet" for the new schools with an overview of the school, contact information for key people/organizations to be provided to families going to a new school.
- x Staff will review lists of students provided by the sending schools and work with school principals to monitor transportation and scheduling needs.
- x For new school administrators: arrange visits to meet with staff at current locations, review IEP's, master schedules, address questions.
- x For new school staff who are not within the program: have OSE administrators attend staff meeting(s) to respond to questions; OSE coordinate with school regarding professional development needs; consider needs of para-professionals, library, "extra's" teachers, Extended Day, etc.

For the parents: **NOT NEEDED FOR EAR VPI STUDENTS, ONLY IF MOVING MIPA OR CPP**

- x Update contact and address information in Parent Vue, and to review Health or other alerts in Synergy.
- x Sign up for School Talk at the new school.
- x Fill out info sheet for their child(ren), to be included in the "portfolio."
- x Parents may request transition IEP meetings at their discretion