

**Let us know if you have other suggestions or ideas on the concept for K12 Instructional Alignment.**

See "other thoughts" above; but why should families have to choose between very different programs - why can't all of our elementary schools have elements of IB, stronger language curriculum, outdoor and project-based learning, and arts?

I understand that the idea of east/west zones is to improve diversity, esp at Williamsburg/Yorktown. But doing this with the small group of immersion kids would not achieve that result. You would be busing a bunch of white kids in the Abingdon and Carlin Springs neighborhoods to Yorktown, when the Abingdon kids could walk to Wakefield. This would decrease Wakefield's diversity and not help diversity at Yorktown. Better to let the immersion program grow & expand at Gunston and Wakefield!

I am in favor of this entire re-alignment.

Other than the two immersion schools, why is there a need Can't they get that instruction at their neighborhood school? You are just thinking of excuses to try to get parents to send their kids to lesser renowned schools (i.e. Kenmore for STEAM and Randolph for IB). What a waste of time.

I think a northwest, northeast, southwest and southeast would be the way to go, or north and south if you only want 2 zones.

Keep the process as transparent as possible. APS has done a great job in establishing a school system that is in high demand. Now it needs to meet that demand, and continue to offer great options, such as immersion and IB schools.

FOCUS on dealing with over population and how you can expand these schools or building a new school. Stop wasting time creating East and West or changing and system that works. Arlington County has consistently some of the highest test scores in the nation. It shows what we are doing is working. Stop changing a system that works and deal with the real issue at hand. We do not have big enough schools or enough schools to deal with the increase in student population that is going to keep increasing

My experience with the "whole child" approach has been that there is a lot of time, effort and energy spent on remediation but little attention spent on extensions for the kids who are not challenged by the material geared toward the middle of the bell curve. When teachers and administrators admit that your child is not challenged and will learn little new material in the school year yet do nothing about it, it is very frustrating. Arlington needs to do more to address this educational gap.

Please consider STEAM for immersion, we want the same curriculum, just in two languages.

Overall I like the proposal but am very concerned about potential over crowding at science focus. It is unfair to rezone or not grandfather in current students, but it is also strange that there is no walk zone for the school. The school is already over crowded.

A larger pool of qualified native-Spanish-speaking teaching candidates are needed. Please consider sponsoring visas. Key may not end up getting many kids from Hoffman-Boston and Oakridge because of the distance. The Jamestown and Discovery families (who already have a community of neighbors who attend Key) might be better districted to Key due to proximity. PLEASE consider proximity. This is a big deal for families and students. Long commutes reduce time for sleep, homework, family.

I applaud the staff for offering an option with a variety of choice. Concern is that all these choices and busing kids all over the place is costly and adds to APS operating costs, at a time it does not have money for fancy options. Very against any construct that requires kids to be bused long distances due to arbitrary zones when closer options are available. Not good for kids, families, or APS limited resources. Are there enough kids interested in MS immersion to need two programs?

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How does lottery option work for families who register in August and how does that affect planning?

The focus on 'instructional alignment" should reflect whether it accommodates the needs of students in the context of family circumstances.

It looks like Arlington is aware of other districts' successes and failures. They show that as real estate cost increasingly segregates neighborhood schools, options can be not only an important educational design, but also a way to increase diversity. However, this takes a lot of work! There must be specific plans to do it well in Arlington

No. of kids you have applying to an option program tells you the demand. If there is interest, then meet the demand. The demand will not vary year to year and will have trends. Also, forcing a zone and giving kids "non-options", options that are impractical is as good as giving them no option. Allow all kids to apply to any and all option programs. If you wish you can even have kids number their choices (1st, 2nd...) Have a threshold to be met to provide transport from an area to a school.

Make Reed a neighborhood school, not an option school.

We need a 4th comprehensive high school on the Kenmore site and a real neighborhood school that is in the boundaries of the Key zone.

Since ATS and HB have such divergent philosophies, consider making it so ATS students can't apply to HB (at least as long as both are such highly coveted options with long wait lists). Please make all lotteries open to the public.