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## Historical Context – Boundary Changes in Response to Enrollment and Demographic Changes

**Between the 1970s and 1990s secondary school boundaries changed roughly once a decade.** The most recent major boundary change in APS created an attendance zone for Discovery Elementary School and revised those of nearby schools.

- **1978** Boundary moves made in response to junior high school consolidation plans. Both Stratford and Gunston closed due to declining enrollment. “Boundary lines should be redrawn...so as to provide for a better population balance and a better balance in racial and ethnic diversity.” – Office of the Superintendent, May 23, 1977
- **1983** Secondary school boundary adjustments made in response to declining enrollment and demographic changes in certain neighborhoods.
- **1995** Futures Planning: “Superintendent Gosling recommended that the planning team, comprised of citizen stakeholders, support new boundaries for the middle and high schools. Each of the schools should approximate the system-wide majority minority ratios, which were 47% white and 53% minority.” While Futures Planning did not fully endorse the Superintendent’s recommendation, the resulting boundaries did achieve a better balance in ethnic and socio-economic diversity among the secondary schools. To achieve this, non-contiguous boundaries for the middle and high schools were approved. (Gunston reopened as a middle school as part of Futures Planning.)

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## How Do We Move Boundaries?

- **Current Practices:**
  - Small moves (under 100): requires less community involvement.
  - Large moves (over 100): requires extensive community involvement.
- **Goals for Moving Forward:**
  - Transparent, sustainable process
  - Type and length of community engagement to be evaluated
  - A systematic boundary “review” process in line with policy
    - Reviews are different from enrollment reports: They take enrollment information and recommend non-capital moves that may include boundary changes.
      - Cons: potential for increased staff burden; potentially more public engagement
      - Pros: support CIP process; better targeting of capital expenditures; could take shifts in demographics into consideration; more responsive; maximum efficiency and use of capital resources
  - Examine policies like grandfathering, types of boundary shifts, etc. Reevaluate as necessary.
  - Develop priorities for composition of school districts: demographics, geographic concerns, civil rights issues.

## Near-Term High School Boundary Scenarios

- Problem: Overcrowding at Washington-Lee High School and near-term surplus at adjacent high schools following interior modifications in the proposed CIP. Major high school capital solutions to come online later.
- Priorities: 1.5 mile walk zones preserved; address areas with high enrollment and growth in boundary scenarios; address demographics

### Scenario 1 – Variation on Superintendent’s Recommendation

### Scenario 2 – Minor Boundary Adjustments with Program Shifts

### Scenario 3a – Choice Attendance Zone

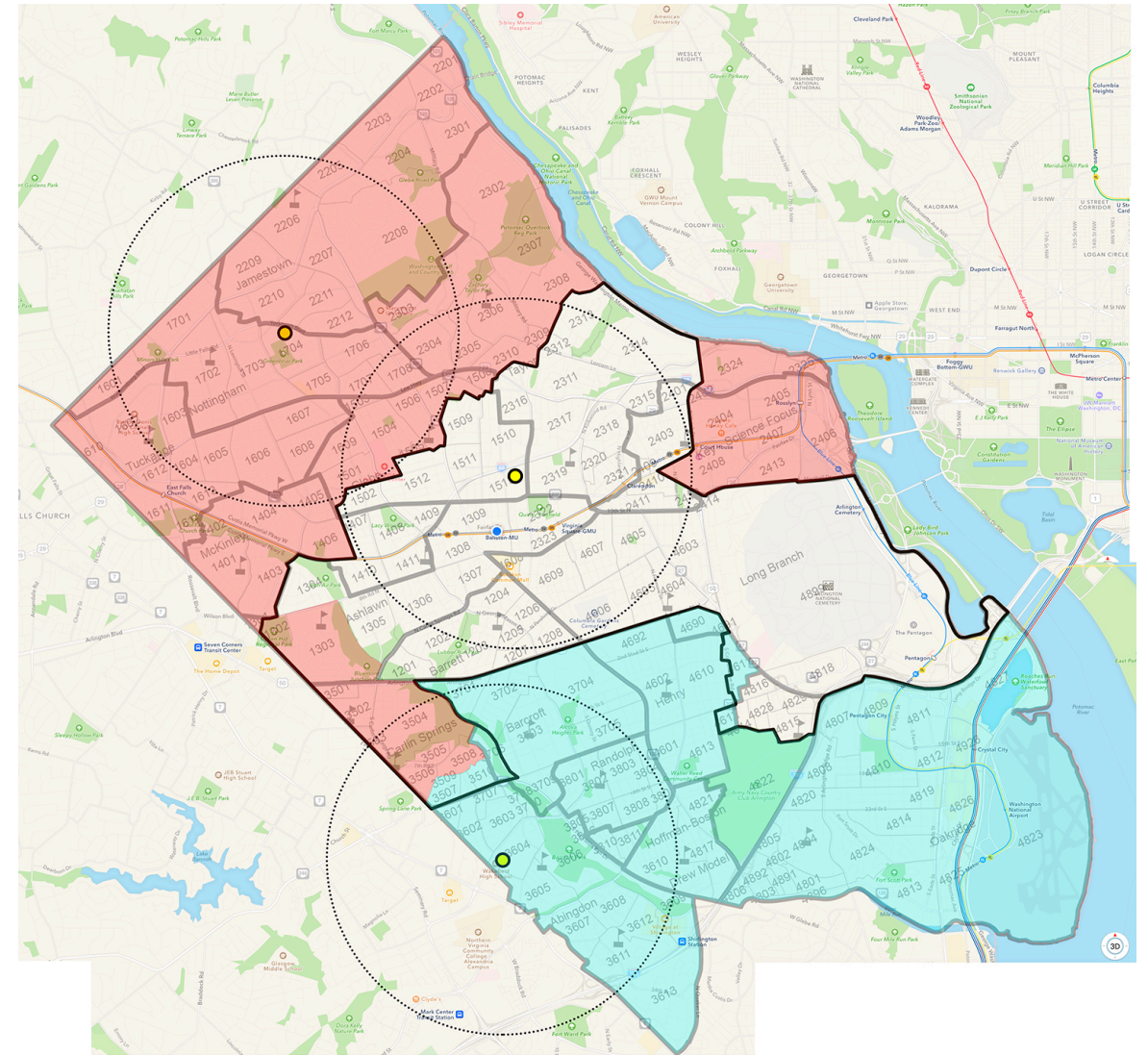
### Scenario 3b – Universal Choice

### Scenario 4 – No Near-Term Boundary Moves

## Scenario 1 – Variation on Superintendent’s Recommendation

Move roughly 200 students to Yorktown and  
and 200 students to Wakefield

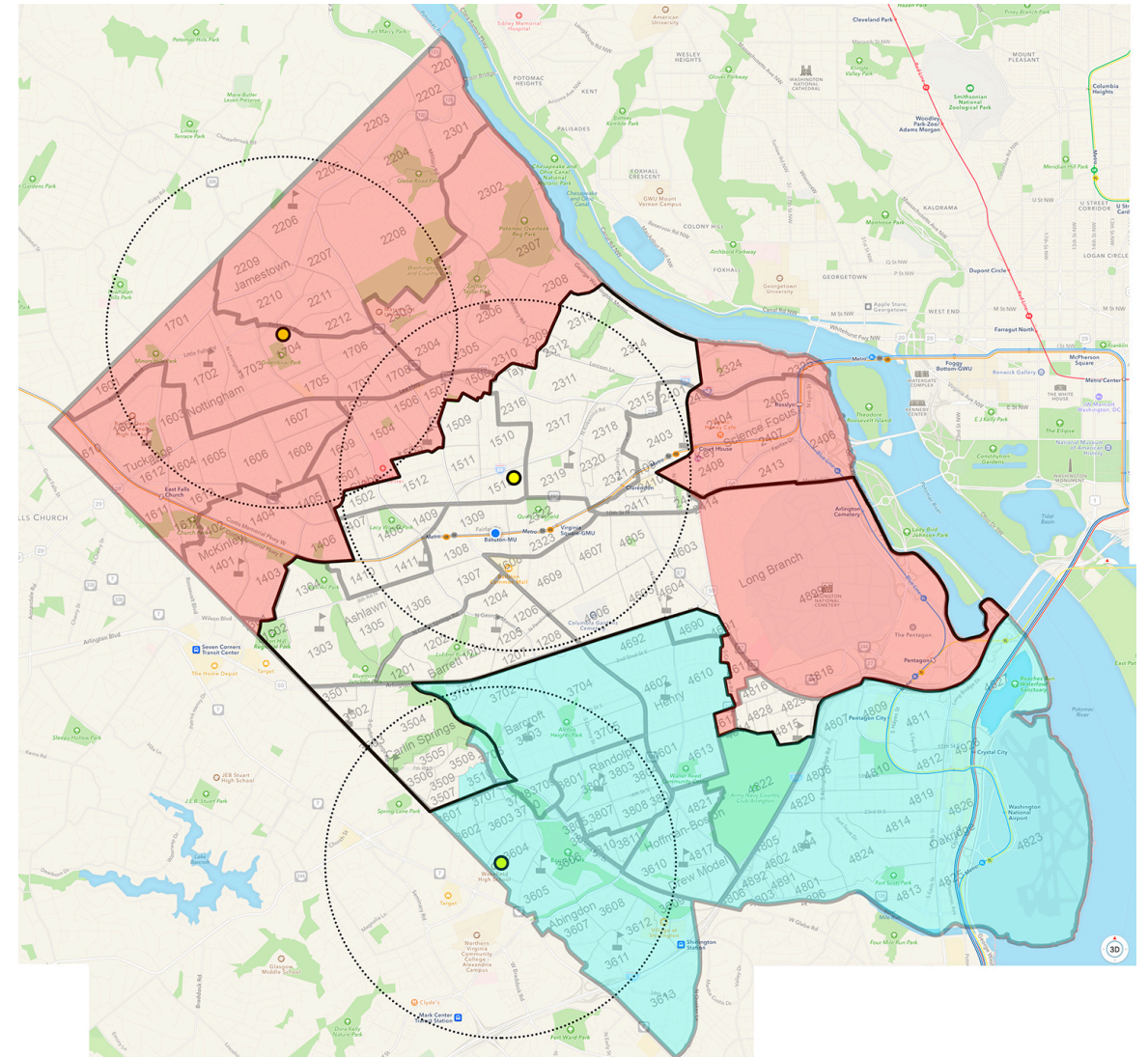
- May require extensive community engagement
- Moves planning units outside W-L walk zone that have the highest enrollment numbers
- Balances both demographics and enrollment in the near-term
- Area of the county along the west end of Columbia Pike with high enrollment numbers could be split up among the high schools in other similar scenarios
- Boundary changes in the SW and SE of the W-L attendance zone located away from the future Stratford MS boundaries
- Consideration of other non-capital solutions like expansion of open campus to lower grades and “flex” periods



## Scenario 2 – Minor Boundary Adjustments with Program Shifts

Less than 100 students move to Yorktown and/or Wakefield

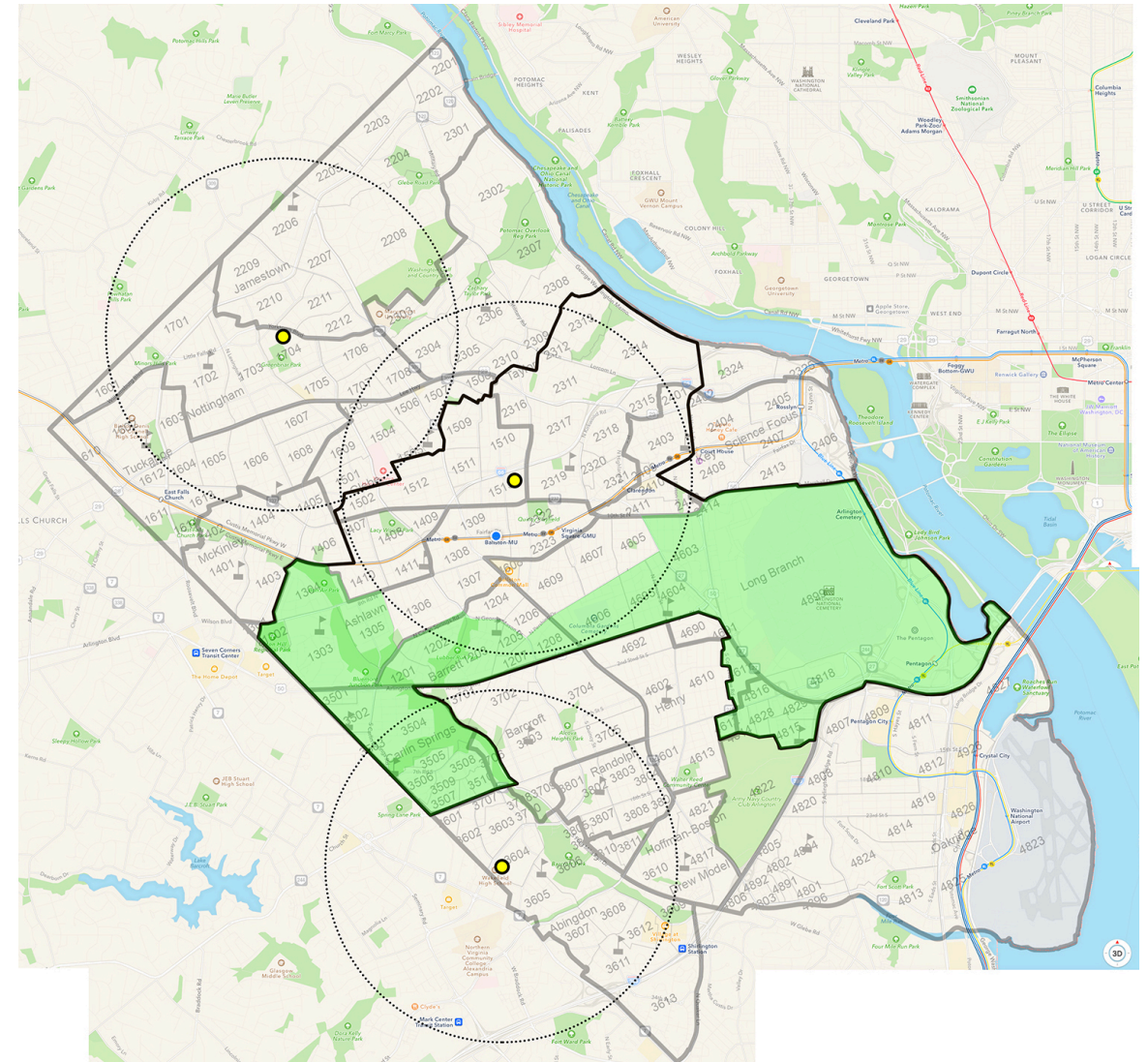
- Less community engagement over boundary changes
- Moves planning units outside W-L walk zone
- A program or programs would likely need to relocate to create more capacity
- Admissions policies to IB may need to be reconsidered
- Moves least numbers of students while APS develops long term high school solution
- May require disproportionately more relocatables at W-L
- Consideration of other non-capital solutions like expansion of open campus to lower grades and “flex” periods



## Scenario 3a – Choice Attendance Zone

Select students choose to attend either Yorktown, Wakefield, or W-L

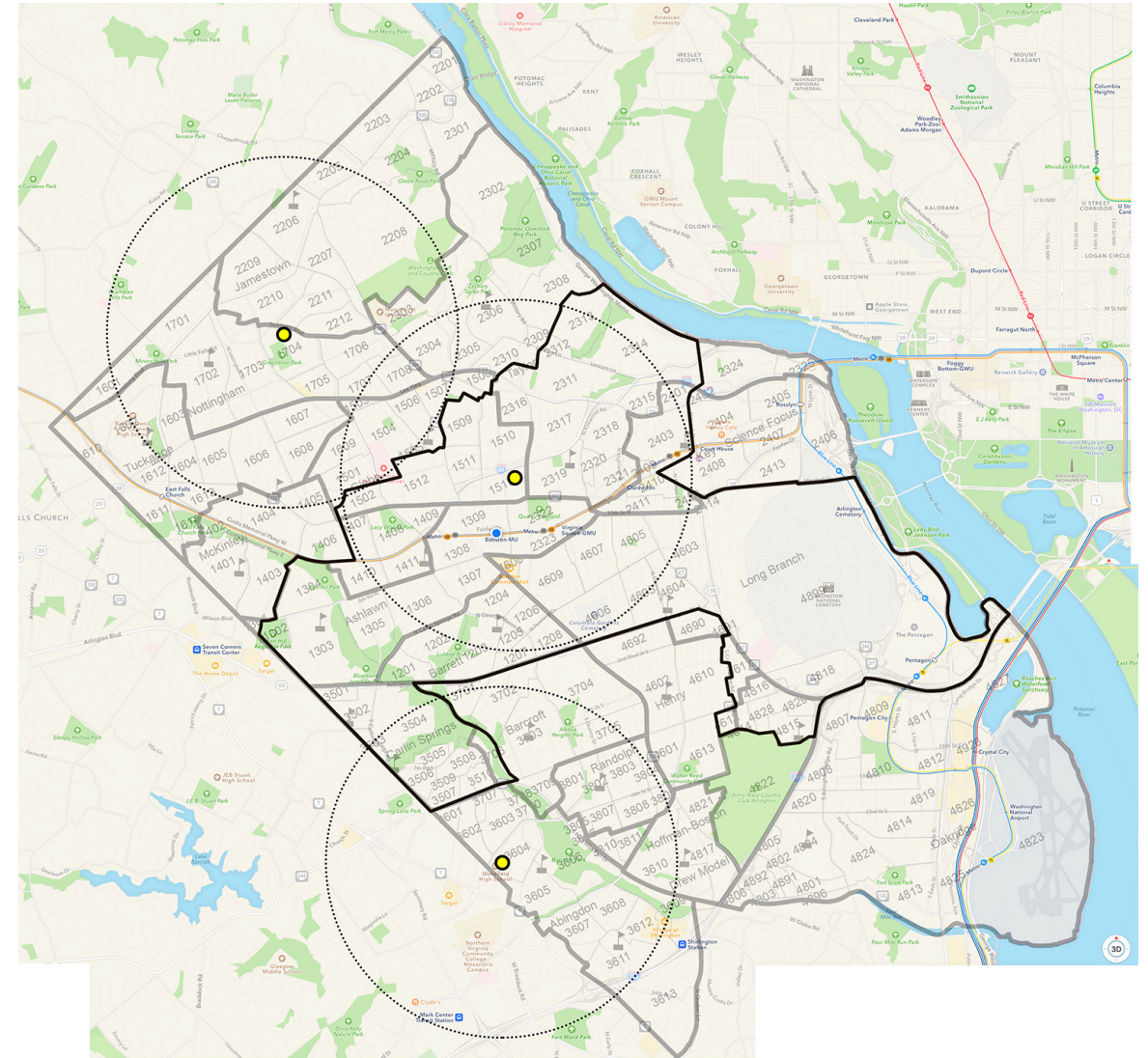
- Choice of high school provided to students in selected planning units
- Choice zone encompasses area of demographic diversity within the current W-L attendance zone
- Centrally located in county, and for the most part, located beyond the W-L walk zone.
- Undetermined number of students would choose Yorktown or Wakefield over W-L
- May require disproportionately more relocatables at W-L
- How would transportation be implemented?
- Consideration of other non-capital solutions like expansion of open campus to lower grades and “flex” periods



## Scenario 3b – Universal Choice

All students choose to attend either Yorktown, Wakefield, or W-L

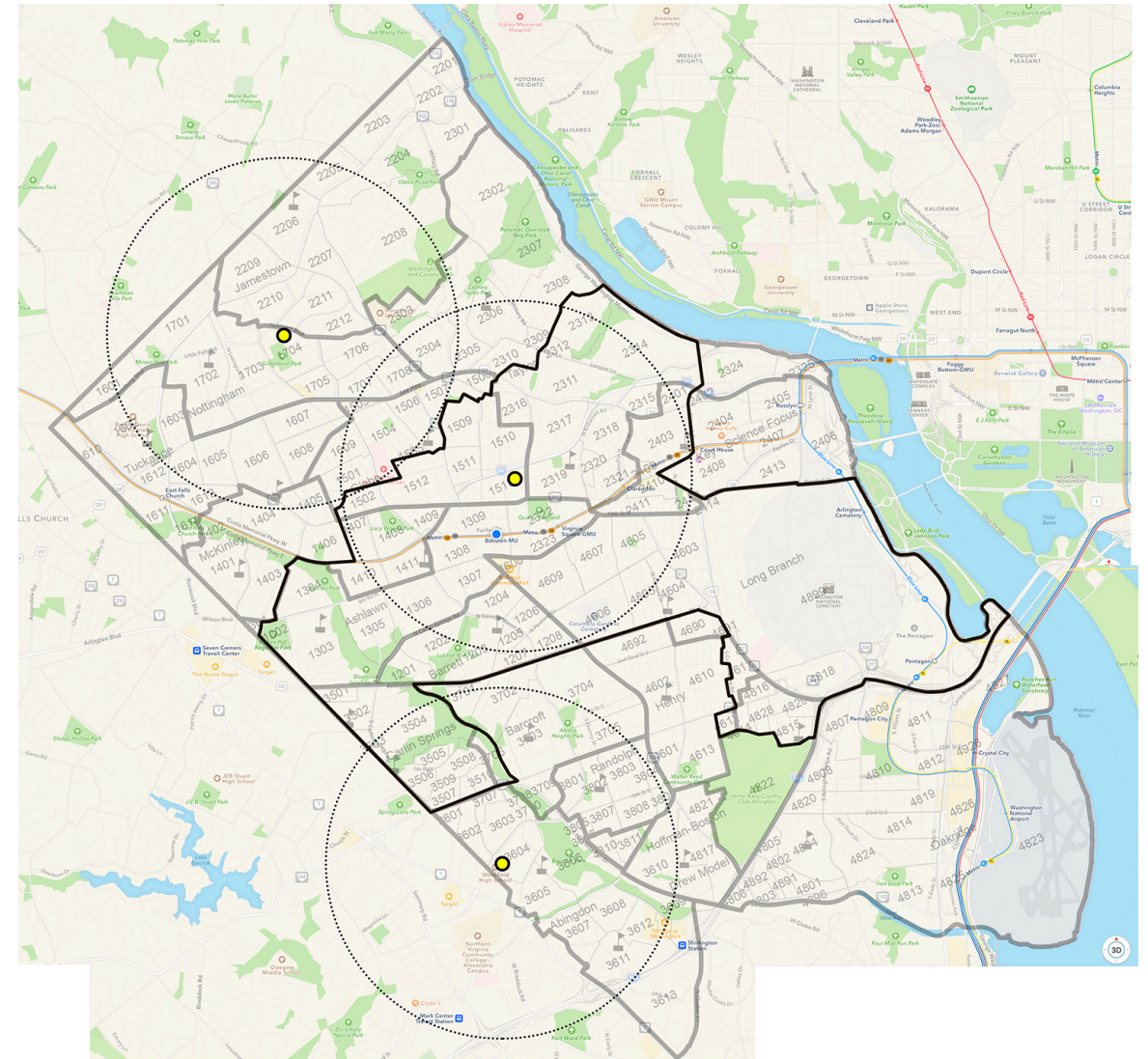
- Current high school boundaries remain for now
- Students guaranteed home school but students may choose to enter lottery for other two high schools
- Potentially, students could be distributed more evenly among schools
- However, undetermined number of students would transfer among the schools
- Small county with excellent public transportation resources
- How would transportation be implemented?
- Could help with planning for capital projects
- Consideration of other non-capital solutions like expansion of open campus to lower grades and “flex” periods



## Scenario 4 – No Near-Term Boundary Moves

All students continue to attend assigned schools, excluding transfers

- Current High School boundaries remain for now
- Allows for a more strategic approach to high school boundaries in conjunction with impending elementary and middle school boundary changes
- A program or programs would likely need to relocate to create more capacity
- Admissions policies to IB may need to be reconsidered
- W-L would require disproportionately more relocatables, but certain core spaces would likely be inadequate
- Consideration of other non-capital solutions like expansion of open campus to lower grades and “flex” periods





### Concluding Thoughts

- If boundary changes are pursued to prevent overcrowding at W-L, planning units with the highest enrollment numbers outside of the W-L walk zone should be considered for reassignment. As illustrated in Scenario 1, balancing both demographics and enrollment can be achieved.
- All the scenarios have pros and cons but are workable, and certain scenario concepts could be combined.