

**ARLINGTON PUBLIC SCHOOLS
1426 North Quincy Street
Arlington, Virginia 22207**

**FUTURES PLANNING
RECOMMENDATIONS
TO THE
SCHOOL BOARD**

**Presented by
Arthur W. Gosling
Superintendent of Schools
November 18, 1993**

PREFACE

Arlington Public Schools Statement of Philosophy

The Arlington School Board believes that the continuation of our democracy is dependent upon an educated and informed citizenry. The Board also believes that the schools should maximize the strengths and potential of all students so they may become self-confident, well-rounded, responsible and productive citizens.

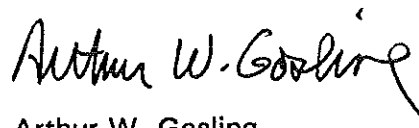
The goal of the Arlington Public Schools is to teach all students a broad body of knowledge, effective communication skills, a rational system of thought, and use of their individual creativity.

The education process in the Arlington Public Schools involves the cultivation of an inquiring mind, respect for learning, ethical behavior, an understanding of the rights and responsibilities of citizenship, an appreciation of our national culture as well as other cultures and the concept that each individual has merit.

Arlington School Directive (ASD) 5-1.01

These recommendations come with sincere appreciation to all the members of the Arlington community for the countless hours of careful thought in considering, formulating, and communicating the many constructive responses and suggestions which were shared with the Superintendent and school staff during the months-long school and community discussion phase of the futures planning process. The next phase involves the School Board directly as it studies the Superintendent's recommendations and gathers further reaction and response from the community.

I thank each of you who took the time, in writing and/or in person, to help this process move forward. I encourage each of you to continue this discussion and cooperative effort as we all strive for even greater excellence in the Arlington Public Schools.



Arthur W. Gosling
Superintendent of Schools

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INTRODUCTION

Preserving and enhancing the quality of education which each student receives in the Arlington Public Schools are the purposes of these recommendations. The goal of the school system is "to teach all students a broad body of knowledge, effective communication skills, a rational system of thought, and use of their individual creativity" (ASD 5-1.01); all actions must support that goal. In formulating these recommendations, I have evaluated each by asking, "Does this action support the goal of a high quality education for our students?" I believe that in each case the answer is "yes."

To pursue a high quality education, students require appropriate classroom space. Temporary relocatables or trailers, insufficient numbers of classrooms, inadequate space for school-based specialized programs like reading enrichment or mathematics laboratories: all interfere with the education which a student receives. In situations where buildings contain more students than the number for which they were designed, additional demands on classroom teachers, custodians, administrators, and secretaries may prevent these staff members from attending to their primary tasks of educating and supporting the education of children. The most basic support for the provision of a high quality education for all our students is adequate classroom space. These recommendations provide appropriate space for Arlington students and eliminate crowded buildings and classrooms.

Once all our students occupy uncrowded buildings, we must ensure that they receive high quality instruction. We must demand their best and provide the support they need to do their best. We must establish high standards and maintain high expectations for all our students. The Division Management Plan 1992-1994 of the Arlington Public Schools lists as the first of four major goal areas, "In order to ensure high achievement by all students and high expectations for all students . . . Arlington Public schools will focus attention on the following areas: student achievement, early childhood education, and technology." This goal of high expectations which I stressed with staffs at the beginning-of-school address in 1992 must receive our full attention as we proceed with decisions concerning recommendations and the resulting implementation. Many of these recommendations directly address the quality of instruction which students receive once we have provided them with appropriate space in which to work. From young children to high school students, these recommendations offer new opportunities for learning and educational growth.

The Arlington community values the neighborhood school system, and the neighborhood school system benefits our students. The neighborhood school system provides local communities with an identity in a society with fewer and fewer commonalities. Working parents depend on the convenience of both schools and school friends that are close by. Neighborhood schools encourage family involvement by their very proximity. A family needs the assurance that the local school has a place for each child. Our Arlington families trust their neighborhood schools and see them as providers of excellent education programs. These recommendations affirm this value and maintain the neighborhood school system at the elementary, middle, and high school levels, adding to our inventory of neighborhood schools for elementary and middle school students.

The Arlington community values alternatives, and alternatives benefit our students. Arlington has a twenty-year history of providing alternatives to families whose children have needs which they believe can be better met at these alternative schools and programs. The Career Center, the Drew Model School, the H-B Woodlawn Alternative Program, the high school continuation programs at Hoffman-Boston and Langston, the Key Partial Immersion Program, the Page Traditional School, and instructional transfers at the elementary and middle school levels have provided alternatives for students who needed them. Families who seek these alternatives find some significant and unique element of education needed by their children. These recommendations affirm this value of the Arlington community and expand it to provide more opportunities for families who desire alternatives.

The Arlington community values diversity, racial, ethnic, and individual, and diversity benefits our students. In an ideal world, children would attend their neighborhood schools or their chosen alternative schools and pursue a high quality education with classmates from many backgrounds. Our housing patterns in Arlington preclude an even distribution of diversity throughout our schools unless we unfairly assign this responsibility to one group. Therefore, where possible, my recommendations increase the experience of diversity for children while maintaining the neighborhood school system and a selection of alternatives, all committed to high expectations and quality. The value of diversity also receives support through instructional initiatives which teach children about the differences in background and culture which we enjoy. These recommendations support the development of more programs accessible to more students which affirm diversity as an appropriate value.

The Arlington community values family involvement, and family involvement benefits our students. Increasingly, we recognize the importance of substantive involvement by families in the education of their children. Both the neighborhood school system and the alternative schools receive praise from their proponents for their encouragement of family involvement. Families need clear and accessible information from the school system concerning their individual schools and their potential alternatives. Families need guidance concerning parenting, homework, enrichment opportunities, and many other subjects. A goal of the Arlington Public Schools Division Management Plan for 1992-1994 is increasing "family and community involvement." We must continue to "help family members be partners in their children's education." My recommendations affirm this value of the Arlington community and delineate new efforts to increase family involvement.

The Arlington community values citizen participation in decision-making in our school system, and citizen participation benefits our students. The futures planning process has provided an opportunity for staff and citizens to analyze the status quo, to identify the strengths of current programs, to identify areas of need, and to consider the values which underlie the Arlington Public Schools. Although this eighteen-month period has produced anxiety and emotion, we have seen more and more families and staff members involved in considering their own visions for the best possible public school system in Arlington County. This community discussion and dialogue must continue as we move forward in the process with more and more individuals who are well-informed and committed to strengthening the Arlington Public Schools. I continue to support this process and know that the following principles and recommendations which are presented here have been developed from the contributions of the entire Arlington community.

Arthur W. Gosling
Superintendent of Schools

BACKGROUND

The Futures Planning Process

These recommendations result from a year and a half of community and staff discussion and study called the futures planning process. This process began in the early spring of 1992. At that time, enrollment figures confirmed a third year of growth. For the second consecutive year, the growth reflected an increase in enrollment of more than four hundred students countywide. Projections indicated continued enrollment increases of approximately six hundred students over the next five years. Enrollment at many school buildings at the elementary and middle school levels were nearing or exceeding their building capacities.

Responding to these statistics, the Superintendent sent a memorandum to the School Board on March 19, 1992 (Appendix A). He identified the challenge of "developing appropriate facilities for a student population that is growing more diverse as it grows larger" and emphasized **"the collective responsibility of school staff, Board members, and citizens to improve program quality and responsiveness as the core values that should support facility decisions."** The memorandum reviews instructional initiatives and improvements and makes the commitment **"to keep continuous program improvement as a core value. Willingness to support good ideas; strong commitment to staff development; and desire to respond to staff, parental, and community program concerns must remain important parts of our belief systems and budget commitments."**

The Superintendent recommended the formation of a planning team to undertake the task of developing recommendations to "meet projected enrollment growth during the coming years; program improvement, facility improvement, and school attendance areas should be considered together." He proposed a set of planning guidelines to direct the futures planning work. During School Board meetings, members of the School Board discussed the memorandum, made some modifications and additions, and adopted the memorandum and the guidelines on April 3, 1992.

As a result of this action, the Superintendent appointed a Futures Planning Committee and gave the members the following three tasks to address using the planning guidelines.

1. Advise the Superintendent as he develops recommendations to meet the facility needs for middle school students. Include recommendations for opening a new middle school and establishing attendance areas for all the middle schools, effective for the 1993-94 school year or the 1994-95 school year.

2. Advise the Superintendent as he develops recommendations to address crowding at the elementary school level, including creative ways to address diversity in highly impacted schools.
3. Advise the Superintendent as he develops recommendations to address program and facility needs for high school students, effective for the 1994-95 school year.

Futures Planning Memorandum, March 1992

The Futures Planning Committee, appointed by the Superintendent in May 1992 to undertake these tasks, consisted of seven citizens (one resigned mid-way through the process), seven staff members (two teachers, two principals, one supervisor, two senior staff members) and three liaisons (Director, Special Projects; Director, Parks, Recreation, and Community Resources; Public Information Officer). The Superintendent also formed the Citizen Forum by appointing any interested citizens, adding members through November 1992. The Forum consisted of over one hundred self-referred citizens; teachers joined in December 1992. The Committee met forty-one times during the year, met with the Forum ten times on a monthly basis, and met with many staff and citizens' groups.

The Report to the Superintendent by the Futures Planning Committee was presented to the Superintendent on July 1, 1993, at a public and televised meeting at Kenmore Middle School. More than seven hundred leaders of civic and school organizations were invited to attend. The Chair of the Committee presented the Report. The Superintendent received the report and discharged the Committee members, thanking them for their hard work, hours of study and debate, and commitment to the Arlington Public Schools.

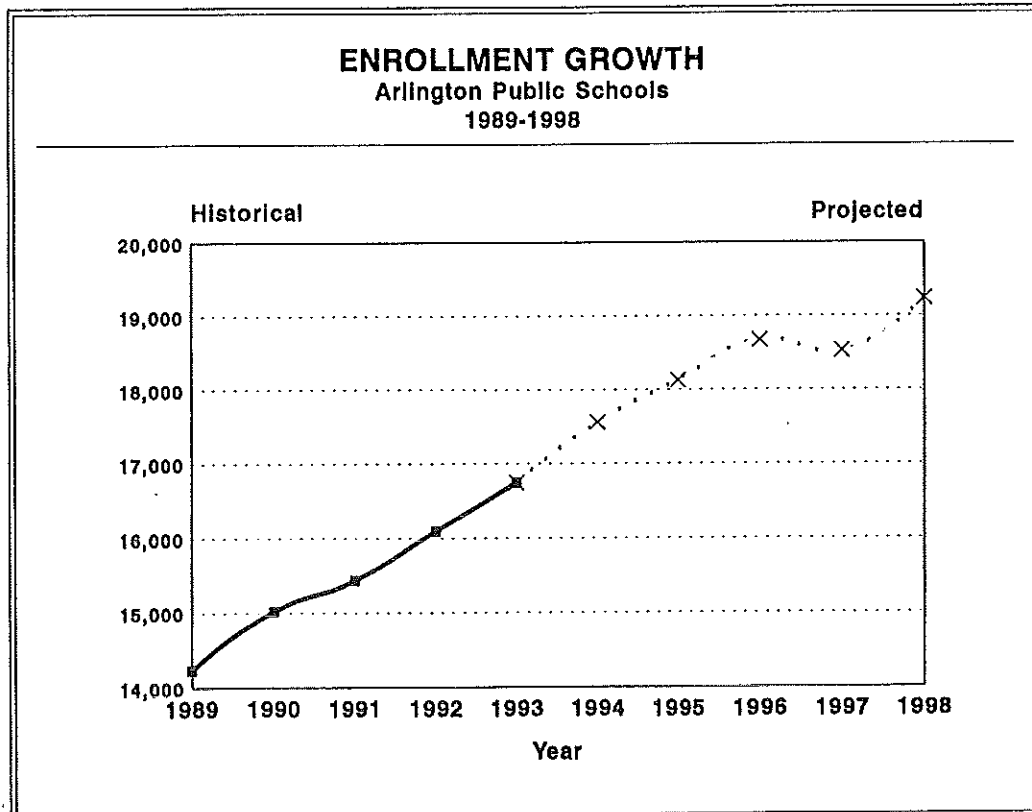
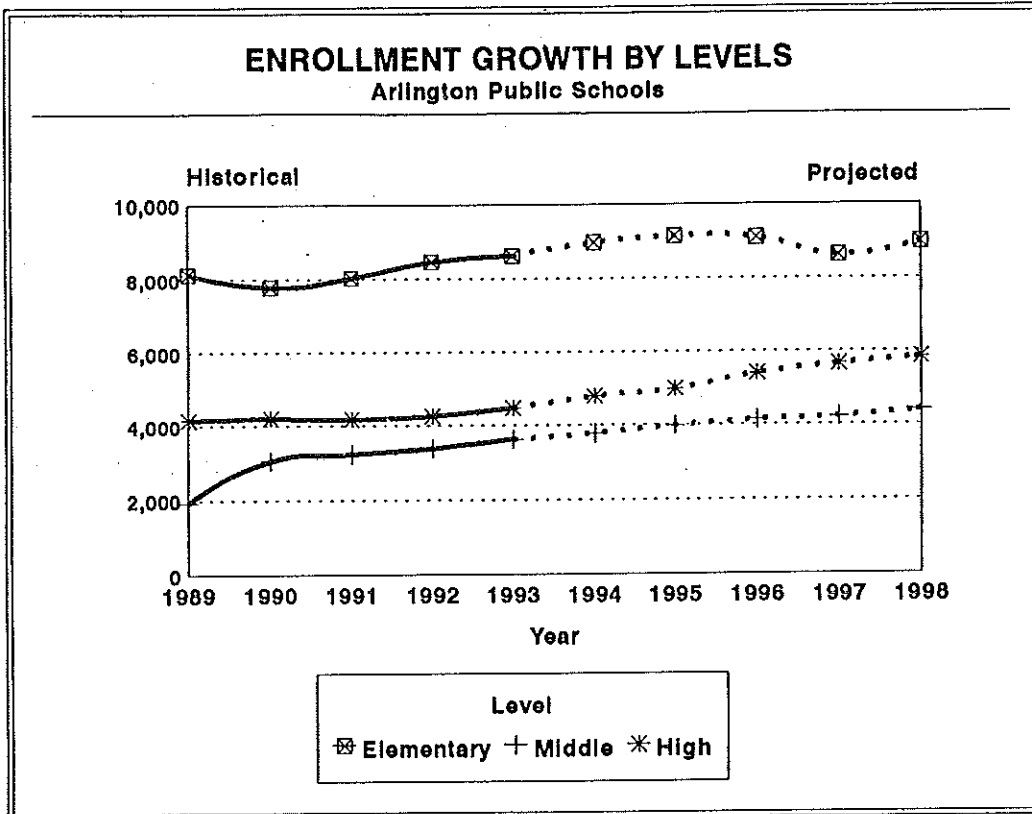
Beginning July 1, 1993, Arlington Public Schools entered a new phase of futures planning. The Superintendent encouraged Parent Teacher Associations, civic associations, other school and community organizations, and individuals to make recommendations concerning the best strategies to accommodate increasing student enrollment and to enhance the quality of education for each student. The Report to the Superintendent was made available in all public and school libraries and distributed to the leaders of all identified school and civic organizations as well as to any citizens who requested it. The Report provided a starting point, a source of information, and a catalyst for many groups and individuals as they considered the best strategies for the futures planning process in Arlington.

School system staff and leaders of school organizations mounted a campaign to inform as many citizens as possible of the futures planning process and the opportunity for feedback. On the opening day of school, every family with a child in the Arlington Public Schools received a letter from the Superintendent describing the futures planning process and the need for community involvement. The Director of Special Projects and other staff members briefed many groups on the challenges facing the Arlington Public Schools and the need for community response. The County Council of Parent Teacher Associations, the Advisory Council on Instruction, the Teachers Council on Instruction, the Arlington Education Association, and other school and community organizations mobilized their groups to study the Report and the issues it represented, to communicate clearly to their constituencies, and to respond within their areas of responsibility to the challenges. The Superintendent and the Director of Special Projects hosted five community futures discussions at a variety of times

and locations to give citizens an opportunity to express their views directly. These discussions were taped and made available through Arlington Public Schools' cable television to further inform the public. Students and staffs also held meetings, received briefings, and gave responses. The number of these outreach efforts makes description of each of them impractical; a full listing and brief description are included in Appendix B.

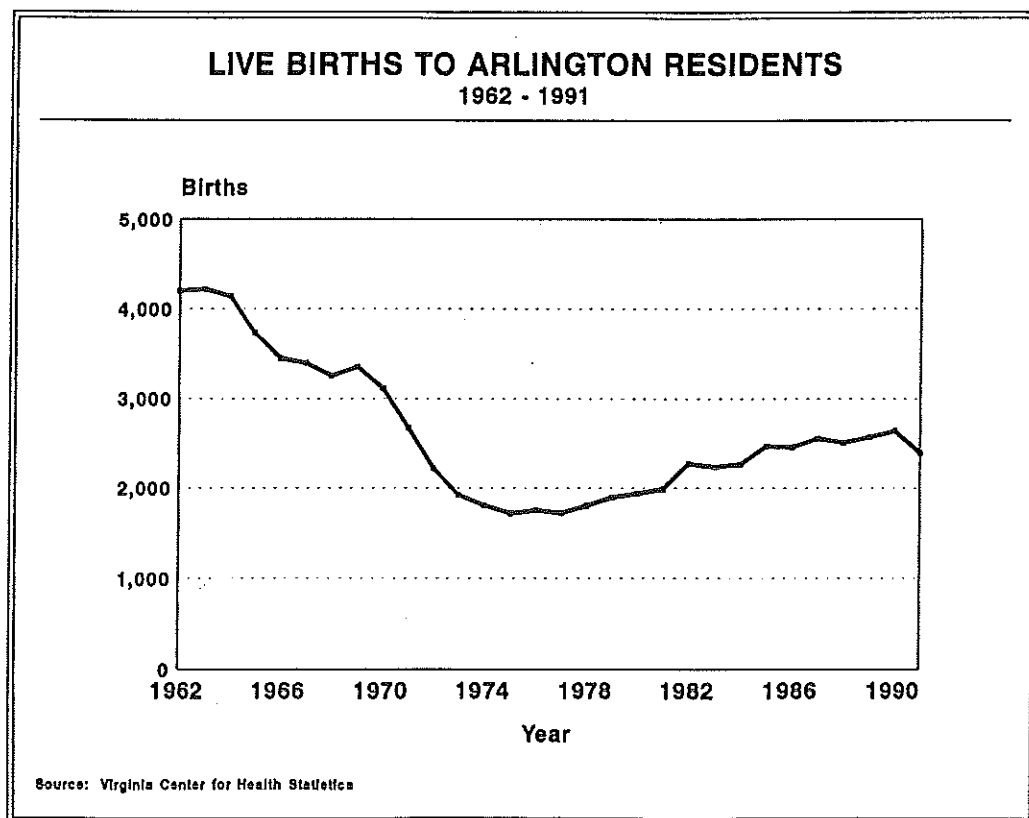
Responses from community groups and from individuals have been numerous and substantive. Notebooks, available to the public in the Public Information Office, the Professional Library, and the Office of Special Projects, contain copies of each written response to the Superintendent. The School Board has received a copy of each response as well. More than 90 individual written responses and 60 group responses were sent to the Superintendent. Each has been sent an individual reply and has become part of the community discussion of the best strategies to accommodate increased enrollment and enhance the quality of education for each student. Many elements of the recommendations by the Superintendent have originated from or received strong support from the letters and reports from Arlington citizens and organizations.

Enrollment Projections for 1994-1998



Enrollment projections are numerical estimates of student enrollment beyond the current year. Long-range projections are primarily based on the continuation of historical patterns. Numerous local, national, and international factors can alter historical patterns. Locally, the most significant factor affecting patterns is the availability of affordable housing. Nationally, forces such as the economy impact historical trends. Internationally, events such as civil unrest may change trends. It is impossible to predict many of these impinging factors with accuracy; therefore, long-range projections are educated estimates at best.

Because projections are estimates, numerous data such as live births and grade progression ratios are considered. Below is a graph reporting live births to Arlington residents, data which are collected by the state. This table shows that births in 1962 exceeded 4,000 and in 1975 declined to a low point of 1723 or a drop of 59 percent. During the mid to late 1970s, births averaged fewer than 1800 annually. From 1980 through 1990, births have steadily grown from 1941 to 2639 or a 36 percent increase. In 1991 births decreased from the previous year by 9 percent to 2391. The state will release the 1992 birth data for Arlington in late November or early December of 1993. Without these additional data, it is difficult to determine whether this decrease represents the beginning of a downward trend or a stabilization or is a temporary fluctuation as in 1963, 1969, 1976, 1983, and 1988.



Birth data are significant because they are the major component in predicting kindergarten enrollment. Five years after birth, children enter kindergarten. Over the past five years, the birth to kindergarten correlations have ranged from a low of .534 to a high of .569 with an average of .547. This means that on average 54.7 percent of the number of births to

Arlington residents is the number of students in kindergarten five years later. Increasing births during the 1980s and into 1990 will most likely result in succeeding larger kindergarten enrollment. A change in this trend might occur in 1996 at the earliest.

Once these students enter kindergarten, grade progression ratios are calculated to estimate the number of enrollees in the succeeding grade levels. The number at each grade level varies proportionately to the number that entered school at the kindergarten level. The smaller numbers of students in the elementary grades during the early 1980s have progressed through the grades. Entry grade enrollments (kindergarten and grade one) have increased from 1981 through 1993. The combined kindergarten and first grade enrollment in 1981 was 1,972 students, while this enrollment in 1993 was 2,924 or an increase of 48 percent. These increases progress through the grades and continue to swell enrollment in future years.

The size of each class is also important in estimating the total enrollment for future years. For example, the number of kindergarten and first grade students in 1986 closely approximated the number of eleventh and twelfth grade students. This means that the number of entering students closely approximated the number of exiting (graduating) students which resulted in minimal total enrollment change. In 1993, the number of kindergarten and first grade students exceeds the number of eleventh and twelfth grade students by 952, resulting in an expectation of enrollment growth.

The methodology for projecting enrollments analyzes the unique growth/decline of each grade at each school in Arlington within the controls of a system-wide trend for each grade and the Arlington birth cycle. The numbers for the next academic year produced by this program are then compared to correlations between grade levels for each school over a twelve year period. Additional adjustments may be made according to information from the county planning office. Preliminary adjusted projections are then sent to each principal who analyzes the enrollments for the next school year based on specific knowledge of the local school community. Central office staff make specific projections for the next school year concerning specialized programs such as preschool handicapped, Montessori, and High Intensity Language Training. In late October, this process results in projections for the following school year which may be modified again in March.

The 1994-1995 projections are on page 11. These projections are based on the current attendance areas for kindergarten through grade twelve and do not reflect any recommended changes either through boundary adjustments or through the reopening of currently unused school buildings. Projected enrollment for 1994-1995, including preschool programs (preschool handicapped and Montessori), is 17,629; an increase of 847 students or 5.04 percent over the 1993-1994 enrollment of 16,782 students. The graduation of the smallest class of students from grade twelve (938) replaced by one of the largest classes of students in kindergarten (1493) accounts for much of this increase. The total increase at the elementary and middle school levels is projected to be 4.00 percent and 4.42 percent respectively. The high school increase of 7.34 percent results from the graduation of the small grade twelve class and the increase of the grade nine class. September 30, 1993, data reflected an increase of 14.33 percent over the previous grade nine class of 1992. The projection for September 30, 1994, enrollment in grade nine reflects an increase of 9.94 percent over the enrollment for this year.

Arlington Public Schools
Office of Special Projects
Projections 1994/95
October 28, 1993

Career Center FTE

320

ELEM. SCHOOLS	K	1	2	3	4	5	K-12		GRAND TOTAL							
							TOTAL	Pre-K Spec Ed or Mont								
Abingdon	89	103	125	109	116	99	641	16**	657							
Ashlawn	56	57	64	47	68	50	342	16**	358							
Barcroft	76	77	75	71	84	58	441	8**	449							
Barrett	84	70	60	53	74	62	403		403							
Drew	99	53	59	62	56	67	396	124* 8**	528							
Glebe	95	70	63	65	56	55	404	55*	459							
Glencarlyn	91	96	105	76	79	86	533		533							
Henry	70	72	68	57	73	64	404	32**	436							
Jamestown	62	76	78	78	72	75	441	16**	457							
Key	147	127	120	97	104	74	669	59*	728							
Long Branch	67	77	81	69	82	78	454		454							
McKinley	55	55	70	63	64	59	366	8**	374							
Nottingham	54	57	54	64	46	70	345		345							
Oakridge	110	115	121	115	95	105	661		661							
Page	55	57	57	55	61	61	346		346							
Randolph	112	121	125	122	133	95	708		708							
Taylor	96	116	115	96	100	101	624		624							
Tuckahoe	75	85	81	79	74	74	468		468							
Total Elem. Sehs.	1493	1484	1621	1378	1437	1333	8648	342	8988							
MIDDLE SCHOOLS																
Jefferson				6	7	8	372	396	314	1082						
Kenmore				309	307	268	884		884							
Swanson				244	246	223	713		713							
Williamsburg				314	315	269	898		898							
H-B Woodlawn				68	68	67	203		203							
Total Middle Schools				1307	1332	1141	3780		3780							
SR. HIGH SCHOOLS																
Wakefield				8	9	10	11	12	1769	1769						
Washington-Lee				468	345	289	244	1346	1346							
Yorktown				15	323	296	255	210	1099	1099						
H-B Woodlawn				106	86	71	71	334	334							
H-B H.S. Cont.				15	32	45	50	142	142							
Langston Cont.				15	26	45	35	121	121							
Total Sr. High Schools				16	1528	1288	1034	950	4811	4811						
Jackson	--	--	--	2	2	1	5	2	3	5	5	5	20	50	50	
TOTAL	1493	1484	1621	1380	1439	1334	1312	1334	1169	1631	1291	1039	970	17,287	342	17,629

*Montessori 3-4 year olds.

**Pre-K Special Education.

Five-year-old Montessori students are reported within the kindergarten projections.

The Drew/H-B Montessori projections are included in the Drew totals.

All Special Education students (including those in self-contained classes) and all ESOL/HILT/HILTEX students are included within the grade totals at each school.

The projections do not include Career Center FTE adjustments.

Long-range projections estimate enrollments beyond the next academic year. Again, the methodology involves an analysis of the growth/decline of each grade at each school with the controls of a system-wide trend for each grade and the Arlington birth cycle. The long-range projections for individual schools reflect greater fluctuations than those of the system as a whole. Trends within the enrollment data of the schools and the progression of classes account for these variations. These projections are again modified by recommendations from principals and directors of special programs. It is important to remember that the more long-range the projection the more uncertain the number. Obviously, these projections are based on the status quo; they do not reflect the opening of any new schools or any new boundaries. However, the total enrollment at each grade level will remain the same for each of the projected years, while boundaries and new schools may change the total enrollment of an individual school. As shown in the table on page 13, the long-range projections for Arlington indicate continued growth through 1998. The rate of growth is projected to decrease gradually to an overall increase of 1.6 percent in 1998 following a peak increase in 1994 of 5.04 percent. This increase in enrollment will move through the grade levels with the elementary schools beginning to stabilize in four to five years and the middle and high schools continuing to grow in enrollment through at least 1998 and probably beyond.

ARLINGTON PUBLIC SCHOOLS
OFFICE OF SPECIAL PROJECTS
Pre-Kindergarten Through Grade Twelve
Five-Year Projections
November 1993

	Sept. <u>1994</u>	Sept. <u>1995</u>	Sept. <u>1996</u>	Sept. <u>1997</u>	Sept. <u>1998</u>
<u>ELEMENTARY SCHOOLS</u>					
Abingdon	657	696	710	730	737
Ashlawn	358	376	368	383	385
Barcroft	449	470	455	446	431
Barrett	403	434	435	458	461
Drew/H-B Montessori	528	528	528	528	528
Glebe	459	471	476	477	476
Glencarlyn	533	554	581	609	626
Henry	436	421	383	367	341
Jamestown	457	473	487	498	506
Key	728	749	737	746	744
Long Branch	454	428	390	364	330
McKinley	374	383	375	366	352
Nottingham	345	393	434	453	477
Oakridge	661	645	626	598	568
Page	346	346	346	346	346
Randolph	708	771	801	839	875
Taylor	624	589	555	529	498
Tuckahoe	468	486	496	505	510
Total Elem. Schools	8988	9213	9183	9242	9191
<u>MIDDLE SCHOOLS</u>					
Jefferson	1082	1146	1165	1168	1203
Kenmore	884	938	991	1024	1084
Swanson	713	752	785	797	832
Williamsburg	898	957	1005	1036	1084
H-B Woodlawn	203	203	203	203	203
Total Middle Schools	3780	3996	4149	4228	4406
<u>HIGH SCHOOLS</u>					
Wakefield	1769	1857	2070	2177	2258
Wash-Lee	1346	1383	1494	1580	1621
Yorktown	1099	1145	1226	1285	1342
H-B Woodlawn	334	344	354	354	354
H-B H.S. Cont.	142	142	142	142	142
Langston Cont.	121	121	121	121	121
Total Sr. Hi. Schools	4811	4992	5407	5659	5838
Jackson	50	60	70	70	70
Total	17,629	18,261	18,809	19,199	19,505

The implications of these long-range projections for futures planning relate to the provision of classroom space at each level, elementary, middle, and high. If, by 1996, the school system has provided appropriate building space for elementary enrollment with provision for full-day kindergarten and some flex-space (space not committed to regular classrooms and thus available for special projects or unexpected growth in enrollment), then no additional space should be needed for several years after 1996. However, the middle and high school student enrollments will continue to grow through 1998. If each of the five middle schools can be built to accommodate at least 800 students with two schools enrolling 900 students, then the five middle schools along with the H-B Woodlawn Program should accommodate the 1998 enrollment. By 1997, however, the three comprehensive high schools as they currently exist will not accommodate the projected high school enrollment. A combination of alternative programs, such as the H-B Woodlawn Program and the Career Center, and Capital Improvement Plans will be needed to provide appropriate space for the high school student enrollment in the late 1990s.

Capacity Analyses of School Buildings

The current capacity of school facilities is derived from an analysis of the numbers of available regular and small classrooms in each school facility. Small classrooms generally are those that are less than 700 square feet in size; typically, these classrooms average 500 square feet. Historically, to determine capacity of each school, the total number of classrooms, both regular and small, are determined through a physical inventory. When rooms are assigned to specialized programs such as kindergarten, special education, ESOL/HILT, art, or music, they are subtracted from the total of regular classrooms. The capacity of each building is then determined by multiplying the number of regular classrooms available for grades one through five times twenty-four students, plus the number of self-contained special education students and kindergarten students.

The number of, and requirements for, small classrooms and specialized programs greatly impact capacity. Whenever a program is added to a building that then utilizes a regular classroom (such as a new special education class), the capacity of that building is reduced. When a program is added to a school that requires a small classroom but none is available, a regular classroom is used and capacity decreases.

It is impossible to anticipate all the variances in program growth as new programs develop and as the composition of neighborhood attendance areas change. Staff supports the concept that schools have a sufficient flexibility of classrooms to accommodate potential changes in programs. This concept, called flex-space, is an integral part of facilities planning and futures planning.

Recently an engineering firm has surveyed buildings to help staff better determine the capacities of school facilities and their needs. This report is called a Facility Survey. Eighteen schools have had Facility Surveys completed, and more are underway. These surveys include recommendations concerning the capacities of the current facilities. More importantly, the surveys study what the capacity should be through capital improvements, including needed additions for new programs such as all-day kindergarten. The surveys then report a

recommended capacity for each school under the assumption that some capital improvements are made.

The charts on pages 16 and 17 provide information about each school showing both current capacity based on existing school utilization and future capacity based on assumptions made about possible capital improvements. Column one notes where Facility Surveys have been completed. The remaining schools' capacities are determined by staff based on historical capacity calculation or, where the school is either under construction or has recently completed construction, based on a review of the final project with school planners.

The future capacity of each school is also provided based on assumptions concerning the Capital Improvement Program. These projected capacities assume full-day kindergarten for each school. The fourth column shows the future capacity, less a five percent factor for flexibility in the program. For most schools, this five percent factor is the equivalent of one to two classrooms kept available for future program changes and needs.

For some schools, there is a significant difference between the projections of future capacity and the projected enrollments. These comparisons and projections are based on the status quo, before the reopening of schools and the redrawing of boundaries. The most significant of these, and the locations of most immediate impact, are at Abingdon, Glencarlyn, Key, and Randolph Elementary Schools. At the secondary level, projections indicate that Wakefield and Washington-Lee High Schools will exceed their enrollment capacities before 1998. The four existing neighborhood middle schools are at or beyond capacity in 1993. The Capital Improvement Program could accommodate the projected enrollments at some elementary schools such as Jamestown, Nottingham, and Tuckahoe Elementary Schools where projected enrollments exceed current capacities.

**ARLINGTON PUBLIC SCHOOLS ELEMENTARY SCHOOLS
ENROLLMENT PROJECTIONS AND BUILDING CAPACITIES
1994 and 1998**

School	Projected Enrollment 1994 PK-5	Building Capacity 1994	Projected Enrollment 1998 PK-5	Future Capacity CIP	Future Capacity w/flexspace
Abingdon*	657	623	737	623	592
Ashlawn* (1)	358	326	385	400	360
Barcroft*	449	512	431	512	486
Barrett	403	449	461	449	427
Claremont	---	433	---	433	411
Drew* (1)	428	526	428	526	500
Glebe* (1)	459	480	476	480	456
Glencarlyn	533	500	626	500	475
H-B Montessori*(1)	100	100	100	100	100
Henry*	436	450	341	450	428
Jamestown*	457	450	506	450	428
Key* (1) (2)	728	500	744	500	475
Long Branch (1)	454	516	330	550	494
McKinley* (1)	374	380	352	474	450
Nottingham	345	343	477	463	440
Oakridge (1)	661	664	568	725	689
Page	346	340	346	340	306
Randolph	708	600	875	600	540
Reed	---	480	---	480	456
Taylor (1)	624	616	498	700	665
Tuckahoe (1)	468	406	510	504	479
ELEM. TOTALS	8988	9694	9191	10259	9657

* There is pre-school instruction at this location.

(Figures are in shaded areas where enrollment exceeds building capacity.)

(1) Data based on completed facility survey.

(2) The 1994 capacity of Key is greater than projected because interior renovation of that building will not result in the same number of classrooms that now exist.

**ARLINGTON PUBLIC SCHOOLS SECONDARY SCHOOLS AND OTHER BUILDINGS
ENROLLMENT PROJECTIONS AND BUILDING CAPACITIES
1994 and 1998**

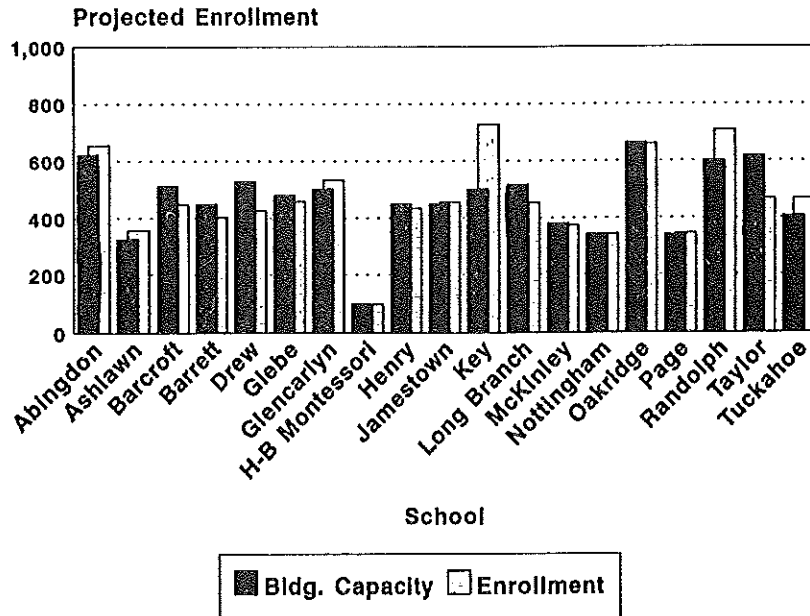
School	Projected Enrollment 1994	Building Capacity 1994	Projected Enrollment 1998	Future Capacity CIP
Gunston M.S.	---	600	---	800
Jefferson M.S.	1082	900	1203	900
Kenmore M.S. (1)	884	780	1084	900
Swanson M.S. (1)	713	690	832	824
Williamsburg M.S. (1)	898	860	1084	900
H-B Woodlawn M.S. (1)	203	214	203	350
MIDDLE SCHOOL TOTALS	3780	4044	4406	4674
Wakefield H. S. (1)	1769	1900	2258	1900
Washington-Lee H.S.	1346	1500	1621	1500
Yorktown H.S.	1099	1500	1342	1500
H-B Woodlawn H.S. (1)	334	368	354	440
H-B H.S. Cont. (1)	142	450	142	450
Langston H.S. Cont.	121	250	121	250
HIGH SCHOOL TOTALS	4811	5968	5838	6040
Jackson (1)	50	450	70	450
Wilson	---	200	---	200
Career Center	320	500	320	500
OTHER BLDG. TOTALS	370	1150	390	1150
TOTALS FOR ALL BLDGS.	17,949	20,353	20,893	21,521

(Figures are in shaded areas where enrollment exceeds building capacity.)

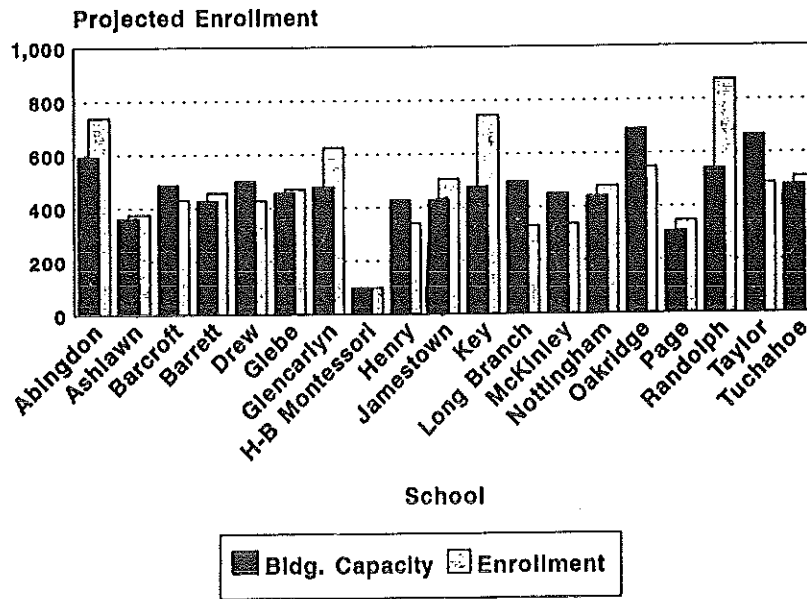
(1) Data based on completed facility survey.

(2) The 1994 capacity of Key is greater than projected capacity because interior renovation of that building will not result in the same number of classrooms that now exist.

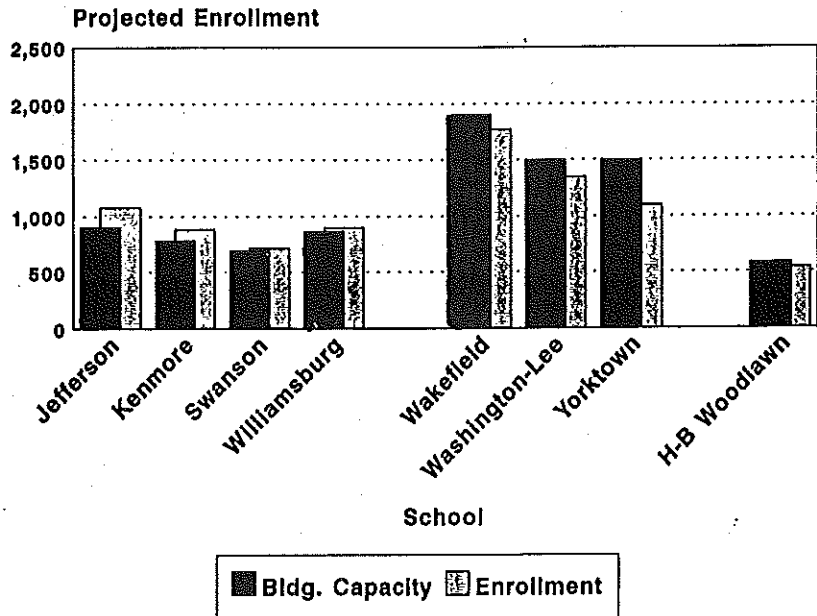
ARLINGTON PUBLIC SCHOOLS
1994 Elementary School Projections



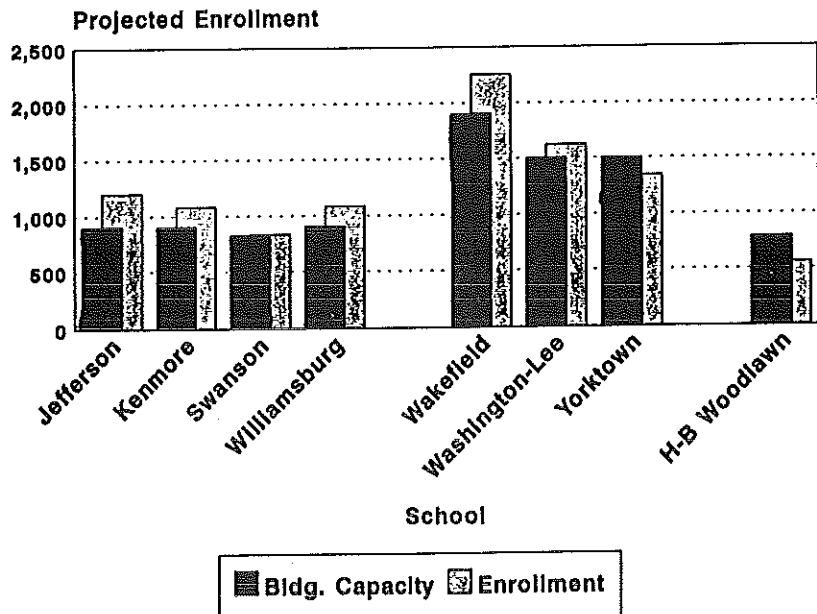
ARLINGTON PUBLIC SCHOOLS
1998 Elementary School Projections



ARLINGTON PUBLIC SCHOOLS
1994 Secondary School Projections



ARLINGTON PUBLIC SCHOOLS
1998 Secondary School Projections



Capital Improvement Planning

The Capital Improvement Program is underway and is one mechanism that will provide additional capacity and space for both program and enrollment growth. A "capital improvement project" is defined as a non-recurring project with a cost of \$15,000 or more and an estimated service life of ten years or more. Projects have been completed at Abingdon, Barcroft, Jackson, Jamestown, Jefferson, Kenmore, Nottingham, Randolph, Wakefield, Williamsburg, and Yorktown. Projects are now underway at Barrett and Henry, and design is proceeding for work to be done at Ashlawn, Claremont, Glencarlyn, Gunston, McKinley, Swanson, and Taylor. Following the futures planning recommendations and approval, design work will begin for Drew, Key, Long Branch, and Page. Future projects are being proposed for Glebe, Oakridge, Tuckahoe, and for buildings such as Hoffman-Boston, Langston, and the Career Center.

The Capital Improvement Program is an integral part of the implementation of futures planning, and a revision of that plan will be submitted in late spring following the adoption of the recommendations. Future projects at Nottingham, Jamestown, Reed, Wilson, and second-phase work at Claremont and Gunston will be reviewed in light of the futures planning decisions. A future addition to one high school, now programmed for the later years of the CIP, will be better defined as part of the update of the CIP.

The approved 1994-1999 Capital Improvement Plan will provide for expansion and additional classroom space for schools whose enrollments are projected to exceed capacities in several years and whose boundaries are not recommended to be redrawn. Sites that have significant acreage and which are not projected for an enrollment of over seven hundred students would be likely candidates for building expansions to meet their projected enrollment and program growth through the year 2000. The approved 1994-1999 Capital Improvement Plan currently includes proposed but unfunded classroom additions at schools such as Glebe, Kenmore, Oakridge, and Tuckahoe.

The Capital Improvement Plan also provides as a contingency possible classroom additions at other elementary sites and an expansion of one of the high schools. The plan includes a potential second phase of additions at Barrett and Henry which could be redirected to other schools such as Jamestown. The next generation of the Capital Plan is scheduled for approval in May 1994 and thus can accommodate School Board decisions concerning futures planning recommendations.

UNDERLYING PRINCIPLES

Arlington Public Schools Statement of Philosophy

The Arlington School Board believes that the continuation of our democracy is dependent upon an educated and informed citizenry. The Board also believes that the schools should maximize the strengths and potential of all students so they may become self-confident, well-rounded, responsible and productive citizens.

The goal of the Arlington Public Schools is to teach all students a broad body of knowledge, effective communication skills, a rational system of thought, and use of their individual creativity.

The education process in the Arlington Public Schools involves the cultivation of an inquiring mind, respect for learning, ethical behavior, an understanding of the rights and responsibilities of citizenship, an appreciation of our national culture as well as other cultures and the concept that each individual has merit.

Arlington School Directive (ASD) 5-1.01

The Arlington Public Schools Statement of Philosophy provides the foundation for these recommendations. The following principles have been developed by staff and underlie the recommendations. The principles reflect the educational beliefs, values, strengths, and needs which have been identified during this extensive period of community and staff discussion as part of the futures planning process.

1. The quality of education which each student receives in the Arlington Public Schools guides the decision-making by school system staff. The Arlington Public Schools Statement of Philosophy articulates this commitment to high quality education and stands as the primary criterion for every recommendation resulting from the futures planning process.

2. The neighborhood school system is the basic building block of the Arlington Public Schools. Defined attendance areas exist for each neighborhood school at each level; thus, students who live in those attendance areas may attend their assigned schools if they so choose. Defined neighborhood attendance areas do not apply to countywide-enrolled schools, countywide-enrolled programs, and some specialized programs.

3. At the each level, elementary, middle, and high, some neighborhood school boundaries are redrawn by considering the following factors in order of priority

- a. capacity
- b. existing contiguous boundaries
- c. progression to next level
- d. special program needs.

4. Alternatives to assigned neighborhood schools are increased for students at each level, elementary, middle, and high.

5. Considerations for admittance of students to the programs which provide alternatives to the assigned neighborhood schools are, in order of priority,

- a. the capacity of the building
- b. specialized program requirements, if any
- c. the distribution of racial and ethnic diversity.

6. All families in Arlington have equitable access to their neighborhood schools and to the selection of alternative programs. Families will find readily available complete information concerning both the neighborhood school system and the alternative programs. The school system will provide transportation to countywide-enrolled schools and programs and for instructional transfer within elementary school teams of neighborhood schools. Although families with instructional transfers at the middle and high schools would also benefit from the provision of transportation, due to fiscal constraints school bus transportation outside neighborhood attendance areas for middle and high school is recommended only for the countywide-enrolled programs of H-B Woodlawn and language immersion.

7. Staff supports the restructuring efforts at each of the high schools and the Career Center as staff and community examine the high school program and consider strategies to enhance the quality of education received by each student. Central office staff provide ongoing resources to the high schools in these endeavors. Resultant differences among the high schools and possible development of alternative programs may provide new opportunities for students.

8. Students deserve an environment conducive to learning and free from significant disruption. In each high school, a few students with repeated, violent behaviors demand

inordinate attention and resources from staff as well as threaten the safety of other students. These students require a separate, high security program in order to continue to provide them with the education to which they are entitled yet prevent them from disrupting the educational process of other students.

9. The increasing number of language minority students at the high schools present several challenges. One challenge involves ensuring successful entry into the mainstream once a student has exited HILT. A second challenge comes from the newly arrived students with little or no formal schooling who lack literacy in their own languages. Other language minority students arrive in our high schools with strong academic preparation in their own languages. A single instructional program cannot effectively address these three challenges. Programs need to be differentiated to meet the different needs of these groups of students.

10. The Spanish partial immersion program has been successful instructionally and grows in enrollment. Content courses offered in Spanish-language instruction at the high school level can continue the opportunity for immersion students to maintain the Spanish proficiency which these students have developed in kindergarten through grade eight.

11. Students at the high school level who have significantly above average skills and abilities receive increased differentiated instruction and opportunities.

12. Staff supports the success of the middle school program which has resulted from several years of planning by staff and citizens and undergoes ongoing evaluation. Each middle school continues to develop and strengthen a common curriculum and instructional approach in the required academic subjects of language arts, mathematics, reading, science, and social studies. The Spanish language partial immersion program continues for middle school students at two sites. Each middle school will receive support to develop appropriate alternatives within the elective program if the staff and community of a school so desire.

13. All students at the elementary and middle school levels who have significantly above average skills and abilities receive increased and targeted differentiation of instruction.

14. Elementary neighborhood school teams are established by grouping together three to four elementary schools in a contiguous area. Collaboration is encouraged among the communities of the elementary neighborhood school teams to provide appropriate programming for the student population in the contiguous teams and to enhance quality of instruction. Students continue to be assigned to their individual neighborhood schools. Instructional transfers among the neighborhood schools within the team as the result of a request by the family are supported by school system transportation and are subject to the admission criteria described in item five above.

15. Young children in the Arlington Public Schools receive additional support through increased early childhood services, including the phased-in implementation of full-day kindergarten, summer school initiatives, and the creation of an early childhood center.

16. Language minority students receive additional support through increased early childhood services, increased immersion programs, summer school initiatives, and specialized programs at the secondary level.

17. An elementary school should not exceed 600-700 students, and a middle school should not exceed 800-900 students, subject to the enrollment capacity of the building, the site size, and any special program needs. Once boundaries are redrawn, Capital Improvement Plan funds will be used to accommodate increased enrollments through additions where sites allow.

18. The new middle school facility requires first priority decision-making. Every effort should be made to arrive at an early decision concerning boundaries of the middle school attendance areas and the location and nature of the new middle school in order to accommodate the orientation and scheduling calendar for students and their families.

RECOMMENDATIONS

The costs listed for each recommendation represent new costs. Where costs are indicated as "\$0," the recommendation may involve no additional funding, a reallocation of existing funding, or absorption by existing services. For example, staff development funds may be used to support futures planning initiatives in a given year rather than another initiative. Sometimes a "\$0" figure indicates no additional costs because the recommendation moves existing staff and student support allocated on the basis of planning factor formulas.

Adult Education

1. Move the adult education offices and classrooms currently in the Jackson Building and the REEP Program currently in the Wilson School to leased commercial space before September 1995 in order to accommodate an elementary school in the Jackson Building (see elementary schools recommendation one and high schools recommendation thirteen).

Cost: Reallocation of existing leasing costs of relocatables

High Schools

1. Assign students to new high school attendance areas effective September 1995.

Cost: \$ 0

2. Support the three high schools and the Career Center in the ongoing restructuring by their staffs by providing staff development funds and services from available central office staff. Develop a series of leadership training workshops for the teacher leadership in the restructuring efforts.

Cost: \$15,000

3. Create a team of citizens, central office staff, and representatives from each of the high schools, the Career Center, and the high school continuation programs to consider strategies for combining the services of the high school programs in order to best serve the needs of secondary students. The team should consider opportunities for some students to spend most of their day at the Career Center, to take courses both at the regular high schools and through high school continuation, and other flexible approaches to high school education. The team is appointed in the spring of 1994 and submits recommendations in October of 1994.

Cost: _____ \$ 0 _____

4. Develop a pilot program for 1994 at the Career Center in which both academic and vocational courses are available to students outside the regular school day.

Cost: _____ \$ 0 _____

5. Allow instructional transfers between high schools for grades 9-12 beginning in 1995. Acceptance of requests for instructional transfers is subject to availability of space, special program needs, if any, and distribution of racial and ethnic diversity. Policy and procedures are developed to comply with Virginia High School League rules. Due to funding constraints, students provide their own transportation. The school system may consider providing this service at some time in the future.

Cost: _____ \$ 0 _____

6. Establish a high security high school program that is not on a school site for the small number of students who have repeatedly demonstrated violent behavior. Appoint a Project Director effective July 1994 to plan a program, in collaboration with high school administrators, central office staff, and county staff. This program does not replace the current Pathways program but serves students whom Pathways has not or cannot help.

Cost: _____ \$200,000 _____

7. Differentiate programming for language minority students through the following strategies.

a. Offer a series of content courses with instruction in Spanish available to students with academic proficiency in Spanish including immersion students from the partial immersion program K-8 and for recently arrived Spanish-speaking students with strong educational background and skills who need to continue their academic progress as they acquire English. Pilot one or more of these courses in 1994.

Cost: _____ \$ 0 _____

b. Develop a transitional support system for students who exit the HILT program to provide them with academic assistance as they enter mainstream classes. Begin this program in 1994 at Wakefield and Washington-Lee.

Cost: _____ \$ 90,000 _____

c. Expand the HILT program at H-B Woodlawn which accepts students who are 18 to 20 years old and need basic English language instruction from the current ceiling of 40 students to a new ceiling of 80 students.

Cost: _____ \$ 0 _____

8. Offer some content courses with instruction in Spanish, number and subject to be determined by curriculum and high school staff, for students from the Williamsburg Middle School Language Immersion Program, in conjunction with recommendation 7a, as a pilot in 1994. Provide transportation.

Cost: _____ \$20,000 _____

9. Maintain the H-B Woodlawn Alternative Program at the Stratford Building. Continue the currently approved, phased-in addition of ten students per high school grade level for 1994-1996.

Cost: _____ \$ 0 _____

10. Offer students who are entering the last year of a particular school and have been assigned to a new attendance area the option of finishing grade twelve at the original school. Provide transportation.

Cost: _____ \$20,000 _____

11. Make advanced placement classes and other programs appropriate for advanced students available to those students whose instructional needs require these programs through the electronic classrooms and other methods of delivery beginning in 1994.

Cost: _____ \$ 0 _____

12. Provide a full-time resource teacher with expertise in gifted education for each high school and a half-time resource teacher with expertise in gifted education for each middle school and for each elementary school. At the high school level, these teachers would assist advanced students in differentiating their instructional programs to better meet their academic needs. For example, the teacher might assist in identifying such students, promote and facilitate independent study projects, arrange for internships and mentorships, or facilitate dual

enrollment in high school and college courses. At the middle and elementary school levels, the resource teachers provide ongoing staff development and support to classroom teachers as they differentiate instruction for highly able students. School principals in collaboration with school staffs and families apply for the assignment of the teachers to their buildings. These positions are phased in at the rate of two per year for five years.

Cost: \$80,000 per year for each of five years

Note: this recommendation is listed under elementary school and middle school sections as well; the cost is a combined cost for all three levels.

13. Relocate the Jackson Special Education Program to the Wilson Building by September of 1995.

Cost: \$ 0

14. Review the Capital Improvement Program considering the projections of continued enrollment growth at the high school level. Consider an addition to Yorktown High School in the next iteration of the Capital Improvement Program to accommodate increased enrollment.

Cost: CIP funds

Middle Schools

1. Open Gunston as a neighborhood school with a standard middle school curriculum and with an additional countywide-enrolled focus of immersion beginning in 1997 to serve rising immersion students from schools in the southern portions of the county. The staff and community may consider developing an additional, complementary countywide-enrolled focus of foreign language beginning in 1995 or 1996. Countywide registration for the two focus programs is subject to the student assignment criteria of space availability in building and program capacity, specialized program requirements, and distribution of diversity.

Cost: \$ 0

(Note: costs of opening a school are included in sustaining budget and are not discretionary but are responsive to increased enrollment and not dependent on these recommendations.)

2. Redraw middle school boundaries to create a neighborhood attendance area for Gunston Middle School. Students from the attendance area who are in grades six and seven in 1994 attend Gunston in 1994. Students in grade eight in 1994 attend the middle school to which their homes were assigned in 1993. Beginning in September 1995, Gunston Middle School will serve students in grades six, seven, and eight from the neighborhood attendance area.

Cost: \$ 0

3. Williamsburg Middle School continues to serve immersion students in the northern portion of the county for grades six, seven, and eight.

Cost: _____ \$ 0 _____

4. Redraw existing middle school boundaries to establish attendance areas for each middle school which result in student enrollment at each school below the capacity of each building effective September 1994. Limit the number of middle schools to which a single elementary school is assigned. Students in grade eight in 1994 attend the middle school to which they were assigned in 1993-1994. Transportation is provided.

Cost: _____ \$ 0 _____

5. Support each middle school in the development of alternative programs in the elective areas if desired by staff and community of the particular middle school by providing staff development and/or consultation from central office staff.

Cost: _____ \$ 0 _____

6. Provide a full-time resource teacher with expertise in gifted education for each high school and a half-time resource teacher with expertise in gifted education for each middle school and for each elementary school. At the high school level, these teachers would assist advanced students in differentiating their instructional programs to better meet their academic needs. For example, the teacher might assist in identifying such students, promote and facilitate independent study projects, arrange for internships and mentorships, or facilitate dual enrollment in high school and college courses. At the middle and elementary school levels, the resource teachers provide ongoing staff development and support to classroom teachers as they differentiate instruction for highly able students. School principals in collaboration with school staffs and families apply for the assignment of the teachers to their buildings. These positions are phased in at the rate of two per year for five years.

Cost: _____ \$80,000 per year for each of five years _____

Note: this recommendation is listed under high school and elementary school sections as well; the cost is a combined cost for all three levels.

7. Expand instructional transfer opportunities among the middle schools beginning in 1995 subject to the selection criteria of space availability in building and program, special program needs if any, and distribution of racial and ethnic diversity. Due to funding constraints, transportation is not provided. The school system may consider providing this service in the future. During the 1994-1995 school year, instructional transfers follow the current guidelines.

Cost: _____ \$ 0 _____

8. Maintain the H-B Woodlawn Alternative Program at the Stratford Building.

Cost: _____ \$ 0 _____

9. Review the Capital Improvement Program considering projections of continued enrollment growth at the middle school level. Consider an addition to Kenmore Middle School in the next iteration of the Capital Improvement Program.

Cost: _____ \$ 0 _____

Elementary Schools

1. Relocate the Traditional School Program to the Jackson Building in 1995. Add an additional class at each grade level (K-5) to the Traditional School.

Cost: _____ \$ 0 _____

2. Open Page Elementary School in 1995 as a neighborhood school.

Cost: _____ \$ 0 _____

3. Open the Claremont Building in 1994 as an early childhood center which serves Abingdon, Glencarlyn, and Randolph. The Claremont Early Childhood Center will be staffed by a principal and an early childhood specialist as well as classroom teachers. Families in any of the three neighborhood school attendance areas may apply for any of the following programs and are selected according to the criteria of program capacity, specific program requirements if any, and ethnic and racial diversity.

- a. full day kindergarten beginning in 1994
- b. full day immersion kindergarten beginning in 1994
- c. preschool handicapped program (currently located at Abingdon)
- d. full day Montessori program for children ages 3, 4, 5, beginning in 1994 (sliding fee schedule for ages 3 and 4)
- e. grade one beginning in 1995
- f. grade one immersion beginning in 1995
- g. a year-round program of instruction, enrichment, recreation, and extended day, offered on a sliding fee schedule for non-school days

On a space-available basis, families from neighborhood schools other than Abingdon, Glencarlyn, and Randolph may apply for a program. Transportation is provided only to families assigned to Abingdon, Glencarlyn, and Randolph.

Cost: _____ \$280,000 _____

4. Keep Drew Model School at the Drew Building. Apply regular selection criteria (availability of space, special program needs, if any, and distribution of ethnic and racial diversity) equally to neighborhood and county, thus eliminating the ceiling on the participation of the children from the Nauck community. Assist Drew in promoting program to recruit more students.

Cost: \$ 0

5. Establish elementary neighborhood school teams as listed below beginning in 1994. Support collaboration among principals, staffs, and communities within each team through the establishment of a Planning Council for each team, consisting of the team principals, parent representatives, teacher representatives, and a subject area supervisor assigned from central office staff. Initial meetings may be facilitated by the Director, Special Projects. The Office of Planning and Assessment supports the teams in developing common objectives for the management plans of the schools.

- a. Abingdon, Claremont, Glencarlyn, Randolph
- b. Henry, Long Branch, Oakridge
- c. Ashlawn, Barcroft, Barrett, McKinley
- d. Glebe, Jamestown, Nottingham, Tuckahoe
- e. Key, Page, Taylor

Cost: \$20,000

6. Support instructional transfers between schools in elementary neighborhood school teams listed above with transportation beginning in September of 1994 based on the student assignment criteria of space availability, special program need, if any, and distribution of racial and ethnic diversity.

Cost: \$20,000

7. Require the Planning Council of each of the neighborhood elementary school teams to consider the provision of the following programs to serve the community of students within the team. Provide appropriate curricular and program central office support for each initiative.

- a. A partial language immersion program

Cost: \$ 0

- b. A preschool center which accommodates preschool handicapped students

Cost: \$ 0

- c. A group plan for special education services including inclusion strategies, ESOL/HILT, and any other special needs identified by the principals, staff, and community in the team.

Cost: \$ 0

d. Summer school initiatives to provide lengthier and more intensive instruction/enrichment for the students within the team for 1995. Limited English proficient students receive first priority in this initiative.

Cost: \$ 60,000

8. Provide a full-time resource teacher with expertise in gifted education for each high school and a half-time resource teacher with expertise in gifted education for each middle school and for each elementary school. At the high school level, these teachers would assist advanced students in differentiating their instructional programs to better meet their academic needs. For example, the teacher might assist in identifying such students, promote and facilitate independent study projects, arrange for internships and mentorships, or facilitate dual enrollment in high school and college courses. At the middle and elementary school levels, the resource teachers provide ongoing staff development and support to classroom teachers as they differentiate instruction for highly able students. School principals in collaboration with school staffs and families apply for the assignment of the teachers to their buildings. These positions are phased in at the rate of two per year for five years.

Cost: \$80,000 per year for each of five years

Note: this recommendation is listed under high school and middle school sections as well; the cost is a combined cost for all three levels.

9. Open the Reed Building as a countywide-enrolled elementary school in 1995. The school would be a Professional Development School, developed in collaboration with local colleges and with high technology firms. The Reed Professional Development School would be staffed by teachers on a rotating basis from each of our elementary schools. The student enrollment would mirror as closely as possible the countywide enrollment in order to provide a similar student population for new strategies and programs. Local colleges would use the Reed Professional Development School for placement of student teachers. This school provides opportunities for teacher training and retraining in the semi-urban, diverse Arlington community using the latest educational research and emerging technology for improving instructional techniques.

Cost: Budget to be developed in collaboration with university(s) and high technology firm(s)

10. Encourage schools to cooperate and collaborate where boundary changes are made to make the transition of families from one school to another as smooth as possible.

Cost: \$ 0

11. Offer students who are entering the last year of a particular school and have been assigned to a new attendance area the option of finishing grade five at the original school. Transportation will be provided.

Cost: _____ \$ 0 _____

12. Provide central office support to any elementary school where the school staff and community wish to develop a focus.

Cost: _____ \$ 0 _____

13. Assist the two schools which are most highly impacted by limited English proficient students (Barrett and Glencarlyn) in developing a plan to address the instructional needs of both the limited English proficient students and the native English-speaking students in those schools. The Director of Special Projects and two staff members from the Division of Instruction work with the staffs and communities to develop recommendations to the Superintendent by the spring of 1994.

Cost: _____ \$ 0 _____

14. Accommodate potential future elementary school enrollment growth through a Capital Improvement Plan which adds capacity to schools where the site allows and through the acquisition of leased commercial space to house programs currently occupying elementary school buildings.

Cost: _____ CIP _____

Family Information Center

A family information center is established. The center contains information concerning all the programs in Arlington Public Schools including specific profiles on each of the schools, maps of Arlington, information about county services, brochures both locally and nationally produced, a database of tutorial and enrichment services, videos on parenting and on school programs, and a parent education resource library. These services are available to both English- and non-English-speaking families. Collaborative efforts between the private sector and Arlington Public Schools may result in additional services and information provided through this center. For example, WETA and the Center might jointly develop guidelines for family television viewing.

Families may receive referrals to the Intake Center and/or student services from this center.

Cost: _____ \$25,000 _____

IMPLEMENTATION OF FUTURES RECOMMENDATIONS / EFFECTIVE YEARS

1994	1995	1996	1997	1998
Gunston Middle School 6-7	Gunston Middle School 6-8	Reed Professional Development School	Gunston Immersion	
Claremont Early Childhood Center PK-K	Claremont Early Childhood Center PK-1			
New middle school boundaries 6-7	Middle school boundaries apply to grade 8			
New elementary school boundaries (except Page)	Page Neighborhood School			
High, middle, & elementary resource teachers for gifted	High, middle, & elementary resource teachers for gifted	High, middle, & elementary resource teachers for gifted	High, middle, & elementary resource teachers for gifted	High, middle, elementary resource teachers for gifted
Analysis of high school programs	New high school boundaries			
High security high school	High school instructional transfers			
Expansion of H-B Woodlawn HILT	Middle school instructional transfers expanded			
High school content courses in Spanish	Traditional school at Jackson Building			
Post-HILTEX Transition Support	Neighborhood Elementary School Teams' summer school initiatives			
Pilot H.S. courses after school at Career Center				
Neighborhood Elementary School Teams with instructional transfers				
Jackson special ed. program to Wilson				
Adult education, REEP to leased space				
AP classes & other programs available to all high school students				
Study/plan for LEP impacted schools				
Family Information Center				

**SUMMARY OR BUDGET ESTIMATES
FUTURES PLANNING RECOMMENDATIONS**

ITEM	COST					
	1994	1995	1996	1997	1998	
High Schools & Career Center Restructuring	\$ 15,000					
High School High Security Program	\$200,000					
High School HILT Transition Support	\$ 90,000					
High School Immersion Courses/Transportation	\$ 20,000					
High/Middle/Elementary School Gifted Programs Two Resource Teachers	\$ 80,000	\$ 80,000	\$ 80,000	\$ 80,000	\$ 80,000	\$ 80,000
Claremont Early Childhood Center	\$280,000					
Neighborhood Elementary School Teams	\$ 20,000					
Neighborhood Elementary School Teams / Transportation for Instructional Transfers	\$ 20,000					
Family Information Center	\$ 25,000					
Grandfathering grade 12 students/Transportation		\$ 20,000				
Neighborhood Elementary School Teams - Summer School Initiatives		\$ 60,000				
TOTAL NEW COSTS PER YEAR	\$750,000	\$160,000	\$ 80,000	\$ 80,000	\$ 80,000	\$ 80,000

Shading indicates that the cost of the item is included in the first shaded year and in each successive shaded year.

BOUNDARY RECOMMENDATIONS

High School

Redraw the high school boundaries according to the following guidelines.

1. No school attendance area results in enrollment beyond the capacity of the school.
2. All attendance areas are contiguous; no students are assigned outside the larger attendance areas in which they live.
3. The enrollments for Wakefield High School and for Washington-Lee High School are decreased. The enrollment for Yorktown High School is increased.
4. Wherever possible, elementary schools and middle schools progress to high schools without dividing between schools.

Middle School

Redraw the middle school boundaries according to the following guidelines.

1. No school attendance area results in enrollment beyond the capacity of the school.
2. All attendance areas are contiguous; no students are assigned outside the larger attendance areas in which they live.
3. Where possible, an elementary school attendance area is included within a middle school attendance area. No elementary school students progress to more than two middle schools.
4. The Gunston Middle School attendance area includes the Oakridge Elementary School attendance area and the Nauck community.
5. The Arlington View community attends one middle school.
6. The Williamsburg attendance area includes the Key Elementary School attendance area.

Elementary Schools

Redraw the elementary school boundaries according to the following guidelines.

1. No school attendance area results in enrollment beyond the capacity of the school. Additional construction at some sites is necessary to achieve this.
2. All attendance areas are contiguous; no students are assigned outside the larger attendance areas in which they live.
3. New boundaries follow current boundaries wherever feasible.
4. Page Elementary School has an attendance area which draws students from the current attendance areas of Glebe, Key, Long Branch, and/or Taylor Elementary Schools, as appropriate for student enrollment.
5. Students from the Nauck community attend their proximate neighborhood schools.
6. Students from the Arlington View community attend one elementary school.
7. The Randolph Elementary School attendance area is decreased.
8. The Key Elementary School attendance area is decreased.

Specific boundary recommendations

Recommendations for actual boundary lines are available in a supplementary document from the Office of Special Projects (358-6193).

* * * * *

APPENDIX A

ARLINGTON PUBLIC SCHOOLS Office of the Superintendent

MEMORANDUM

March 19, 1992

TO: Members of the School Board

REVISED 4/3/92

FROM: Arthur W. Gosling *AWG*

RE: Futures Planning

During the years 1992-96 and perhaps beyond, the Arlington Public Schools will face the challenge of developing appropriate facilities for a student population that is growing more diverse as it grows larger. Undergirding this facility planning need is the collective responsibility of school staff, Board members, and citizens to improve program quality and responsiveness as the core values that should support facility decisions.

Background

During the past several years the school division has implemented a number of important instructional initiatives at all school levels. At the elementary schools, for example, we have revised our social studies, mathematics, and science programs. Exemplary projects have been initiated at seven schools. All-day kindergarten programs have been started at several schools. Computer technology, expanded repertoires of teaching styles, and support systems for special education and ESOL/HILT students have been strengthened.

Programs serving students in the middle years have been carefully examined as we have moved from a traditional junior high delivery model to a middle school model that features interdisciplinary team planning. More time is allocated to core academic subjects in the middle school. Geography has been added to the program, and other subject disciplines have undergone continuing examination and improvements.

At high school we have made significant changes in the science program, added a seven-period day to enhance students' program opportunities, and piloted new efforts to work with students who have not been successful in existing school programs.

As the school division faces increased enrollment, we need to keep continuous program improvement as a core value. Willingness to support good ideas; strong commitment to staff development; and desire to respond to staff, parental, and community program concerns must remain important parts of our belief systems and budget commitments.

Interwoven with this milieu of instructional developments are some other important issues and needs, including the following:

1. Enrollments are increasing to the point where our current facilities cannot adequately address our students' educational needs.
2. Increasing diversity is spread unevenly throughout the school system.
3. There is a perception held by some members of the community that the quality of our schools' instructional program suffers as schools grow larger and more diverse.

As the school division works to assure continuing program improvement and develops plans to provide needed facilities for our students, we have several on-going activities on which to build. These include the following:

1. Program improvement mechanisms exist and are working. We have a strong instructional staff both at the building and division levels. Parental and community participation through the Advisory Council on Instruction (ACI), the PTA, and other means forms an important part of our instructional improvement process. We use special task forces and committees to address issues such as planning for the middle schools, addressing grading and reporting concerns, capital improvements, and others.
2. A Capital Improvement Program (CIP) is in place and is working.
3. Staff has projected facility needs for the next five years and has begun background education and information presentations for the community.

As a planning team undertakes the task of developing recommendations to meet projected enrollment growth during the coming years, program improvement, facility improvement, and school attendance areas should be considered together.

- At the elementary school level, several initiatives have encouraged schools to develop unique and strong program identities. Exemplary school projects and the alternative schools contribute to this development.
- An intensive community and staff process to design and implement a middle school program is now in its fourth year. We continue to refine this innovation as we improve our program and its delivery. We need to continue this effort as we address facility needs for a growing student population.
- At the high school level we have developed program identities, or missions, at the Career Center and in the Hoffman-Boston Woodlawn (HBW) Alternative Program. The Superintendent is meeting with high school principals to encourage the identification of unique program identities at each of our three regular high schools. We plan to pursue this concept with our high school staffs during the coming months.

Planning Guidelines

A planning team will undertake the task of examining options and advising the Superintendent to assist in meeting our program and student facility needs for the coming years. The following guidelines should direct the team's and the Superintendent's work:

1. Middle school facility needs require first priority consideration. Enrollment in any one middle school should not exceed a range of 800-900 students. Given our current enrollment projections, we should open another middle school for the 1993-94 school year or the 1994-95 school year.
2. Existing school-owned buildings should be used if possible for the new middle school. Among such buildings are the Stratford Building and the Gunston Building.
3. When the new middle school comes into existence, middle school attendance areas will have to be redrawn.
4. Consideration can be given to the concept that one or all of the middle schools will develop a unique program focus.
5. The middle school component of the HBW Alternative Program, currently under staff study by Board direction, needs to be factored into decisions that are made on middle school attendance areas for 1993-94 or the 1994-95 school year.
6. Where possible, all students from an elementary school should attend the same middle school.
7. High school programs, facilities, and attendance areas, effective with the 1994-95 school year, need to be examined to make use of available space in all schools to accommodate our growing high school enrollments and the changing nature of our school population. Consideration can be given to the concept that one or all of the three regular high schools will develop a unique program focus. Policies such as instructional transfer and other options, as well as boundary changes, that expand or change a high school's attendance area can be considered.
8. The high school component of HBW should continue as an alternative program.
9. As attendance areas are considered for middle schools and high schools, the Superintendent and the committee should consider options that will move, to the extent possible and feasible, all of these schools closer toward the system-wide majority-minority ratios. The current ratios are 47% white and 53% minority.
10. Programs for students requiring ESOL/HILT services should be distributed throughout the middle schools and high schools, including the HBW program.

11. As the school division plans for facility expansion and boundary changes to address growing enrollments at the elementary school level, efforts should be made to develop neighborhood attendance areas that reflect as much as is possible the diversity of school population in Arlington. Policies such as instructional transfer and other options that expand an elementary school's attendance area can be considered.
12. Creative ways to address elementary school populations that are unusually impacted by diverse populations should be explored.
13. Enrollments in any one elementary school should not exceed a range of 600-700 students.
14. Elementary, middle, and high school attendance areas should be designed in a way to assure, insofar as possible, that the school division can continue to meet the above-stated goals in future years.

Charge to Futures Planning Committee and the Superintendent

To address these needs using the guidelines stated above, the Superintendent will appoint a Futures Planning Committee. Composed of staff and community members, the committee will be directed to use the Planning Guidelines as it addresses the following three tasks:

1. Advise the Superintendent as he develops recommendations to meet facility needs for middle school students. Include recommendations for opening a new middle school and establishing attendance areas for all the middle schools, effective for the 1993-94 school year or the 1994-95 school year.
2. Advise the Superintendent as he develops recommendations to address crowding at the elementary school level, including creative ways to address diversity in highly impacted schools.
3. Advise the Superintendent as he develops recommendations to address program and facility needs for high school students, effective for the 1994-95 school year.

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APPENDIX B

ARLINGTON PUBLIC SCHOOLS FUTURES PLANNING PROCESS CHRONOLOGY OF INVOLVEMENT AND INFORMATION CITIZENS, PARENTS, STAFF and STUDENTS JULY 1-NOVEMBER 18, 1993

<u>Date</u>	<u>Group</u>	<u>Activity</u>
07/01/93	Arlington Leaders	Meeting with civic and education group presidents and chairs for briefing on Steering Team report and discussion of review and response process. (Televised live.)
07/2-6/93	Arlington Leaders	Copies of <u>Report to the Superintendent</u> sent to civic and educational leaders unable to attend July 1 meeting; County Board and School Board members, all principals and school libraries, Steering Team members, APS Senior Staff, Forum members and public libraries. Approximately 700 school and community leaders received a copy of the <u>Report</u> .
July 1 through Nov. 1, 1993	Arlington Citizens	Superintendent encourages reaction/response to <u>Report</u> from all interested citizens. Letters received kept on file available to the public. Over 90 responses were received from individuals and over 60 from organizations.
Summer 1993	Arlington Citizens	Broadcast of July 1 meeting shown repeatedly on Arlington Cable Channel 30.
Summer 1993	Arlington Citizens	Copies of <u>Report to the Superintendent</u> , Executive Summary (in English, Spanish, or Vietnamese), calendar of community discussions, and "Questions and Answers on the Futures Planning Process" distributed to all citizens who requested them and/or who indicated interest in the process.
Summer 1993	Principals	Director, Special Projects, met individually with every school principal to discuss futures planning.
08/03/93	Forum members	First of two Superintendent's meetings (at Williamsburg Middle School) to give Forum members an opportunity to give reaction to <u>Report</u> .
08/16/93	County Council of PTAs	Director, Special Projects, met with panel on PTA involvement in futures planning process.
08/19-22/93	Arlington Citizens	Futures Planning booth at Arlington County Fair. APS staff members available to answer questions from the public, took names to send <u>Report</u> and/or other Futures Planning information to those requesting it. Distributed Executive Summary and Q & A on Futures Planning Process.
August 1993	APS Administrative Staff	Administrative Conference in Charlottesville focused on Futures Planning Process and response to the <u>Report to the Superintendent</u> .

08/24/93	Swanson Staff	Briefing by Director, Special Projects, on futures planning process at Swanson's staff retreat.
08/26/93	APS G-Scale Staff	Briefing by Superintendent and Director, Special Projects, on futures planning process followed by question/answer period.
Sept.-Oct. 1993	PTA Presidents	Director, Special Projects, met individually with PTA presidents from 25 of 27 Arlington public schools to discuss futures planning.
09/01/93	All APS Staff	Letter sent from Superintendent outlining futures planning process and requesting reaction and response.
09/07/93	Henry PTA Exec. Board	Briefing by Director, Special Projects, on futures planning process followed by question/answer period.
09/07/93	Parents/Guardians	Letter (in both English and Spanish) from Superintendent in First Day Packets outlining futures planning process and requesting reaction and response to <u>Report</u> .
09/08/93	W-L Staff	Briefing by Director, Special Projects, on futures planning process followed by question/answer period.
09/13/93	Director, M.L. King Center	Discussion with Director, Special Projects, on futures planning process.
09/13/93	Lyon Village Civic Assn.	Briefing by APS staff member on futures planning process followed by question/answer period.
09/13/93	Glebe PTA	Briefing by Director, Special Projects, on futures planning process followed by question/answer period.
09/14/93	Teachers' Council on Instruction	Briefing by Director, Special Projects, on futures planning process followed by question/answer period.
09/14/93	Forum members	Second of two Superintendent's meetings (at Kenmore Middle School) to give Forum members an opportunity to give reaction to <u>Report</u> .
09/15/93	Parent Education Resource Assts.	Briefing by Director, Special Projects, on futures planning process, followed by question/answer period.
09/15/93	Ashlawn PTA	Briefing by Director, Special Projects, on futures planning process followed by question/answer period.
09/16/93	W-L Students	Briefing by Director, Special Projects, on futures planning process followed by question/answer period.
09/16/93	APS G-Scale Staff	Briefing by Superintendent and Director, Special Projects, on futures planning process followed by question/answer period.
09/18/93	Arlington Citizens	Community Futures Discussion with Superintendent and Director, Special Projects, at Kenmore Middle School. Citizens invited to give reaction and response to <u>Report</u> . Later available on Arlington Cable TV Channel 30.

09/23/93	W-L Teachers	Follow-up briefing on futures planning by Director, Special Projects.
09/23/93	Hispanic Leadership	Discussion with Director, Special Projects, on futures planning process followed by question/answer period.
09/25/93	Arlington Citizens	Community Futures Discussion with Superintendent and Director, Special Projects, at Swanson Middle School. Citizens invited to give reaction and response to <u>Report</u> . Spanish translation provided. Later available on Arlington Cable TV Channel 30.
09/28/93	Jackson Civic Association	Briefing by Director, Special Projects, on futures planning process followed by question/answer period.
09/29/93	Specialists and Spec. Ed. Coord.	Briefing by Director, Special Projects, on futures planning process followed by question/answer period.
09/29/93	Preschool Directors	Briefing by Director, Special Projects, on futures planning process followed by question/answer period.
09/29/93	Interpreters at the Intake Center	Briefing by Director, Special Projects, on futures planning process followed by question/answer period.
09/29/93	Leeway Civic Association	Briefing by Director, Special Projects, on futures planning process to date followed by question/answer period.
09/30/93	Arlington Citizens	Community Futures Discussion with Superintendent and Director, Special Projects, at H-B Woodlawn. Citizens invited to give reaction and response to <u>Report</u> . Later available on Arlington Cable TV Channel 30.
10/02/93	Page Elementary	Briefing by Director, Special Projects, on futures planning process followed by question/answer period.
10/04/93	Arlington Citizens	Community Futures Discussion with Superintendent and Director, Special Projects, at Jefferson Middle School. Citizens invited to give reaction and response to <u>Report</u> . Spanish translation provided. Later available on Arlington Cable TV Channel 30.
10/04/93	Glencarlyn Civic Association	Briefing by APS Staff member on futures planning process.
10/05/93	APS Staff	"Staff Walk-In" to discuss futures planning with Superintendent and Director, Special Projects, at Wakefield High School.
10/05/93	McKinley PTA	Briefing by Director, Special Projects, on futures planning process followed by question/answer period.
10/07/93	W-L Students	Follow-up briefing by Director, Special Projects.
10/07/93	Yorktown Restructuring Cmte.	Briefing by Director, Special Projects, on futures planning process followed by question/answer period.
10/08/93	Yorktown Students	Briefing by Director, Special Projects, on futures planning process followed by question/answer period.

10/09/93	Arlington Citizens	Community Futures Discussion with Superintendent and Director, Special Projects, at Williamsburg Middle School. Citizens invited to give reaction and response to <u>Report</u> . Later available on Arlington Cable TV Channel 30.
10/12/93	Chamber of Commerce	Briefing by Director, Special Projects, on futures planning process at luncheon meeting followed by question/answer period.
10/12/93	APS Staff	"Staff Walk-In" to discuss futures planning with Superintendent and Director, Special Projects, at Washington-Lee High School.
10/12/93	Randolph PTA	Briefing by Director, Special Projects, on futures planning process followed by question/answer period.
10/13/93	Committee of 100	Briefing by Director, Special Projects, on futures planning process followed by panel discussion and question/answer period.
10/14/93	Children's School	Briefing by Director, Special Projects, on futures planning process followed by question/answer period.
10/14/93	W-L PTA	Briefing by Director, Special Projects, on futures planning process followed by question/answer period.
10/18/93	APS Staff	"Staff Walk-In" to discuss futures planning with Superintendent and Director, Special Projects, at Yorktown High School.
10/19/93	Key PTA	Briefing by Director, Special Projects, on futures planning process followed by question/answer period.
10/20/93	Wakefield Staff	Briefing by Director, Special Projects, on futures planning process followed by question/answer period.
10/21/93	Student Advisory Board	Briefing by Director, Special Projects, on futures planning process followed by question/answer period.
10/22/93	Elementary Principals	Briefing by Director, Special Projects, on futures planning process followed by work session.
10/23/93	High School Administrators	Work session with Superintendent and Director, Special Projects, on futures planning.
10/27/93	APS Assistant Principals	Briefing by Director, Special Projects, on futures planning process followed by question/answer period.
10/27/93	Ballston-Virginia Square Civ. Assn.	Briefing by Director, Special Projects, on futures planning process followed by question/answer period.
11/18/93	Arlington Citizens	Superintendent presents recommendations to School Board. Copies of Superintendent's recommendations sent to over 800 individuals and organizations including all school and public libraries.

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