REPORT TO THE SUPERINTENDENT

FUTURES PLANNING STEERING TEAM

ARLINGTON PUBLIC SCHOOLS

JUNE 1993

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EXECUTIVE SUMMARY

REPORT TO THE SUPERINTENDENT

FUTURES PLANNING STEERING TEAM

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)

INTRODUCTION

The Futures Planning process began in April 1992 when the School Board approved 14 guidelines to assist in planning for the educational needs of Arlington's growing student body. (These guidelines were printed in Futures Planning Bulletin #1)

Superintendent of Schools Arthur Gosling appointed a joint citizen/staff Steering Team to lead the Futures Planning process in May 1992. At the same time, he also formed a 100-plus member citizen forum to work with the Steering Team and to serve as a sounding board for ideas and proposals. Membership in the Forum was open to any interested citizen. In December 1992, Forum membership was expanded to include teachers from every school. The Steering Team met 41 times from June 1, 1992 - June 16, 1993. The Steering Team and the Forum met jointly 10 times during that same time period. All meetings were open and visitors were often present. The Steering Team also met with school staff, County Council of PTAs, and the general public on several occasions. The Steering Team published six *Futures Planning Bulletins* in English and Spanish and distributed them to almost 5,000 individuals and groups.

Quality, Crowding and Diversity

Futures Planning is intended to address three challenges now facing our schools — maintaining and improving educational quality, alleviating crowding and dealing equitably with diversity. The Steering Team also believes that these issues — quality, crowding and diversity — are interconnected and must be dealt with simultaneously. As a result, the Steering Team developed options for the Superintendent of Schools and the community to consider in dealing with these three issues. Our school system's strength must continue to lie in its equitable distribution of resources, in its fair treatment of all students, and in its commitment to quality education for each student in every school.

Every option must help Arlington address the three challenges identified by the Superintendent in his March 1992 memo and endorsed by the School Board in the April 1992 guidelines for Futures planning. The challenges are:

- **Providing quality education** for all students. This must continue to be the mission of each Arlington Public School.

- **Reducing crowding** through prudent use of our resources — both existing buildings and potential building additions through our Capital Improvement Plan (CIP) — and redrawn boundaries. Options should add space for at least 1300 elementary students and 800 middle school students.

- **Improving diversity** at schools which do not currently enroll students from a variety of racial/ethnic, language or learner groups must be a goal in the context of increasing instructional space. Options should encourage and support enrollment at every school in movement toward the school system averages.

Quality

- Standards and expectations must be high for all students.

- Curriculum must be constantly reviewed to ensure that it provides appropriate challenges.

- Instructional methods must be varied to meet learner diversity.

- Schools must provide a secure and positive learning environment.

- The schools and the community must collaborate to support and assess academic achievement.

- Educational resources must be distributed to all schools in order to support program, organizational and student needs.

Crowding

- The current estimated capacity of the elementary schools is approximately 8,500 students, while enrollment is projected to reach 9,500 students (K-5) by 1997-98.

- The estimated capacity of the four current middle schools is 3,200, with a projected enrollment of 4,200 by 1997-98. Most middle schools have reached their capacity. Thomas Jefferson has exceeded the guidelines of no more than 900 students.

- The regular high schools plus the H-B Woodlawn Alternative Program have a capacity of 5,300 with a projected enrollment of 5,200 by 1997-98.

Diversity

- **Ethnic Diversity** — The Arlington Public Schools student population is becoming increasingly diverse. The proportion of white students in Arlington schools has changed from 85 percent about 20 years ago to 45 percent in 1992/93. The proportion of minority students has increased from 15 percent to 55 percent. The enrollment distribution (October 1992) is: Asian/Pacific Islander - 10.3%; Black - 17.4%; Hispanic - 27.1% and White - 45.1%.

- **Language Diversity** — Students enter the Arlington Public Schools speaking 51 languages other than English. Twenty-one percent of elementary students and 14 percent of secondary students are currently enrolled in limited English proficient programs.

- **Learner Diversity** — All Arlington schools enroll students with a variety of abilities and learning styles. Every classroom must accommodate this diversity. Arlington offers varied instruction to meet these diverse learner needs, such as special education, gifted/talented programs, and accelerated instruction. The Arlington Public Schools also encourages selected elementary schools to develop innovative instructional programs to meet the specific needs of their students.

Neighborhoods and zoned schools

There are many ways to define a neighborhood, and there are many ways to define a neighborhood school. One definition of a neighborhood school is a school that enrolls students who live closest to that school. Because so many Arlington school attendance areas do not fit this definition, and because there are many and conflicting definitions of the word "neighborhood", the Steering Team concluded that another term was needed to describe our current school assignment system. The Steering Team chose the term "zoned school" not as a new concept in school assignment, but rather as a more accurate description of the system we now use.

THE OPTIONS

The Steering Team has developed five general categories of options. These options are based on the principles developed by the Steering Team, as well as input from the Citizen Forum and the community. The Steering Team has identified five tools available to the Arlington community that, when used in combinations and in varying degrees, should produce solutions that address the challenges of crowding, diversity and quality. Each option assumes the use of one or more of these tools:

- re-opened buildings not currently in use as regular schools

- construction of additions at sites that have space
- redrawing of some boundaries
- increased opportunities for parent choice among public schools in Arlington
- focus schools/programs — Focus may be present either at countywide enrolled schools or at zoned schools.

The options are intended to be flexible so that by applying an option in varying degrees and to various schools, different solutions can be generated. It is important to note that all the options described can be phased in over time.

OPTION 1

Schools at all grade levels enroll most students from a geographic zone and enroll some students from outside the zone using the admission criteria of building capacity, special student need, race/ethnicity and presence of a sibling. Every newly opened school is a zoned school. Zoned schools use the focus process to develop instructional programs which meet a range of student needs. Existing countywide programs/schools are continued. Current zone-based special programs (like Exemplary Projects) are continued if the community wishes.

Variation
Through classroom additions and careful configuration of the boundaries, every zoned school has excess capacity and enrolls some proportion of its students from other zones using the admission criteria.

OPTION 2

A number of additional schools (some or all of the newly opened schools) at the middle and elementary levels would be countywide enrolled. At all three levels, zoned schools enroll some students from other zones using the admission criteria. Existing countywide enrolled schools/programs continue as do zone-based special programs like Exemplary Projects.

Variation I
Through building design and careful configuration of the boundaries, every zoned schools has excess capacity and enrolls some proportion of its students through countywide choice.

Variation II
Initially, enrollment at newly opened countywide schools is apportioned to all schools in relation to how crowded they are.

OPTION 3

At all grade levels, some schools enroll students only from their zones and an increased number of schools, above the current number of alternative schools, enroll students countywide.

Variation
Initially, students from crowded schools would have admission preference at countywide schools.

OPTION 4

Elementary schools are grouped in geographic, contiguous clusters. Parents may choose any school in the cluster. All schools use the focus process to develop instructional programs which meet a range of student needs. If demand for any school within the cluster exceeds the capacity of the building, admission would be based on the admission criteria of building capacity, special student need, race/ethnicity and presence of a sibling.

Variation I
Current elementary alternative schools become parts of clusters and other clusters may choose to duplicate or modify the current programs as part of their cluster offerings. No elementary school enrolls students countywide.

Variation II
Current elementary alternative schools continue to enroll students countywide at some site in the county. No additional countywide schools are opened.

Variation III
Newly opened elementary schools, as well as existing alternative schools, enroll students countywide. All other elementary schools are clustered.

OPTION 5

High school admission is based on student/family choice and the admission criteria of building capacity, special student need, race/ethnicity and presence of a sibling. Using the focus development process, high schools describe and develop programs which are meaningfully different from each other.

Variation I
Applies only to the 3 regular high schools and H-B Woodlawn.

Variation II
In addition to the 3 regular high schools and H-B Woodlawn, the Career Center enrolls students full-time. High school students can continue to choose part-time enrollment at the Career Center.

SUMMARY

The Steering Team is committed to providing all children with an education that meets their diverse learning needs and prepares them for the global, interdependent and technological society that will await them. The three challenges—crowding, unevenly distributed diversity, and enhancing quality—presents Arlington with the opportunity to re-examine how we educate our children and ask if we are doing the best job possible to prepare them to become successful and happy adults. Futures Planning, offers the opportunity to provide sufficient space, more interaction between groups of children and high quality education for all.

STEERING TEAM
FUTURES PLANNING COMMITTEE

Citizens:

Robert Brink (resigned 9/23/92)
Steve Cole
Hector Contreras
Mary Hynes, Chair
Karen Rogers
Diane Smith (resigned 5/17/93)
Andi Williams

Staff:

Gerald Collins, Teacher, Wakefield High School
Ling Mangan, Teacher, Washington-Lee High School
Frank Miller, Director, Administrative Services
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Liaisons:

John L. Crowder, Director, Special Projects
Alice Foster, Director, Parks, Recreation, and Community Resources
County Staff Liaison
David Rorick, Public Information Officer, Information Liaison

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INTRODUCTION

"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."

Dr. Arthur Gosling, Superintendent, Arlington Public Schools
April 3, 1992, Futures Planning memorandum

These three issues -- crowding, diversity and quality education -- have been the focus of the Futures Planning process during the 1992-93 school year. Arlington cannot address any one of these issues without considering the other two. The Futures Planning Steering Team was asked to develop options for the Superintendent to consider prior to making his recommendation to the School Board. The Steering Team believes that any plan of action must address all three issues to have any chance of success. As a result, each option submitted by the Steering Team must present reasonable choices for the school system related to crowding, diversity, and quality education. Our school system's strength must continue to lie in its commitment to quality education for each student in every school, its equitable distribution of resources, and its fair treatment of all students.

Quality

Important questions for parents to ask about their children's education include:

- "What is going on in my child's classroom?";
- "Is my child being challenged or working up to potential?"; and
- "Is the school environment safe and supportive?"

The answers will always vary from child to child, from family to family, from year to year, and from school to school. How parents feel about the answers to the questions has a direct bearing on how families approach potential changes in school assignment. If the answers are positive, a family will want assurances that growth and success for each child will, at least, continue and hopefully be enhanced in a new school. If the answers are negative, a family may want the opportunity to choose a new school that may better meet their child's needs.

In order to address parents' concerns as the schools make room for more students and address diversity, the Steering Team has developed principles and implementation guidelines

that are designed to support quality education and opportunities for every child at every school. These guidelines are detailed in the Quality section of this report.

Crowding

Since 1988, the number of students enrolled in the Arlington Public Schools has grown dramatically, averaging around 600 additional students annually. School system enrollment will approach 19,000 students by the 1997 - 1998 school year. In the 1960s when Arlington enrolled nearly 27,000 students, 47 school buildings were used. Faced with shrinking enrollments during much of the '70s and '80s, the school system inventory of buildings was reduced significantly. Twenty-six buildings are currently used for regular K-12 programs. Another eight buildings are owned by the school system and house a variety of school, county, and non-profit programs. Some of these buildings can be brought back into use as full schools.

Since 1989, Arlington Public Schools has been implementing a capital improvement plan (CIP). Initially intended to refurbish our school buildings, it has become the primary tool for increasing our instructional space as the number of students has increased.

In various combinations, these two tools -- re-opening buildings as full schools and increasing our instructional space at existing schools through construction -- will allow us to create sufficient instructional space for the children we expect to enroll in the next five years. Guidelines related to the use of these tools are included in the Crowding section of this report.

Student Assignment

Increasing the amount of instructional space will require revised boundaries or attendance zones. It is also an opportunity to examine the countywide choices we currently offer and consider new initiatives. Increased student diversity must be considered in developing any policy or boundary changes. Student assignment policies must also be reviewed to ensure fair treatment of all students in our community. Guidelines for changes are included in the Student Assignment section of this report.

Today, countywide choice and zoned schools already co-exist in Arlington. Arlington has had this arrangement since 1971, when the first alternative school was opened and every zoned school was called a "neighborhood school." Shortly after the Steering Team began meeting, the Team discussed neighborhood schools and what the term "neighborhood" means in Arlington. A thorough examination of our current school attendance boundaries revealed a pattern that has evolved over many years as the school system sought to adapt to changes in population density by closing schools and moving boundaries. For example, the attendance area for Tuckahoe Elementary School extends from the Falls Church City line to the Arlington Hospital, the Ashlawn Elementary School attendance area stretches from the Fairfax County line at Seven Corners all the way to Ballston, and the Abingdon Elementary School attendance areas stretches from Alexandria to Bailey's Crossroads. These attendance areas (and others in the county) stretch across several "neighborhoods" in some cases, including only pieces of neighborhoods. Thus many school attendance areas actually divide neighborhoods rather than uniting them. This is particularly apparent in the Lyon Village neighborhood, which is served by three different elementary schools and two middle schools.

The Steering Team also noted that current attendance areas do not always assign a student to the school closest to his or her home. For example, some elementary students who live within walking distance of Glebe Elementary School actually ride a bus to Tuckahoe Elementary School more than two miles away. In addition, Arlington currently has some non-contiguous attendance zones, such as the historically African-American Nauck neighborhood in south Arlington, where some students are assigned to north Arlington schools for middle and high school and to Barcroft, a non-contiguous south Arlington school, for elementary

school.

There are many ways to define a neighborhood, and there are many ways to define a neighborhood school. One definition of a neighborhood school is a school that enrolls students who live closest to that school. Because so many Arlington school attendance areas do not fit this definition, and because there are many definitions of the word "neighborhood", the Steering Team concluded that another term was needed to describe our current location of residence based student assignment system. The Steering Team chose the term "zoned school."

There are differences of opinion in the community about the degree to which choice and zones can or should be present as parts of our student assignment system. The issues of supply and demand, equity of resources, insulation from growth, instruction for particular kinds of learners, family involvement, and sense of community in both zoned and countywide schools have been debated in our community over the years. Assignment, by choice and by location of residence, was discussed at length at Citizen Forum meetings in November and December. Citizens commented frequently on the topic during community meetings held in March and throughout the year at other meetings. The Steering Team believes that Arlington should support assignment be both choice and zones; that both contribute to our sense of community and empower students and parents in important ways.

Diversity

At the same time that number of students enrolled in the Arlington Public Schools has increased, our students have also become more diverse. The percentage of minority students (African-American, Hispanic, Asian/Pacific Islander combined) has increased from 15% twenty years ago to 55% in 1992-93. In addition, 21% of elementary students are enrolled in special programs for students not yet proficient in English (ESOL/HILT); 14% of our secondary students are limited English proficient. Some schools enroll the majority of their students from these groups. In others, the student population remains predominantly white and English speaking. Finally, children enter school with a variety of abilities and learning styles. Every classroom in Arlington must accommodate this diversity.

Today's world and its learning environment are quite different from the one many Arlington parents experienced as children. As never before, our children are part of a county that stretches out to embrace the world in all its complexity. The variety of backgrounds, languages, and learning styles present in Arlington creates a rich and challenging learning environment for us all. Many in the community do not believe that high standards and expectations can continue to be the rule in every school as the faces, languages, and educational needs become more diverse. As we move forward to implement Futures Planning, the school system must help all schools establish and meet high academic standards while providing opportunities for all students to experience daily the richness of our diversity.

The challenge at each school, and for the school system, is to remain focused on enabling each student to become a lifelong learner and a productive member of our community while welcoming all. Guidelines that support these goals are included in the Diversity section of this report.

Focus Programs

The concept of "focus" schools grew out of research on schools that are most effective in raising student achievement. Researchers found that certain schools have characteristics that seem to lead to the academic success of children enrolled in them. Most of these schools clearly state their mission or goals for children, and outline performance and behavior standards and academic expectations. Effective schools also enroll students from many backgrounds who perform at all levels. Staff, parents and students typically make an

active choice to work at or attend the school. These schools are organized in ways that support the school's mission and often have a characteristic (either curriculum, teaching method or school day structure) that make them different from other schools. Finally, these schools work at involving parents in ways that support the mission of the school.

The Steering Team believes that each Arlington school should be an "effective school" and that effective school characteristics are important ingredients of a quality education and should be developed at every school. We believe that all schools in Arlington should clearly state their missions, standards, and expectations for children. We know that many of our schools already do some things differently from other Arlington schools. The focus concept can help us move smoothly through boundary and other student assignment changes by helping parents understand schools other than the one to which they currently are assigned. The focus concept can also help us develop new countywide enrolled schools/programs to meet identified needs or desires in our community. Guidelines for this process can be found in the Focus section of the report.

Crowding -- Diversity -- Quality Education

The challenges we face are not new. During the 1987-88 school year, a Superintendent's committee studied the issues of school and grade configuration and the impact of significantly large percentages of limited English proficient students on instruction in the context of elementary school crowding. The result of this study was the opening of middle schools for 6th - 8th graders in 1990-91. During the 1988-89 school year, additional study led to the creation the following year of the Exemplary School Projects in seven elementary schools where significant percentages of minority and limited English proficient students were enrolled.

The questions posed from 1987 - 1989 are the same questions this Futures Planning report must address. What options:

- provide sufficient instructional space for all our students;
- provide a strong instructional program in all schools;
- allocate resources equitably;
- ensure that our community's diversity is an enriching element for all students in every school, rather than a heavy burden at some schools; and
- are flexible enough to endure for a reasonable period of time?

Report to the Superintendent
Futures Planning Steering Team

Background

This section of the report is designed to familiarize Arlington citizens with the current situation, policies and practices as a point of reference for understanding the balance of the report. It explains a variety of school system topics and indicates where interested citizens can obtain more information.

Quality Education, Crowding, Student Assignment, Diversity and Focus Programs/Schools

Each section begins with a statement or a set of principles developed by the Steering Team and Forum. These should be used to evaluate any options submitted to the Superintendent. Each statement or set of principles is followed by an implication section that discusses, in practical terms, applying the ideas to Arlington. Finally, each section includes implementation guidelines, as well as process and timeline suggestions.

Options

This section includes five general options that the Steering Team believes may work in Arlington and that adhere to the principles developed during this process. Each option is followed by several illustrations. It is important to note that no illustration gives detailed boundary change information. As the community moves through the rest of this process and begins to narrow the options, boundary work should be done by staff to help the community understand the implications of each option under serious consideration. Also noted in this section are several examples of options which the Steering Team felt did not meet the challenges identified by the Superintendent and School Board.

FUTURES PLANNING PROCESS

The Futures Planning process began in April 1992 when the School Board approved 14 guidelines to assist in planning for the educational needs of Arlington's growing student body. (Appendix A)

Committee Structure

Superintendent Arthur Gosling appointed a joint citizen/staff Steering Team to lead the Futures Planning process in May of 1992. At the same time, he formed a 100-plus member citizen forum to work with the Steering Team and to serve as a sounding board for ideas and proposals. Membership in the Forum was open to any interested citizen. Citizen members continued to be added to the Forum through the end of November, 1992. In December 1992, Forum membership was expanded to include teachers from every school. Forum members, both citizens and teachers, are listed in Appendix B.

Meetings of the Futures Planning Committee

The Steering Team met 41 times from June 1, 1992 - June 16, 1993. The Steering Team and the Forum met jointly 10 times during that same time period. All meetings were open and visitors were present frequently.

Outreach to the School Community

The Steering Team met twice with all APS administrators, once with the Teachers Council on Instruction, the County Council of PTAs, and the Advisory Council on Instruction. In March, 1993, three countywide meetings for the general public were held at the high schools and the Team held a live teleconference for staff which was broadcast periodically on Channel 30. In addition, two informational videotapes were produced and aired on Channel 30 and two informational presentations were made at School Board meetings.

Meetings were held, upon request, with minority parent groups, civic associations, and PTAs.

Six *Futures Planning Bulletins* were produced, translated into Spanish and distributed to over 4000 individuals and groups.

A chronology of all Futures Planning meetings and outreach efforts can be found in Appendix C.

Working Methodology

Due to the structure of the Committee, draft documents were periodically produced for discussion by the Citizen Forum and Steering Team. Each draft document was revised several times based on input from the Forum and from citizens attending other meetings held in the community. This report represents the Steering Team's best thinking on the topics based on work done by many people as well as comments from a large number of community members. All summaries of discussions held under the auspices of Futures Planning as well as individual comment sheets and correspondence are available in the Office of Special Projects.

Documents

Initially, study groups led by Steering Team members and composed of forum members and staff produced three research reports, on *Student Assignment and Crowding, Learner Diversity* and *Focus Schools*. These reports were based on a review of the literature. In addition, the Steering Team worked with consultants from the MidAtlantic Equity Center at American University. These consultants produced reports on *Physical Desegregation* and *Effective Practices for Language Minority Students.*

Copies of these five reports were provided to Citizen Forum members and placed in every school and public library. The Steering Team did not endorse every idea in each of the reports but viewed them as part of a base of common information for all those interested in Futures Planning in Arlington.

Acknowledgements

The Team wishes to thank the many Arlington teachers, administrators and citizens who gave so freely of their time and expertise to this process. Special thanks are due those who participated in the Forum and acted as Study Group members or readers for sections of this report. (Appendices B and D) In addition, the Team wishes to acknowledge that without the able support of Dr. John Crowder, Director of Special Projects, and Marilyn Taylor, Special Projects secretary, much of this would have been impossible.

BACKGROUND

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)

This philosophy requires careful attention to every student in every classroom. Schools organize classrooms in Arlington in a wide variety of ways to accomplish the goals outlined above. This philosophy presents real challenges to teachers, administrators and students. Active support of this philosophy by the school system includes special staffing patterns, required special training for teachers (both special and mainstream) and specially developed curricula designed to enrich and support all students' growth and learning.

Budget and Planning Factors

The budget process begins with staff work in July of each year. The School Board generally receives the Superintendent's recommended budget during January of the following year and works through it until March. Funding of the School Board's budget must be approved by the County Board with the adoption of the County budget. A calendar of School Board meetings on the budget and topics for discussion is published annually by Arlington Public Schools Finance Department.

The basic building blocks of the Arlington Public School Budget are planning factors. Planning factors are formulas that distribute resources to individual schools based on each school's projected enrollment. Teachers, books, and counselors are examples of resources allocated by planning factors. These formulas, reviewed and published annually by the School Board, are the same for every school at a particular level. In addition, there are planning factors for special need populations. As programs are added, as needs change, or as State or Federal requirements change, the School Board may adjust the planning factors.

Adjustments to the planning factors usually take place each fall and serve as guidelines for budget preparation for the next school year.

Tools for evaluating how the system meets educational goals

Arlington Public Schools use the state Standards of Quality (SOQs) and Standards of Learning (SOLs) as the base for its curriculum. Citizen and staff committees annually review all curriculum areas, making recommendations to both staff and the School Board for changes and additions to our offerings and our delivery systems. In addition, annual reports on Special Education and Gifted programs are required by the state. These required reports are developed by staff and reviewed by citizens.

Biennially, the School Board and the Superintendent, with input from staff, parents and citizens, identify priorities within the school system for special attention. These priorities make up the Strategic Plan -- a six year, long-range planning tool which includes expected outcomes. The tasks outlined in the Strategic Plan -- study, staff development, changes to either curriculum or practice, etc. -- are further defined in the Division Management Plan. Staff members and areas of responsibility are identified. A report on each year's work is produced annually in the spring.

Individual schools also identify priorities in their management plans. Some of these priorities are the same as those identified by the school system; others are specific to a school community. Each school's plan is developed by teachers and administrators and evaluated by teachers, parents and an appointed Building Advisory Committee composed of the principal and parents. These two-year plans, as evaluated, are published for citizen, staff, and Board review.

Annually, eligible students at identified grades take standardized tests prescribed by the state of Virginia and Arlington. The results of these tests, reported in a variety of ways for the system and for each school, are published annually in September in the Academic Performance Report. The Arlington Public Schools also cooperate and participate in the Outcomes Accountability Program administered by the state of Virginia.

Enrollment Patterns and Projections

Arlington's student population is increasing following a period of relative stability. Enrollment peaked in 1963 at nearly 27,000. During the 1960s and 1970s enrollment declined until it stabilized at about 14,500 during the early and mid-1980s. Since 1988, enrollment has risen by almost 2,000 students. This year, we have 665 more students than last year, with enrollment at 16,148 on September 30, 1992.

Projected enrollment for the next five years shows a continuing total increase of more than 3,000 students or 19.2 percent. The average increase over this five-year period is 619 students per annum or 3.8 percent. The historical pattern and projected increases are shown in Figure 1.

Enrollment growth over the past five years as well as projected growth over the next five years is driven by increasing births to Arlington residents as well as the arrival of new immigrants. Mitigating factors such as available affordable housing could eventually peak and interrupt or alter the growth trends predicted for future years.

The growing enrollments are seen in all Arlington schools, but the percentage of increase is not equally distributed among the schools. Some schools have enrollments which exceed building capacity and, therefore, have temporary classrooms and/or classroom additions completed or planned. Additional classrooms will be needed to provide for the projected growth. Tables 3 and 4 provide school-by-school information.

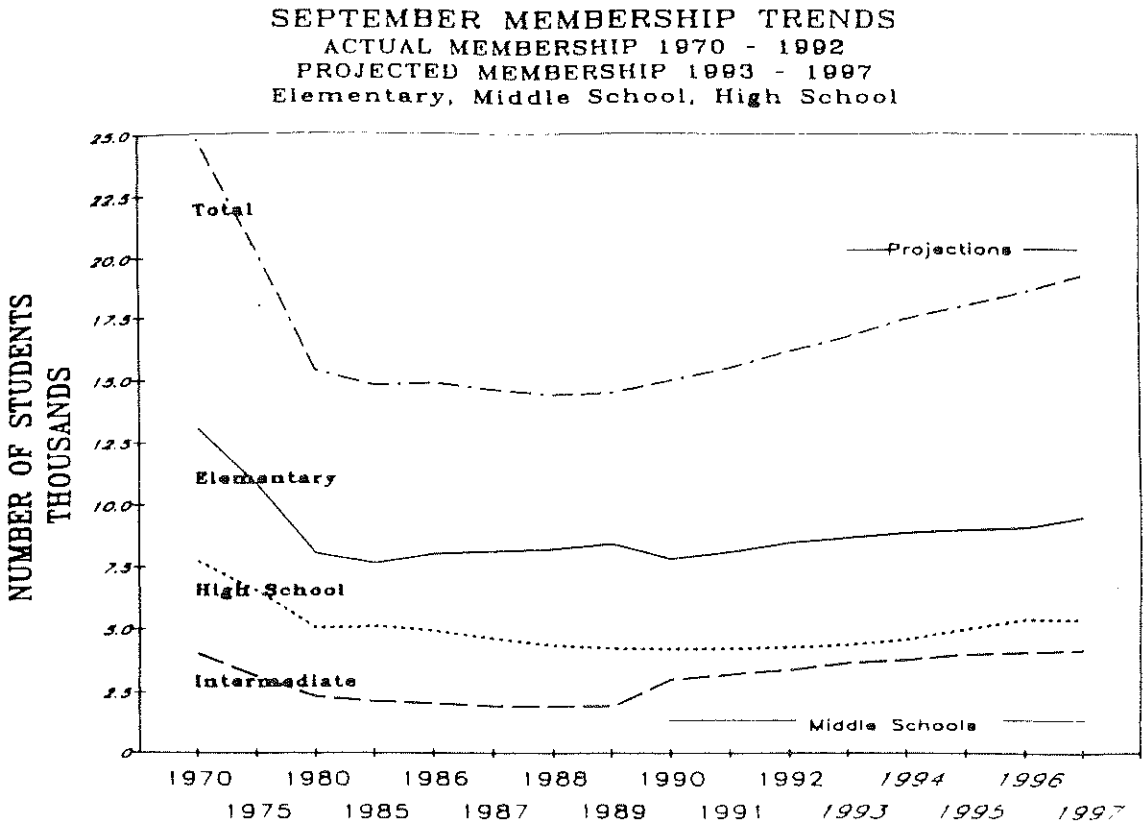


Figure 1

The current estimated capacity of the elementary schools is approximately 8,500 students, while enrollment is projected to reach 9,500 students (K-5) by 1997-98. Elementary schools expected to be over their estimated capacity are Ashlawn, Barrett, Glebe, Glencarlyn, Henry, Jamestown, Key, Long Branch, McKinley, Nottingham, and Oakridge.

The estimated capacity of the four current middle schools is 3,200, with a projected enrollment of 4,000 by 1997-98. All middle schools have or soon will exceed their capacity. In addition, Jefferson has exceeded the Superintendent and School Board's guidelines of no more than 900 students at any middle school.

The regular high schools plus the H-B Woodlawn program have a capacity of 5,300 with a projected enrollment of 5,200 by 1997-98. While the total capacity for high school students will not be exceeded, some adjustments will be needed to more closely match student populations with the capacity at individual buildings.

It is projected that student enrollment will continue to climb well past these numbers until the year 2002 when, based on State planning figures, it should taper off. State-wide projections of enrollment increases however show a continued state-wide increase until 2005. It is projected that enrollment increases impacting the capacity of Arlington Public Schools will continue for the next ten years.

Student and Staff Diversity

Racial/Ethnic Diversity

School System

The Arlington Public Schools student population is becoming increasingly diverse. The proportion of white students in Arlington schools has changed from 85 percent about 20 years ago to 45 percent in 1992/93. The proportion of minority students has increased from 15 percent to 55 percent. These data are reported annually in October by the school system.

Data on racial/ethnic groups are collected based on the requirements of the United States Department of Education, Office for Civil Rights. Five groups are recognized: American Indian/Alaskan Native; Asian/Pacific Islander; Black, not of Hispanic Origin; Hispanic; and White, not of Hispanic Origin.

Prior to 1970, Arlington students were, for the most part, either black or white. This situation began to change during the 1970s and 1980s.

American Indian/Alaskan Native enrollment has remained stable at about 0.1 percent of the students. The Asian/Pacific Islander enrollment grew from 1.8 percent in 1970 to the peak of 14.9 percent in 1983 and is currently 10.3 percent. Black enrollment increased from 11 percent in 1970 to 15.7 percent in 1978. Since 1978 the proportion of black students has remained relatively constant in the 16 to 17 percent range with 17.4 percent currently. Hispanic enrollment has grown steadily from 2.5 percent in 1970 to 27 percent currently. This growth was much slower during the 1970s reaching 6.5 percent in 1979, but the rate of growth quickened during the 1980s and early 1990s with an average annual increase of 1.6 percentage points. The white student population has declined in proportion to the minority increases. The annual average decline in the proportion of white students has been about 1.6 percentage points over the past decade. Figure 2 depicts the changing demographics.

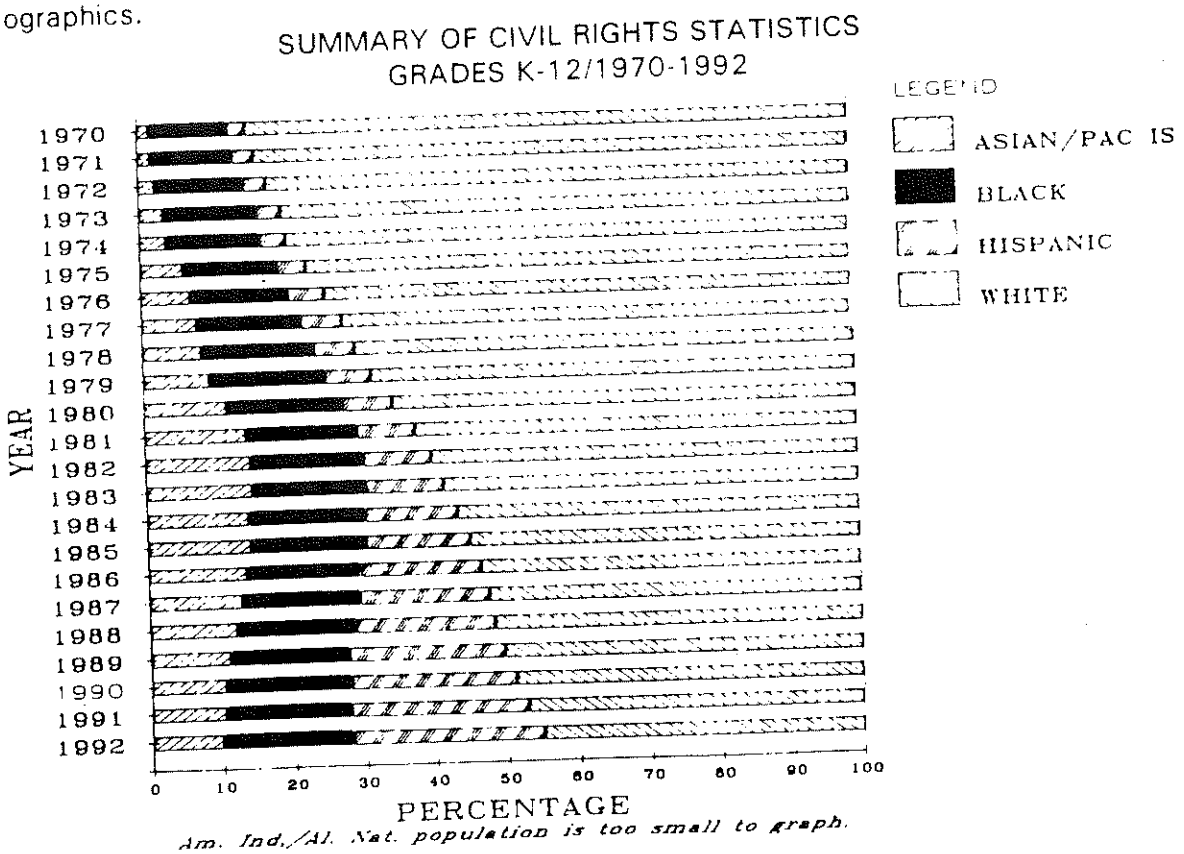


Figure 2

Table 1

ARLINGTON PUBLIC SCHOOLS
Planning and Assessment Office

SUMMARY of CIVIL RIGHTS STATISTICS as of OCTOBER 21, 1992
(Revised NOVEMBER 4, 1992)

	Amer. Indian/ Alaskan Native		Asian/ Pacific Island		Black		Hispanic		White		
SCHOOLS	NO.	%	NO.	%	NO.	%	NO.	%	NO.	%	**TOTAL**
Abingdon	3	.5	53	9.2	139	24.2	120	20.9	260	45.2	575
Ashlawn			22	7.2	22	7.2	64	20.8	199	64.8	307
Barcroft			57	13.5	106	25.1	153	36.2	107	25.3	423
Barrett			30	8.1	37	10.0	237	64.1	66	17.8	370
Drew	1	.3	6	1.9	115	35.7	40	12.4	160	49.7	322
Glebe			43	11.6	59	15.9	85	22.9	184	49.6	371
Glencarlyn	1	.2	137	27.2	101	20.0	206	40.9	59	11.7	504
Henry			61	14.0	122	28.0	123	28.3	129	29.7	435
H-B Kind.					4	21.1	4	21.1	11	57.9	19
Jamestown	1	.3	20	5.1	4	1.0	11	2.8	354	90.8	390
Key	1	.2	34	5.5	66	10.7	335	54.6	178	29.0	614
Long Branch			45	8.5	103	19.5	164	31.1	216	40.9	528
McKinley			21	5.6	26	7.0	40	10.7	286	76.7	373
Nottingham			18	5.8	19	6.1	24	7.8	248	80.3	309
Oakridge			71	10.2	215	31.0	184	26.5	224	32.3	694
Page			33	11.1	31	10.5	34	11.5	198	66.9	296
Randolph			55	9.6	218	37.9	216	37.6	86	15.0	575
Taylor			37	5.8	28	4.4	44	6.9	532	83.0	641
Tuckahoe			19	4.6	23	5.6	19	4.6	353	85.3	414
Total Elem.	7	.1	762	9.3	1,438	17.6	2,103	25.8	3,850	47.2	8,160
MIDDLE											
Jefferson	1	.1	113	11.8	236	24.6	353	36.8	257	26.8	960
Kenmore			128	17.6	186	25.5	230	31.6	185	25.4	729
Swanson	1	.1	48	7.1	88	12.9	117	17.2	426	62.6	680
Williamsburg			56	7.1	84	10.6	149	18.8	503	63.5	792
H-B Woodlawn	2	1.0	13	6.3	27	13.1	15	7.3	149	72.3	206
Total Middle	4	.1	358	10.6	621	18.4	864	25.7	1,520	45.1	3,367
SR. HIGH											
H-B H.S. Cont.			7	6.5	38	35.2	46	42.6	17	15.7	108
Langston			3	3.1	30	30.9	33	34.0	31	32.0	97
Wakefield	3	.2	260	17.4	332	22.3	529	35.5	366	24.6	1,490
Washington-Lee			146	11.2	176	13.5	536	41.2	443	34.1	1,301
Yorktown			60	6.3	95	9.9	106	11.1	694	72.7	955
H-B Woodlawn	1	.3	25	8.1	21	6.8	58	18.8	204	66.0	309
Total Sr. High	4	.1	501	11.8	692	16.2	1,308	30.7	1,755	41.2	4,260
Jackson Prog.			9	19.1	9	19.1	13	27.7	16	34.0	47
GRAND TOTALS	15	.1	1,630	10.3	2,760	17.4	4,288	27.1	7,141	45.1	15,834

Schools

It is important to note that the range of school system racial/ethnic proportions is not present in each school. For example, one Arlington school has 88 percent of enrollees in one or the other of the minority groups while another school has 9 percent minority students. The other schools fall within this spectrum. Table 1 displays school by school data for 1992-93.

Minority Achievement Initiatives

Initially, in 1986, Arlington identified improved academic performance and increased participation in extracurricular activities by African-American students as a priority. A number of initiatives have been implemented and an annual report has been published by the Minority Achievement Office. In 1990, the priority was expanded to include students from all minority groups. Beginning with the 1993-94 school year, the Minority Achievement Office report will include information on academic performance and participation in extracurricular activities for all racial/ethnic groups in the Arlington Schools.

While improvements can be noted since 1986, African-American and Hispanic students, as groups, still score well below their white peers on most standardized tests. African-American and Hispanic students also continue to be under represented in higher level courses and over represented in special education classes. African-American students are suspended at more than twice the rate that their proportion of the total student body would suggest and they participate less in extracurricular activities (except sports).

Racial/Ethnic Diversity among Staff Members

As Arlington's student population has become increasingly diverse, efforts have been made to increase the number of teachers and other staff from diverse backgrounds. Data in the annual Minority Teacher Employment Reports indicate that the number of minority teachers continues to increase. The most recent report issued by the personnel department on November 6, 1992, shows an increase of 56 minority teachers since the 1987/88 school year. While this growth rate (36 percent) for minority teachers exceeds the growth rate for minority students enrolled in the schools, the percentage of teachers and staff members from minority backgrounds is far below the percentage of minority students.

Language Diversity

School System

Students enter the Arlington Public Schools speaking 51 languages other than English. The largest number of non-native English speakers (784) were born in the United States. More than 1421 of the non-native speakers enrolled in our programs for students who are not proficient in English come from Central and South America and speak Spanish.

Since 1971, Arlington has offered programs for students who are not yet proficient in English. These programs are also designed to support academic success. During the 1992-93 school year, 21% of all elementary students were enrolled in special language programs. Of these 1,714 students, the largest number were enrolled at kindergarten. Seventy percent (70%) of these kindergartners were born in the United States. At the secondary level during the 1992 - 93 school year, 14% of all students were enrolled in programs designed to develop English proficiency and advance academic knowledge. These 1,106 students were fairly evenly distributed from 6th - 11th grade. Information on limited English proficient students and programs is published annually in the fall by the Division of Instruction, ESOL/HILT department.

ARLINGTON PUBLIC SCHOOLS
ELEMENTARY LIMITED ENGLISH PROFICIENT
AND MINORITY PERCENT ENROLLMENT
DECEMBER 22, 1992

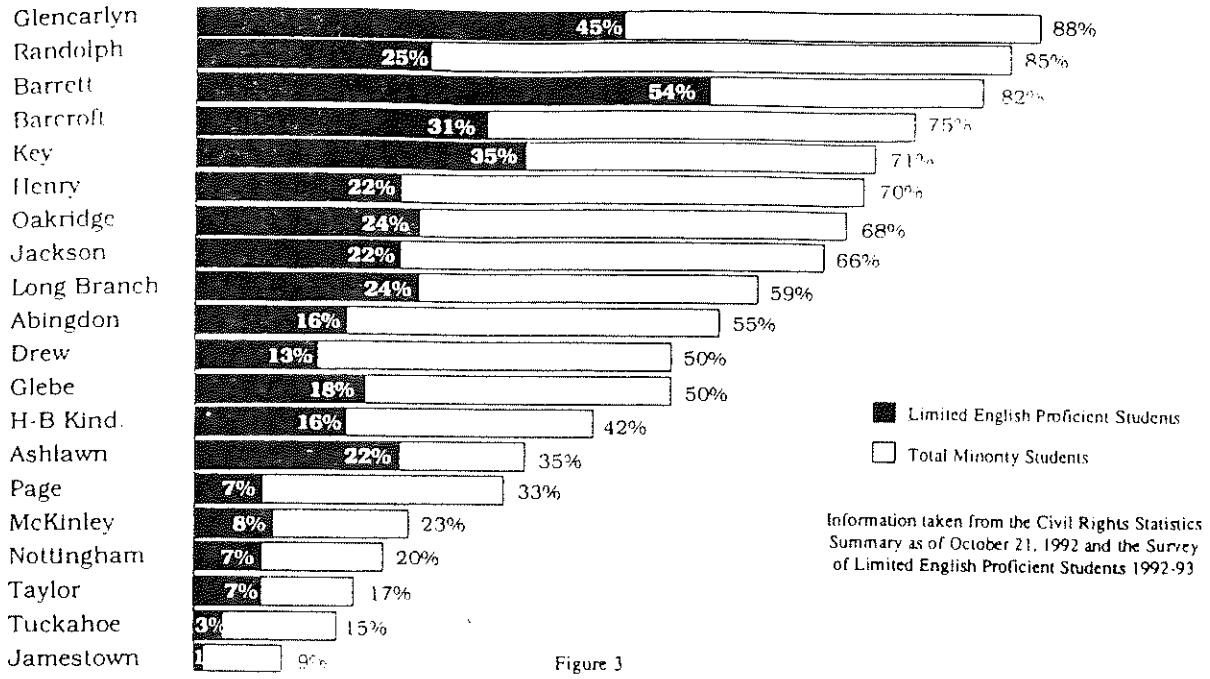


Figure 3

ARLINGTON PUBLIC SCHOOLS
MIDDLE AND HIGH SCHOOL LIMITED ENGLISH PROFICIENT
AND MINORITY PERCENT ENROLLMENT
DECEMBER 22, 1992

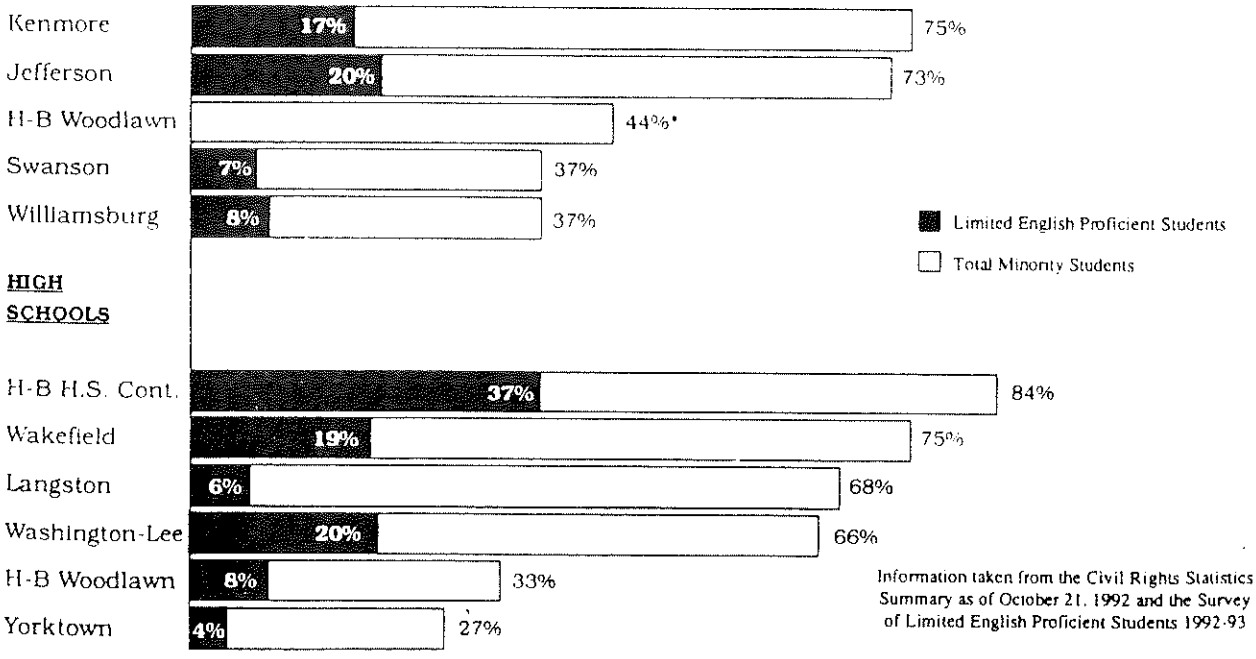


Figure 4

elementary program. In 1992, two additional elementary programs were started at Abingdon and Oakridge. These programs enroll students only from their respective zones.

System Support for Language Diversity

Over the years, Arlington has made a effort to hire both teachers and support staff who are proficient in more than one language. Limited information is collected about languages spoken by staff members.

All non-native speakers enroll through the Intake Center located at Kenmore school. At the Intake center, parents have an opportunity to be told about the Arlington School system in their native language. The enrolling student's fluency in English, as well as academic background in the native language, is tested to help with program placement at the local school. Arlington has also participated in a number of initiatives aimed at providing support for new students through outreach to parents. Bilingual resource aides, the Parent Education program and the central ESOL/HILT office have piloted a number of initiatives in this area.

Learner Diversity

All Arlington schools enroll students with a variety of abilities and learning styles. Every classroom must accommodate this diversity. Arlington offers varied instruction to meet these diverse learner needs. In addition, special education students are educated in the least restrictive environment available and every school offers instruction for gifted students, including differentiated units of instruction and cluster grouping in the regular classroom setting. Arlington Public School policies also provide for acceleration through the curriculum where it is appropriate. Significant numbers of students enrolled in special programs can greatly impact the instructional day. In addition, many of Arlington's special programs need additional space for additional teachers.

The Arlington Public Schools has been encouraging selected elementary schools to try innovative instructional programs as a way to address leaner diversity. Arlington now offers ungraded primary instruction in one school; a focus on art as a connector to reading at another site; dual language immersion in Spanish and English at three sites; an emphasis on science, math and writing at another school; and an environmental connection across the curriculum at one site. These programs were designed by school communities to meet the needs of all students enrolled in their schools. In addition, several of the high schools will begin initiatives during the fall of 1993 designed to better meet the needs of diverse learners. Partnerships in the community have also expanded our ability to meet the needs of exceptional students through mentorships, access to computers and scientists for student groups, and work opportunities for credit.

Buildings

The Arlington Public Schools has 3.4 million square feet of buildings at 38 sites. Currently sixteen buildings are used by elementary school students (K - 5), four buildings are middle schools (grades 6 - 8), and three buildings are high schools (grades 9 - 12).

Additionally, the Arlington Public Schools operate two county-wide elementary schools (Page and Drew) and four secondary alternative schools/programs with county-wide enrollment. The secondary alternatives operate at five sites, Stratford (housing the H-B Woodlawn Program for 6th - 12th graders), the Career Center (housing a variety of programs for 9th -12th graders), Hoffman-Boston and Langston (two sites for our High School

Continuation Program), and Jackson (home for a county-wide special education center serving children from 1st -12th grade).

During the 1992-93 school year 48 relocatable classrooms (trailers) at 11 school sites in Arlington housed over 1,000 students. The majority of these students were in elementary school. In fact, 48 relocatables is the equivalent of two elementary schools.

Four buildings owned by Arlington Public Schools currently house other school related programs. Claremont school has been home to the Northern Virginia Police Academy for the past few years. It will be vacated prior to the 1993-94 school year. Gunston, jointly used with the County, housed students assigned to Randolph school during the 1992-93 school year while Randolph was under construction. Reed school is currently used by three early childhood programs, operated by the county or a non-profit organization. Wilson School houses the Arlington Public School REEP (Refugee Education and Employment Program) program.

During the 1993-94 school year, Reed will operate, in part, as an annex for 75 Key elementary students. Students enrolled at Barrett elementary will attend school at Gunston while construction proceeds at the Barrett site. In addition, relocatables will be installed at all middle school sites except H-B Woodlawn. It is expected that a total of 38 relocatables will be used at 11 school sites during the 1993-94 school year. 12 relocatables are associated with construction; 26 will be installed to address crowding. In addition, church space will also be used during the 1993-94 school year to address crowding and construction at Swanson Middle School.

Instructional Space and Building Capacity

School building capacity in Arlington is currently based on the way the building is used to accommodate the programs needed by the students in the zone. Our space needs are determined, in part, by School Board adopted planning factors. As the number of children increases, and as the diversity and special program needs of the children entering Arlington Public Schools increases, so do our needs for instructional and support space.

In calculating a building's student capacity in Arlington, it is generally assumed that 24 students can be accommodated in each regular classroom. (Twenty-four students is the average of the planning factors and a regular size classroom is 700-900 square feet.) Classroom counts for current elementary schools are displayed in Table 2. All schools need a gymnasium, a library, a multipurpose room or cafeteria, a clinic, and administrative spaces for principals, counselors, teachers and other professional support people. Secondary schools also need lab space for science, foreign language, home economics and technology education classes and additional gymnasium space.

Programs for special education, Chapter 1, Basic Skills, and ESOL/HILT require additional instructional spaces, K-12. These spaces must be factored into building capacity. Some of these programs use regular rooms; others only require a small classroom of approximately 500 square feet. As the student population in a building changes and program needs are adjusted for those students, building capacity may change.

Another way to look at capacity is in terms of square feet per child. While there is no state standard of space per pupil for an entire school, newly built schools for 600 - 900 students (designed to serve relatively homogenous populations, having the advantage of cost effective design layout) range from 85 to 110 square feet per pupil at the elementary level (including gymnasiums). Smaller schools will have higher square feet per pupil figures because there are school components that cannot be reduced in size even with lowered enrollments. A standard gymnasium, cafeteria, library, and administrative area, for example, will be similar in size regardless of whether the building has 400 or 700 students.

Table 2
Elementary Classroom Count, Building Square Feet, and Site Acreage

School	Projected Students 97-98	* Regular classrooms 9/93	* Small classrooms 9/93	Building Square Feet 9/93	Square Feet per student **	Site Area in Acres
Key	600+	29	13	62,580	71	4.3
Oakridge (2)		33	11	60,737	77	8.2
Randolph		35	6	63,000	93	7.3
Abingdon		35	11	80,333	127	9.8
Long Branch	450 - 600	24	9	50,210	92	2.2
Glencarlyn (1) (2)		24	9	51,859	93	9.0
Reed (2) (3) (4)		27		46,652	97	10.8
Glebe		18	11	55,400	110	8.4
Jamestown		26		55,489	112	10.9
Barrett (1)		13		60,461	124	7.2
Jackson (3) (4)		18	12	59,933	133	7.7
Taylor (1)		30	8	79,300	139	15.5
Claremont (2) (3)	300 - 450	22	4	44,316	102	15.0
Nottingham (2)		22		45,187	103	8.9
Henry (1)		19	8	50,150	112	4.2
McKinley (1)		21	5	55,662	118	7.7
Page (2)		17	4	41,282	135	6.5
Tuckahoe		20	7	59,725	141	6.4
Ashlawn (2)		20	5	52,074	149	7.1
Barcroft		27	7	68,700	156	5.2
Drew (4)		25	5	77,790	183	8.4
Totals		505	135	1,220,840		170.7
Averages		24	6	58,135	118	8.13

* Regular classrooms range from 700 - 900 square feet, small classrooms are approximately 500 square feet

** Square feet per student based on projected number of students in 1997 - 98 and current building square feet which does not include projected gym or classroom additions

(1) classroom counts will increase when construction is completed

(2) Schools without gyms -- square feet will increase when gym construction is completed

(3) Potential sites for new schools - not currently used for K-5 programs

(4) Square footage includes joint use with the County during 92-93

Building and CIP information provided by the APS Office of Operations and Facilities
Student projection ranges provided by the APS Office of Planning and Assessment

Instructional programs which require fewer students per classroom will impact the average square foot per pupil and raise the square foot per pupil figure at schools with many of these programs. Elementary schools with less than 110 square feet per student and secondary schools with less than 150 square feet per student are cause for concern.

The average Arlington County elementary school has approximately 118 square feet of building space per pupil, however the range of space available per pupil is quite wide. (see Table 2) Some elementary schools, such as Glencarlyn, Key, Long Branch, and Oakridge have well below 100 square feet per pupil. Others have upwards of 130 to 140 square feet per pupil.

At the middle and high school level, the addition of auditoriums and multiple gymnasiums increases the square feet per pupil to an average of 150, excluding the large gymnasiums at Jefferson associated with the community center. Again there is quite a variation by school. Some of our current secondary buildings also have very inefficient space

layouts with a high percentage of the square footage dedicated to hallways and common areas that cannot be used for instruction, causing an increase in the square footage per student.

Site Size

The State of Virginia has established minimum standards for suburban school sites -- 4 acres for an elementary school and 10 acres for a secondary school. An additional acre is required for each 100 students attending the school. Therefore, a newly constructed suburban school for 300 students (K-5) would require a 7 acre site. A newly constructed suburban school for 500 secondary students (6th - 12th) would require 15 acres. When a site falls below the minimum state standard a waiver of the standard may be requested from the state if the school division wishes to construct an addition at the site. Factors such as county park land adjacent to a school site can be used as justification when seeking a waiver.

Site size is helpful as a relative measure as we think about adding students to various schools. Figures 5 and 6 show site size and projected enrollment in 1997-98 for Arlington schools and some other school-owned buildings.

The Capital Improvement Plan

The Arlington Public Schools embarked on a capital improvement plan 4 years ago. Initially designed to update and improve all school owned facilities, it has become an important tool for meeting our increasing need for additional classroom space through building additions. The Capital Improvement plan also includes planned funding for renovation and subsequent re-opening of schools not currently serving K-12 students.

Following the completion of all currently approved projects, $24.3 million from the FY92 bond will be available for additional classroom construction. The total dollar need for an anticipated FY94 bond is $29.1 million of which $10.5 million will be earmarked to provide classrooms for our growing student body. The placement of these classrooms at school sites will be dependent, in part, on Board actions taken in response to the Futures Planning process.

Additions

Abingdon, Barcroft and Randolph are elementary sites where significant construction has taken place recently, adding 30 classrooms to our inventory. Classroom additions at Ashlawn, Barrett, Glencarlyn, Henry, McKinley, Swanson and Taylor during FY94 will also add 39 classrooms to our inventory when completed (tentatively expected by 9/94). Ashlawn, Glencarlyn, Nottingham and Page are slated to receive gymnasium additions, and at Oakridge, Glebe, and Tuckahoe additional space renovation will add 15 classrooms. At the present time, money included in the FY92 bond for classroom additions at Long Branch and Key, two of our most crowded on small sites, has been reprogrammed to Barrett elementary.

At the middle schools, projects to assist in enrollment increases are planned at Kenmore, Williamsburg, and Swanson. Funding for an addition to either Washington-Lee or Yorktown is also provided for in the out-years of the capital plan.

Buildings under consideration for reopening

The current CIP includes contingency funding for reopening Claremont and Gunston. It may also be possible to reopen Reed and/or Jackson although no additional funding is earmarked for those sites in FY94-95. All four buildings would require renovation if reopened as schools designed to serve kindergarten through 12th graders. All sites are large enough to consider classroom additions as an option.

PROJECTED ENROLLMENT AND SITE SIZE

Elementary Schools

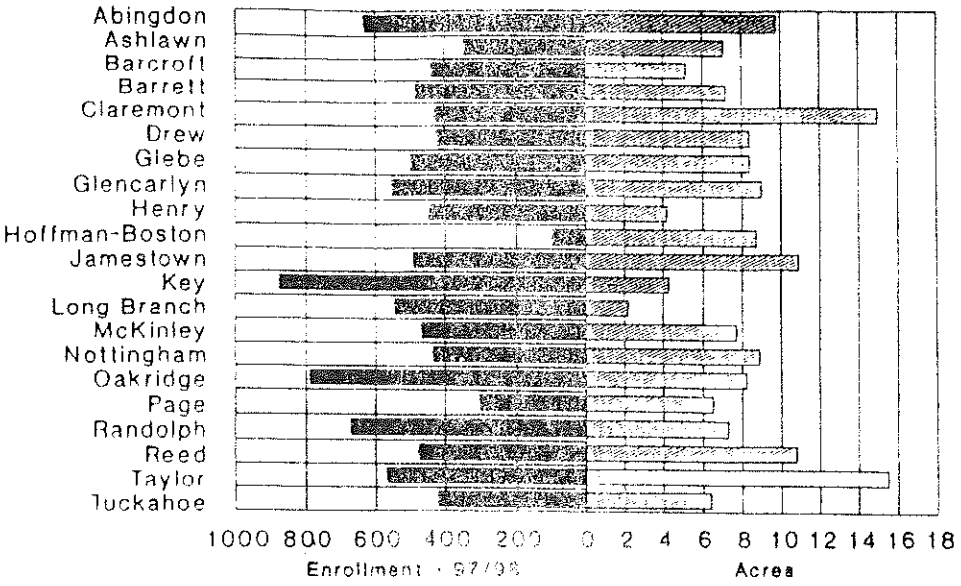


Figure 3

Secondary Schools

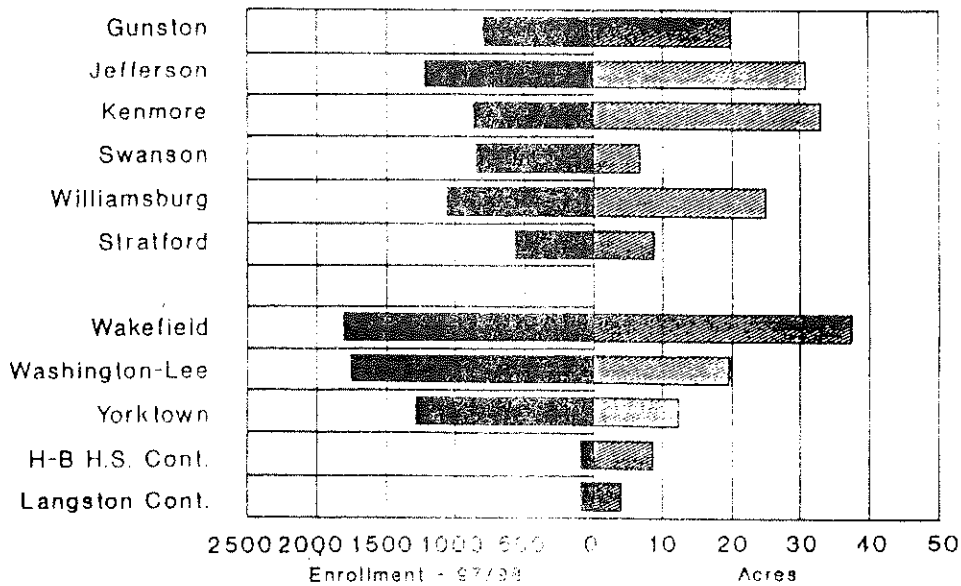


Figure 4

Table 3
Current Enrollment, Enrollment Projections, Building Capacity, Relocatable Use, Site Size, and Capital Improvement Plans

Elementary Schools	Students PreK 92-93	Students K - 5 92-93	Total 92-93	Projected students 97-98	Building Capacity #	relocatables 92-93	relocatables 93-94	Site Size (Acres)	CIP authorized additions + renovations 6/93	CIP classroom additions and interior space reconfigurations FY 95 - 98 -- not authorized, planning purposes only
Abingdon	16	576	592	635	700			9.8		$35,000 interior reconfiguration (FY 95)
Ashlawn	15	307	322	349	*326			7.1	gym + 2 classrooms	
Barcroft		415	415	440	512	18	0	5.2		
Barrett		369	369	487	*161	9	1	7.2	total redo of building + add 11 classrooms	$750,000 for another addition (FY96)
Drew ***	80	340	420	426	478			8.4		
Glebe	69	375	446	503	382	1	3	8.4		$300,000 - interior reconfiguration (FY95) $465,000 - addition (FY95)
Glencarlyn		494	494	556	*515	1	2	9.0	gym + 2 classrooms	
Henry	16	427	443	449	*362	6	11	4.2	total redo of building + add 8 classrooms	$650,000 for another addition (FY96)
H-B Montessori	62	38	100	100	100					
Jamestown	33	390	423	495	450			10.9		$125,000 - interior reconfiguration (FY98) $75,000 classroom addition (FY98)
Key	59	614	673	879	500	4	4	4.3		
Long Branch		532	532	548	465	1	2	2.2		
McKinley	10	368	378	472	*402			7.7	4 classrooms	
Nottingham		312	312	437	343			8.9	gym	
Oakridge		701	701	791	700	1	2	8.2		$400,000 classroom addition (FY 95) gym (FY95)
Page *		296	296	305	305			6.5	gym	
Randolph		570	570	675	700	3	0	7.3		
Taylor		643	643	571	*700	3	3	15.5	5 classrooms	
Tuckahoe		415	415	424	432			6.4		$230,000 - interior reconfiguration (FY95) $450,000 classroom addition (FY95)
Totals (5% Flex-space) revised capacity	360	8,082	8,442	9,542	8,533 (427) 8,006	46	## 28		32 new classrooms could house 704-768 additional students	$4.25 M total dollars planned for additons or reconfigurations $10.7 M included in unassigned category

* countywide enrolled schools with enrollment caps

▯ student projections are based on current zones

\# building capacity does not include any flex space and is based on current program use -- as programs change, capacity may vary

* schools under construction where capacity will increase, capacity by school after construction is not available

** school jointly used with county, capacity is for part of the building currently used by school programs

reduction in relocatables is due to Barrett's relocation to Gunston for '93 - '94 and completion of reconstruction and expansion projects at Barcroft and Randolph

Building and CIP information provided by the APS Office of Operations and Facilities, student projections provided by the APS Office of Planning and Assessment

Table 4

Current Enrollment, Enrollment Projections, Building Capacity, Relocatable Use, Site Size, and Capital Improvement Plans

Secondary Schools	Students 92-93	Projected students 97-98	Building Capacity #	relocatables 92-93	relocatables 93-94	Site Size (Acres)	CIP authorized additions 6/93	CIP classroom additions and interior space reconfigurations FY 95 - 98 -- not authorized, planning purposes only
Middle Schools								
Jefferson **	962	1,228	900		4	31.0		$ 450,000 for instructional addition (FY96) $1,825,000 for interior space redesign (94,97)
Kenmore	728	875	750		4	33.2		$ 200,000 for interior space redesign (FY95) $ 800,000 for instructional addition (FY 96)
Swanson	681	853	*690	2	annex - Baptist Church	6.7	interior redesign + building addition of up to 7 classrooms	
Williamsburg	792	1,067	900		2	24.9		$ 375,000 for interior space redesign (93,96)
Total (5% Flex-space) revised capacity	3,163	4,023	3,240 (162) 3,078	2	10			
6th - 12th program								
Stratford building HB-Woodlawn	523	552	800			+8.8	interior redesign and science labs	
Total	523	552	800					
High Schools								
Wakefield	1,490	1,816	1,900			37.5		$ 700,000 for interior redesign (FY93 - 95)
W-L	1,301	1,763	1,500			+19.5		$ 2,000,000 for one addition placed at either site
Yorktown	955	1,292	1,500			+12.3		
Total (5% Flex-space) revised capacity	3,746	4,871	4,900 (245) 4,655					

* schools under construction where capacity will increases, total capacity by school is not available

** school jointly used with county, capacity is for part of the building used by school programs

\# building capacity is based on current program use -- as programs change, capacity may vary

\+ playing fields that are county-owned are adjacent or across the street from these sites and is not included in the acreage listed here

Building and CIP information provided by the APS Office of Operations and Facilities, student projections provided by the APS Office of Planning and Assessment

Tables 3 and 4 summarize information on projected and current student enrollment, building capacity, relocatable use, site size and capital improvement plans for each building currently being used as a regular school in Arlington.

Joint Use by Arlington Public Schools and Arlington County of school-owned buildings

Many of the School Board owned buildings are also used by Arlington County. The Department of Parks, Recreation and Community Resources administers programs serving both local and regional residents in thirteen centers, seven of which operate out of school facilities under joint use agreements. Activities in school facilities are scheduled throughout the day and operate with the cooperation of each school. Programs are offered on year round basis and serve a diverse population of all ages, ethnic backgrounds and interests. Table 5 summarizes the joint use of school-owned buildings not currently being used as regular schools.

The concept of joint use facilities has significantly increased community access. The expanded usage has allowed for a continuum of services for both the children who attend the schools during the day as well as adult residents who are also able to attend programs throughout the workday, evenings and weekends. The collaborative relationship between schools and the county is an excellent example of how a variety of needs and interest for multiple groups can be addressed through effective and efficient management of our activities.

The Futures Steering Committee supports the continuation of the joint-use of school buildings.

Drew

The Recreation Division manages approximately 1/3 of the building including office space, gym, multi-purpose room, kitchen, classrooms and game room. Additional space is used during the summer months for play camp. Programs operate 7 am - 9 pm Mon-Fri with additional hours on Saturdays during the winter months. Programs include play camp, playground, after-school programs, teen/adult activities and activities for senior adults. The multi-purpose room, gym and classrooms are shared between the school and recreation programs. The Office of Aging provides educational, nutritional and leisure opportunities to senior adults; 50 seniors are served annually, with daily attendance ranging from 18-20 individuals.

Gunston

Gunston is currently the temporary location of Barrett Elementary School. The Community Center was added in 1974 and is managed by the Recreation Division. The following County programs are located at Gunston:

- the Office on Aging, which provides educational, nutritional and leisure opportunities to senior adults who are economically and/or socially disadvantaged. Lunch, transportation and information and access to other services are part of this program. One hundred nineteen seniors are served annually with 55-60 attending daily. In addition, 4-6 times a year events are held for 200 seniors at Gunston.

Table 5
Building Capacity, Site Size, Current Use, and Capital Improvement Plans for other APS-owned buildings

Buildings Owned by the Arlington Public Schools	Building Capacity	Site Size (Acres)	Current building use	CIP classroom additions and interior space reconfigurations FY 95 - 98 -- not authorized, planning purposes only
Career Center	300	8.5	high school students enroll concurrently in courses available only at this site	$ 220,000 for interior redesign (FY97)
Claremont	433	15.0	Empty in the '93-'94 school year	$ 600,000 for gym (FY95)
Gunston **	800	20.0	'93-'94 - Barrett school during construction County Office on Aging County fitness, gymnastics and boxing programs Cultural Affairs Office of Parks and Rec 2 theaters - 120 seat, 450 seat	$ 275,000 for interior redesign (FY93 + FY96) $ 630,000 for library addition (FY94)
Hoffman-Boston **	450	8.7	High School continuation program for 105 students Head Start for 3 - 5 year olds Carver Rec program uses 20% of building	
Jackson	450	7.7	Countywide special education program for 50 students Adult Education offices and classrooms	
Langston **	250	4.0	High school continuation program for 105 students Head Start for 3 - 5 year olds Recreation Program operating year round 9 -10 and Saturdays, including Seniors program Adult Education	
Reed **	480	10.8	The Children's School - day care program for APS employees Early Years Enhancement - private preschool Head Start for 3 -4 year olds '93-'94 - Annex for 75 Key Elementary students	$ 125,000 for interior space redesign (FY93) $ 550,000 for gym (FY95)
Wilson	200	2.6	REEP (Refugee Education and Employment Program) run by APS Senior program run by Office on Aging	

** building jointly used with county

Building and CIP information provided by the APS Office of Operations and Facilities

(Gunston continued)

- a small preschool;
- fitness, gymnastics and boxing programs;
- the offices of the Cultural Affairs Division of Parks and Recreation;
- space for auditions, rehearsals, classes, set and costume construction and meeting rooms for all of the county's performing arts programs; and
- 2 theaters -- a 120 seat "black box" theater and a 450 seat traditional theater.

Hoffman-Boston

The Recreation Division manages approximately 20% of the building, including the kitchen, recreation room, gymnasium, game room, some classrooms and the Carver Community Center which was added in 1972. The Carver Center operates 12 months of the year on weekdays and Saturdays. The remaining 80 percent of the building is used by APS and Arlington Community Action Program (ACAP). Classroom space is shared by all 3 groups. Recreation programs offered include drop-in, after-school programs, open gym, special events and workshops. The Hoffman-Boston building is also home to a Head Start program for 3-5 year olds run by ACAP.

Jefferson

The Recreation Division exclusively manages the art studio, meeting room, game room, office space and kitchen. The large gymnasium area is jointly used by the school and rec division during the school day with primary recreational use occurring after school, evenings, weekends, and in the summer. Recreation programs are offered from 8 am - 10 pm Mon-Fri year round and seasonally on weekends from 1-6 pm. Programs include art classes, open studios, workshops, meetings, game room drop in, and use of the gym facilities (track, basketball, volleyball, exercise classes, weight-lifting equipment, aerobic equipment). Performances, scheduled by the Cultural Affairs Division, are offered in the 720-seat theater on most weekends throughout the year.

Langston

A recreation program which includes a wide variety of activities for all ages from youths to seniors is offered at Langston. The programs operate during the year from 9 am to 10 pm Mon-Fri, and seasonally from 1-5 pm on Saturdays. Programs use classrooms, the multi-purpose room, kitchen, office space, game room and senior adult room. Some of the spaces are also use by APS Adult Education program. The Office on Aging provides educational, nutritional and leisure opportunities to senior adults; 33 seniors are served annually, with daily attendance ranging from 8-15 individuals. The Langston building is also home to a Head Start program for 3 - 5 year olds run by ACAP.

Reed

The Reed building is home to a Head Start program for 3 - 5 year olds run by ACAP. In addition, 2 private non-profit organizations run daycare/preschool programs in the Reed building.

Wilson

The Office on Aging provides educational, nutritional and leisure opportunities to senior adults at the Wilson building; 102 seniors are served annually, with daily attendance averaging 30-35 people.

General Student Assignment Policy

Arlington School Directive (ASD) 25-6.01, describes the current method of student assignment in Arlington.

"Attendance areas are fixed by the School Board and students are required to attend the school serving the area in which they reside. Such attendance areas include alternative and special school which serve the entire county. In some instances, attendance areas serve residents in other parts of the County and are not contiguous with a student's place of residence. Students may attend a school outside their attendance area only in those instances specifically set forth in the regulations, and unless such attendance is the result of an Individualized Education Program (IEP)-based special education placement, any exceptions are discretionary as determined by the school administration."

Notable variations in the community

Many students residing in the Nauck and Arlington View communities attend elementary, middle and high schools which are not contiguous to their homes.

This attendance pattern dates to the early 1970s when Arlington desegregated its schools. At that time, through a court approved plan, the schools in African-American neighborhoods (Drew, Langston and Hoffman-Boston) were closed as regular neighborhood schools and new attendance patterns were created which assigned students from Nauck, Arlington View and Highview Park to every other school in Arlington. In 1985, elementary students from Nauck and Arlington View were reassigned to schools closer to their homes. Three of the five elementary assignment zones created at that time continued to be non-contiguous. In 1993, the Nauck community continues to send its children to three middle schools and three high schools. Arlington View students all attend the same middle and high schools. Highview Park students attend two middle schools and one high school. Transportation is provided to all students who live more than one mile (elementary) or 1.5 miles (secondary) from their assigned school.

Most students residing in the Key elementary district are assigned to a middle school via a non-contiguous zone.

When middle schools were opened in September 1990, it was evident that Swanson Middle School was not large enough to serve all 6th, 7th and 8th graders who lived within the existing boundaries. At that time, the majority of the Key elementary district was reassigned to Williamsburg Middle School, a school with sufficient space for the predicted enrollment. Geographically, the Key elementary district is not contiguous with the rest of the Williamsburg middle school district. Transportation is provided for all students attending Williamsburg from the Key district.

Some ESOL/HILT students are assigned to schools other than their zoned school for programmatic purposes.

During the 1970s when the High Intensity Language Training (HILT) was established, it was offered at the Career Center for all secondary students. As the numbers of HILT students grew, high school students attended Wakefield High School and intermediate students attended Kenmore. Over time, with growth in the number of limited English proficient students, programs have been established at all schools. Some HILT students are assigned to programs housed at alternative schools because their assigned school does not offer HILT. Transportation is provided for students in HILT programs at alternative schools.

Special education students are assigned to school based on their Individualized Educational Plans (IEPs).

Special education students receive services in their home (zoned) schools. There are times, however, when students are transported to another school based on the educational program of the child or space needs. Physically disabled students who are not integrated into the regular elementary school program are transported to McKinley School, which houses the program for physically disabled children. Middle and high school students who are physically disabled are integrated into the programs at the home schools.

Instructional Transfer Policy

ASD 25-6.01 also describes the instructional transfer policy.

"Parents of students enrolled in elementary and middle school may request transfer to another elementary school or middle school for instructional reasons when, in the opinion of the parents and the principals of the schools involved, such transfer is in the students's best interest and provided that:

1) the transfer will not raise the percentage of students attending the receiving school from other attendance areas in excess of 4% for elementary and 4% for middle schools based on September 30 students membership report.

2) the parents assume the responsibility for transportation arrangements if such are necessary.

3) the transfer does not cause the receiving school to exceed, or continue to exceed its standard accommodation level.

4) Each transfer must stand on its own merit.

These special assignments may be terminated if, in the opinion of the principal or the parents involved, it is creating a situation that is detrimental to the student or other students."

This policy sets a limit of 4% of an elementary or middle school's enrollment as available for Instructional transfers. No instructional transfers are currently allowed for high school students. Under this policy, families who apply for and receive an instructional transfer must transport their children to and from the chosen school. In 1992 - 1993 school year, 229 elementary students (about 2.8% of the 8,144 children K-5) attended a school other than their designated school on an instructional transfer. Fifty-seven middle schools students (about 1.7% of the 3,369 students 6 - 8) attended a school other than their designated school on an instructional transfer during 1992 - 1993. Tables 6 and 7 summarize the data on instructional transfers by school.

Admission Policy for Countywide Enrolled Alternative Schools

ASD 25-6.02 describes the admission policy for current alternative schools -- Drew, Page, and H-B Woodlawn.

"The Arlington Public Schools offer several educational alternatives for students, including system-wide alternative schools. Program in these schools are designed to offer options for students in addition to neighborhood schools. Admission procedures for alternative programs are designed to encourage enrollment of ethnically diverse student bodies." ...

A. At all three alternative schools, the principals in making admission decisions will strive to attain the School Board's goal of an ethnic distribution which approximates that of the general school population.

B. There will be no achievement or ability screening of eligible students. ....

D. The order of admission invitations will be determined by the procedures outlined below. Siblings are defined as entry grade applicants who will have older siblings concurrently

Table 6
Elementary students enrolled at schools other than their zoned schools -- 1992 - 1993

Elementary Schools	Students		% *enroll*	Students Drew	Students Page	Students out on IT*	Students Key**	Total	% *enroll*
Countywide	**schools**								
Drew	340		*4.1*						
Page	296		*3.6*						
County wide		**program**							
Key Immersion		60	*.7*						
total # of students enrolled countywide	696		*8.5*						
Zoned schools									
Abingdon	576			51	5	23		79	*13.7*
Ashlawn	307			7	9	5		21	*6.8*
Barcroft	415			60	21	17		98	*23.6*
Barrett	369			20	23	14		57	*15.4*
Glebe	375			5	53	18		76	*20.3*
Glencarlyn	494			38	8	12		58	*11.7*
Henry	427			26	16	27		69	*16.2*
Jamestown	390			1	10	5		16	*4.1*
Key	614			6	24	20		50	*8.1*
LB	532			12	46	15		73	*13.7*
McKinley	368			10	14	10		34	*9.2*
Nottingham	312			0	10	12		22	*7.0*
Oakridge	701			35	7	13		55	*7.8*
Randolph	570			54	16	25		95	*16.7*
Taylor	643			3	24	6		33	*5.1*
Tuckahoe	415			12	10	7		29	*7.0*
total elementary	8144							865	*10.6*
total # choosing				340	296	229	60	925	
% of enroll	*100*			*4.1*	*3.6*	*2.8*	*.7*		*11.4*

Data from the instructional transfer/alternative school report of 5/93 for 92/93 school year

* Each school is allowed up to 4% in and out of its enrollment as instructional transfer (IT)

** School by school data not available

Table 7
Middle School students enrolled at schools other than their home schools

Middle School	Students	% *enroll*	Students at HB	Students out on IT*	Total	% *enroll*
Countywide	**programs**					
HB-Woodlawn	206	*6.1*				
total # of students enrolled countywide	206					
Zoned schools						
Jefferson	962		96	27	123	*12.8*
Kenmore	728		49	10	59	*8.1*
Swanson	681		32	13	45	*6.6*
Williamsburg	792		29	7	36	*4.5*
total 6th - 8th	3,369		206	57	263	
% of enroll	*100*		*6.1*	*1.7*		*7.8*

Data from the instructional transfer/alternative school report of 5/93 for 92/93 school year

* Each school is allowed up to 4% in and out of its enrollment as instructional transfer (IT)

Table 8
High School students enrolled at schools other than their zoned schools

High School *	Students	% *enroll*	Students at HB	% *enroll*
Countywide	**programs**			
HB-Woodlawn	317			
total # of students enrolled countywide	317	*7.4*		
Zoned schools				
Wakefield	1,490		142	*9.5*
W-L	1,301		109	*8.4*
Yorktown	955		66	*6.9*
total 9th -12th	4,268		317	
% enrollment	*100*			*7.4*

Data from the instructional transfer/alternative school report of 5/93 for 92/93 school year

* Instructional transfers are not allowed at high school, except in unusual circumstances

attending the same alternative school as the applicant. In computing the 25% sibling preference at Drew and Page and the 25% Nauck preference at Drew, the results will be rounded to the nearest whole numbers. Twin applicants, though admitted as two, will be treated as one for purposes of random selection."

This admission policy, adopted in June 1992, currently reserves 25% of the entering class for siblings at both Drew and Page. No sibling preference is given at H-B Woodlawn. A partial survey of elementary schools during the spring of 1993 indicated that, on average, 20% of the students enrolled at regular zoned schools were siblings. The actual percentages ranged from 17% to 21%. No pattern emerged related to a school's ethnic/racial composition.

At Drew, an additional 25% of each class is reserved for children living in the Nauck community.

All three schools use a random selection process to create a priority list of applicants for the entry grade (currently K for Page; 1st for Drew; 6th and 9th for H-B Woodlawn). Following random selection, admission is offered to students in such a way that entering classes reflect the diversity found in the county. As vacancies occur over time, admission is offered to students on the waiting list based on the order established by the random selection and/or the need to maintain or improve the diversity of the school. School by school data on enrollment at the alternative schools can be found in Tables 6, 7, and 8.

Admission Practices for Zone-based Special Programs

Arlington Public Schools offers several other school based "alternative" programs which have been attracting countywide parent attention. A variety of criteria are used to determine admission.

Since the early 1970s Arlington has offered a half-day **Montessori** program for 3, 4, and 5 year olds. Students who wish to enroll in Montessori are assigned by geographic cluster to one of the four Montessori centers. Montessori was offered at Key, Glebe, Hoffman-Boston and Drew during the 1992-93 school year. ASD 20-8.02 describes the admission process for this program.

"Two thirds of the annual vacancies in each Montessori class will be reserved for children who meet the following criteria:

1. The adjusted family income is less than the established minimum as published annually in the fee schedule for the program, and/or

2. The children speak little or no English."

The **Key Dual Language Immersion** program draws students (K - 5th grade) from the entire county. Enrollment is balanced with 50% native Spanish speaking children and 50% native English speaking children. Limited transportation is provided. Admission is first come, first served, with priority given to students living in the Key district. Students who wish to enter in grades 2 - 5 must demonstrate proficiency in Spanish and English appropriate to the grade level. Approximately 220 students, K-5, were enrolled in this program in 1992-93.

Abingdon and Oakridge elementary schools offer zone specific **Partial-Immersion Programs**. Admission to both programs is based on enrollment (residence) within the zone. Instructional transfers are accepted on a space-available basis. None were accepted during 1992-93. Each school enrolled 2 partial immersion classes at grade 1 during the 1992-93 school year and will offer 1st and 2nd grade classes in 1993-94.

Randolph elementary is piloting a zone specific non-graded primary program for K - 5th graders call **Kidsville**. Admission to Kidsville is based on the following criteria:

a. Enrollment at Randolph (residence in the zone)
b. Sibling priority
c. Parent commitment to multi-graded approach
d. Random selection if more applicants than spaces.

Transportation Policies

ASD 50-3.02 describes Arlington's transportation policy.

" School bus transportation will be provided at public expense to transport students living beyond a one mile walking distance from elementary schools and a one and one-half mile walking distance from middle and high schools. Safety will be the primary consideration in the location of bus stops. Safety may also dictate exceptions to these distances."

In general, all K-12 students are provided transportation to and from their zoned schools. Transportation for kindergarten students enrolled in Montessori programs not located at their zoned school is the responsibility of the parents. 3 and 4 year old children are not eligible for transportation.

Limited transportation is provided to the Key Dual Language Immersion program. Buses make stops at designated spots throughout the county. There are no return buses for afternoon kindergartners on early release Wednesday if they live outside the Key attendance area. Parents may make arrangements for the students to use the regular elementary bus which departs at 1:10 pm.

Table 9 displays school by school transportation data for 1991-92.

Table 9

TRANSPORTATION SUMMARY 1991-92

School	Current Students K–12	Bused Students		% bused of Total	Number of bus routes		Students per route	Travel Time	
		Regular	Special		Regular	Special		Min.	Max.
Abingdon	551	231	15	44.6%	5	2	35	10	25
Ashlawn	288	94	16	38.2%	3	2	28	17	25
Barcroft	425	138		32.5%	4		35	20	25
Barrett	363	40		11.0%	1		40	15	15
Career Center	300		13	4.3%		2	7	43	45
Drew	323	139	4	44.3%	6	1	20	22	45
Family Center	60	14		23.3%	3		5	15	25
Glebe	355	96		27.0%	2		48	12	26
Glencarlyn	430	0		0.0%	0			0	0
Gunston	50		19	38.0%		2	10	35	40
Henry	430	160		37.2%	4		53	10	25
Jackson	100		100	100.0%		8	13	25	55
Jamestown	355	189	16	57.7%	4	2	34	23	30
Jefferson	921	545		59.2%	14		39	10	30
Kenmore	689	380		55.2%	11		35	10	30
Key	579	248		42.8%	7		35	10	50
Long Branch	488	309		63.3%	6		52	10	20
McKinley	330	107	6	34.2%	3	1	28	15	20
Nottingham	286	37	8	15.7%	1	1	23	25	25
Oakridge	605	236		39.0%	4		59	15	35
Page	302	244		80.8%	10		24	23	45
Randolph	554	56		10.1%	1		56	10	10
Swanson	637	221		34.7%	8		28	10	53
Taylor	643	287		44.6%	7		41	15	25
Tuckahoe	413	262		63.4%	5		52	15	20
Wakefield	1,441	644		44.7%	18		36	10	39
Washington–Lee	1,242	426	2	34.5%	14	1	29	7	25
Williamsburg	752	398	16	55.1%	10	2	35	19	32
H–B Woodlawn	495	198		40.0%	9		22	20	55
Yorktown	954	435		45.6%	14		31	12	45
Totals	15,361	6,134	215	41.3%	172	24	33	16	31

Data provided by APS Transportation Department 7/9/92

QUALITY EDUCATION

Arlington Public Schools must foster academic achievement and maximize the strengths and potential of each and every Arlington student in an inclusive, accepting and safe learning environment.

Our school system must provide quality education -- skills, knowledge and experiences based on high standards and expectations -- to all students.

Arlington Public Schools must clearly state the system-wide educational standards and expectations. It must regularly assess both the students' academic achievement in relation to those standards and expectations and the quality of all its educational offerings.

Parents, teachers, staff, administrators and the larger community must be actively committed to and involved in providing all our children with an education which meets their diverse learning needs and prepares them to participate fully in a global, interdependent and technological society.

In each school, quality education requires:

- a principal who is a strong instructional leader and manager;
- competent and caring teachers and staff in sufficient numbers to meet the instructional needs of the students enrolled in the school;
- students and families committed to learning and involved in the school;
- a relevant and challenging curriculum that meets the diversity of learner needs;
- space, materials and equipment designed to support the work and goals of the school;
- clear performance criteria and reliable assessment methods for students, teachers, and principals.

To support quality education at each school, our school system must provide:

- educational leadership which encourages program innovation within every school through collaboration with school staff, parents and students;
- access to appropriate educational services and support systems for all students;
- sufficient resources, facilities and equipment allocated to each school to support the learning process;
- dissemination of information to Arlington citizens about all schools and opportunities available in the school system;
- a safe and efficient transportation system.

Finally, schools are not static institutions. As the challenges of quality, crowding and diversity are addressed, options must be developed that can:

- endure for a reasonable period of time;
- provide sufficient choice to meet the range of educational needs within the community;
- respond to new developments in education;
- respond to the changing needs of our school community.

Implications

The Steering Team strongly believes that quality education is the most important element of any long-lasting solution to the crowding and diversity challenges facing Arlington. Describing--much less quantifying--quality education, however, is a complex task. There are several important components that contribute to a quality education.

Standards and Expectations

Schools that encourage and support excellence set high standards and expectations for all students. These standards and expectations are clearly stated by the school and students are accountable for them. In addition the school works hard to support each student so that the expectations can be met. In the end, quality education provides opportunities for every student to reach their highest potential.

Curriculum and Delivery

There are some basic assumptions about how children learn that influence both curriculum -- what is taught -- and delivery of instruction -- how it is taught. Children learn when:

- they can actively use new knowledge and apply it successfully in a variety of situations;
- the learning builds on the individual strengths and abilities of the students; and
- students are motivated to be successful in school.

Effective education responds to these assumptions by approaching complex ideas from a variety of directions. The curriculum is sufficiently rich to allow teachers to challenge all students with new material. The curriculum also provides opportunities for students to understand the world and the many kinds of people who live in it. The delivery of instruction is responsive to the multiple ways in which children learn, including regular opportunities for hands-on learning, technology-enriched learning, and learning from textbooks. Instruction is delivered using a variety of teaching methods and styles and provides opportunities for children to demonstrate and apply their knowledge.

A quality education ensures that all students acquire basic skills and are encouraged to develop as thinkers, problem solvers, and writers. Quality education also requires students to make connections and apply skills across disciplines. Aided by curriculum and delivery methods, quality education must provide a variety of ways to engage, challenge, and motivate students who learn in many ways.

Staff

Teachers who challenge every child and encourage each child to reach their potential are essential to quality education. Without caring, competent, creative individuals in the classroom, education cannot work. The school system must clearly state the standards and expectations it has for students and must provide a strong, articulated curriculum framework to guide teachers. Teachers need the freedom to make daily instructional delivery decisions.

They also need time and opportunities to work with their colleagues, to expand their repertoire of teaching methods and to increase their knowledge.

Parents

Recent educational research as well as real experience indicates that the involvement of parents has a clear connection to increased student achievement. The amount and kind of parent involvement is related, in part, to the extent to which a school is welcoming. An open school atmosphere that can forge a partnership between the professional teaching staff and parents is a critical component of quality education.

School Management

School management that is a collaboration between administrators, teaching staff and parents allows schools to be more responsive to student educational needs and the desires of the community. It also involves all the adults in a dialogue about what is taught and how to support students for success.

Accountability

Student assessment provides several kinds of information. Classroom teachers regularly assess their students. These tests can provide immediate information about how well students have learned recently assigned material. These assessments can help the classroom teacher make instructional decisions. In addition, over time, students must be able to demonstrate the skills and knowledge they have acquired. These demonstrations can take many forms: exhibitions, portfolios, standardized tests, etc. This level of accountability frequently requires students to work for longer periods and to show that they have integrated knowledge and skills.

Schools are accountable to their communities for the progress and performance of the students. Annual assessments of the school program -- whether significant improvements on standardized test scores, outside evaluations, or annual student exhibitions--provide important information about quality education at individual school sites.

The School System

Our school system must actively support and enhance the work of the individual schools as providers of quality education for all children. The system must:

- establish policies that are fair to all;
- support program innovation and curriculum development that is shared among schools;
- ensure access to appropriate educational services and support systems for all students;
- inform all parents about opportunities within the school system; and
- distribute resources, facilities, and equipment equitably.

Quality education is not only "in the eye of the beholder". Understanding the relationship between the school level components of a quality education and the system level supports necessary to ensure equity and quality across the school system is not an easy task. Measuring "quality education" is a complex process requiring careful thought and data from a variety of sources. As we consider the future of education in Arlington, we must talk about what we want for our children and what they need to be successful in life. As a community committed to quality education, we must make it our business to provide quality in every school for every child.

Implementation Guidelines For Quality Education

1. Standards and expectations must be high for all students.

   Regular communication with parents about the standards and expectations at all grade levels is essential as Arlington moves forward to embrace the changing dimensions of our student population and meet the challenge of educating tomorrow's adults. While the Advisory Council on Instruction at the county level examines these issues, parents and staff at every school should periodically discuss standards and expectations.

2. The curriculum must be examined and changed, if necessary, to ensure that it poses enough challenge to satisfy learner diversity and presents a wide range of perspectives related to our ethnic/racial diversity.

   Arlington regularly updates and revises its curriculum. The curriculum is crucial to the success of schools that enroll diverse students because it contributes to each student's sense of self worth. The curriculum must broaden the horizons of all students enrolled in Arlington Public Schools. The review and revision of our curriculum should have both challenge and a variety of perspectives as key components.

3. A variety of teaching methods must be employed to ensure sufficient challenge and motivation, as well as ensure that the instructional needs of the students are met.

   Staff development and other forms of staff support are critical tools for realizing this guideline.

4. Stronger school/community partnerships must be formed to support academic achievement.

   Throughout the county, students who excel need to be supported and recognized. While the initial emphasis should be placed on academic achievement, we also need to recognize that students exhibit excellence in many different ways because they have many different talents and abilities.

5. Schools should be allowed to organize in ways that enable them to meet the needs of diverse learners. Decisions about school organization should be made collaboratively by teachers, administrators, students, and parents.

6. Emphasis should be placed on supporting practices that provide a secure and positive instructional environment. Alternative strategies and support systems should be established for students who are unable to participate effectively in their instructional program.

7. A variety of assessment methods must be employed to ensure that students are being challenged, have multiple opportunities to demonstrate what they have learned, and that programs meet students' needs.

8. Resources should be distributed to all schools to ensure they meet State and County standards in all areas. Additionally, individual schools should be funded, using School Board appropriated funds, to meet their individual program, organizational, and student needs, recognizing that these needs may differ by school.

CROWDING

Principles

1. Enrollment at any one middle school should not exceed 900 students. Program needs, site size and/or facility capacity should be factors in determining enrollment at each building.

2. Enrollment at any one elementary school should not exceed 700 students. Program needs, site size and/or facility capacity should be factors in determining enrollment at each building.

3. Where appropriate, existing school owned buildings should be reopened and selected schools should be expanded to accommodate projected enrollment growth.

4. To the extent possible, all students should be housed in permanent buildings. Relocatable classrooms should be used only on an "emergency" or short term basis.

5. To respond to changing demographics and programmatic demands, each school should have the equivalent of 1-2 regular classrooms as flex-space.

6. Modifications or expansions to existing schools should be done in a way that retains as much open space as possible.

7. All plans should reflect the implementation of all-day kindergarten.

8. Year round use of schools or extending the school day should not be used solely in response to overcrowding.

9. In determining building capacity and use, impact on "joint use" should be considered.

10. Consideration should be given to the use of non-school owned facilities.

Implications

The kinds of space provided for instruction, our assumptions about optimal school sizes, and the decisions our school system makes about the number of students who can be assigned to a classroom directly affect the quality of education offered in all Arlington schools.

Classroom space must be provided at every school to support regular and innovative teaching methods, differentiated instruction (including grouping and regrouping students during the school day), mainstreaming special needs students, and creative administrative responses to the needs of students when either unexpected enrollment or unanticipated educational needs arise.

Adequate work space for all staff contributes to a work environment supportive of adults as well as children.

Outdoor space ("green space") is essential for the physical development of children as well as a positive contribution to our whole community.

The issue of the number of students enrolled at a school has been a continual concern in the community as we have discussed the best ways to meet our growing need for school space. In fact, it would be most accurate to say that many citizens would be happier with 600, not 700, as the upper limit for elementary schools and 800, not 900, as the upper limit for middle schools. Lowering the maximum upper limit included in the Superintendent and School Board guidelines would have an immediate impact on the number of schools needed for all projected Arlington students. Lowering the upper limit to 600 for elementary schools has important repercussions for program delivery and flexibility (including the schedules for lunches, library times and conferences), the atmosphere in the school, a principal's ability to supervise and mentor staff, and the ability of the school community to gather in the school together for events. The Superintendent and School Board should carefully weigh these trade offs as they contemplate the optimal size of elementary and middle schools.

The ability of our buildings and sites to provide quality space depends on how many students we assume can be educated in a standard classroom by a teacher and by the need for smaller spaces to deliver some programs. Arlington uses a formula driven by student enrollment and educational need to assign teachers to schools. Teacher/pupil staffing formulas vary by grade. The specific planning factors can be found in the budget planning document produced annually by the school system. Some students, because of educational need, receive instruction from more than one teacher. These teachers need additional instructional spaces. Therefore, as the educational needs of the students vary, a building's capacity to provide appropriate instructional space also varies. We must carefully monitor this relationship to ensure equity of space throughout the County. Finally, the actual design of a building (e.g., traditional design, open classroom design) also impacts the ability to respond to changing student needs.

The Steering Team has reviewed the concerns raised about the enrollment limits as stated in both the Superintendent and School Board's guidelines and the crowding principles. We recognize that Abingdon and Randolph have been recently renovated to serve 650 - 700 students and that Jefferson and Williamsburg are currently at or above 900. Enrollment at two other elementary schools, Oakridge and Key, is projected to exceed 700 students in the near future. The educational needs of students enrolled in these schools has a direct impact on the buildings' stated student capacities. Enrollment should be carefully monitored at all schools to ensure that we do not use substandard space for required programs. Ultimately, the Steering Team believes the limits should remain as stated in the principles and be viewed by the community as caps which should not be exceeded.

The Steering Team believes each school should have flexible space that allows it to respond quickly to changing conditions. Flexibility must be factored into capacity. To provide flexible space in each school requires at least a 5% overage factor in the capacity projections at all school levels. At one time, Arlington developed the idea of optimal capacity for

secondary schools. A building's capacity, based on the number of rooms in the schools, was reduced by 15%, because it was not possible, given the complexity of student and teacher scheduling, to fully use every room in the building for instruction every period of the day. While not exactly the same as flex space, this concept allowed program flexibility and recognized scheduling complexities. As Arlington moves forward, care should be taken to preserve or create flexibility within buildings and avoid filling every space in a building with a permanent program.

As schools increase in size and as special programs are needed, the numbers of teachers and staff in a building also increase. In some schools, the addition of these teachers and staff can result in education in substandard spaces. These situations must be addressed in the solutions ultimately adopted by the Board.

Definitions

Building Capacity

capacity of school buildings based on the number of regular classrooms available for instruction in grades 1-12, plus the number of classrooms available for full- or half-day kindergarten. Capacity also factors in the classrooms, both regular and small, needed for children in self-contained special education, ESOL/HILT, and/or county-wide enrolled programs including Montessori. Capacity is reduced whenever programs are provided which require additional regular or small classrooms. Capacity can be reduced further when there are insufficient small classrooms to meet program needs and regular classrooms must be used instead.

Capital Improvement Plan (CIP)

projects the funding needed to meet enrollment and program growth, to replace basic building infrastructure, including mechanical, electrical, and other building systems, and to replace equipment and systems that are near or have reached their expected life. The CIP is flexible in that it includes one year of approved projects and five years of planned projects. The CIP is extended and adopted each year by the School Board based on recommendations from the CIP Advisory Committee. The CIP is funded by both pay-as-you-go funds from the school operating funds and through the sale of bonds.

Flex-space

one or two classrooms at a school that can be used in a variety of ways. Currently some schools house publishing centers, computer labs, and hands-on science labs in flex-spaces. Flex space keeps buildings below their absolute maximum capacity by at least 1-2 classrooms or 5% for a typical elementary school. In secondary schools, where student scheduling and teacher's schedules are more complex, more than 5% flex space may need to be provided.

Joint use

agreements with county or private agencies, the building (or portions thereof) is used for non-school programs. This use may be exclusive--where part of the building is used only by the schools and another part is used only for county run programs--or the rooms in the building may be shared and used by both schools and county at different times of the day or week.

Drew, Gunston, Hoffman-Boston, Langston, Jefferson, Reed, and Wilson are school-owned facilities currently used jointly by the county, private non-profit organizations, and the school system. Langston and Hoffman-Boston are partially used for high school continuation and adult education, as well as early childhood programs. Wilson school is used only by adults. All three of these sites are less than five acres and probably would not be strong candidates for use as a regular school.

Non-school owned facilities

spaces in the community -- in office buildings, churches or other buildings -- that may be appropriate sites for specific programs.

Relocatables

unattached temporary spaces designed to be moved to school sites where student enrollment exceeds the capacity of the building. Also referred to as "trailers" or "mobile classrooms."

Year round school

a way of organizing the school year which is different from the traditional September to June calendar. Depending on the program and the number of students, students attend school for a determined number of days (for example 45) and then are on vacation for a determined number of days (for example 15) This schedule is maintained throughout the calendar year. When different groups of students are off at different times, building capacity is increased.

Implementation Guidelines

1.Assignment to schools where student enrollment is projected in excess of the enrollment guidelines or in excess of the building's capacity must be re-examined.

The current zones for both Key and Oakridge elementary schools are projected to exceed 700 students in 1993/94 and to continue significant growth. At the middle school level, Thomas Jefferson already exceeds 1,000 students and Williamsburg is projected to exceed 900 students in 1994/95. When boundaries are redrawn or other assignment methods are developed, every effort must be made to lower the enrollment at these four schools.

The current zones for Barrett, Glebe, Glencarlyn, Jamestown, Long Branch, McKinley, and Nottingham elementary schools, all middle schools, and Washington-Lee high school are projected for enrollments above current building capacities within the next five years. As boundaries are redrawn, new assignment methods developed, and/or additions built, efforts must be made to accommodate the anticipated students.

2. High school assignment should be addressed by the 1995-96 school year to fully utilize all existing high school space.

Although the size of high schools was not limited by either the Superintendent and School Board's guidelines or the Steering Team principles, projections indicate that overcrowding will become a problem at Washington-Lee by the 1995-96 school year. The CIP currently provides for a building addition at either W-L or Yorktown in the out years. Decisions regarding this addition, or other ways to fully use existing high school space, should be made based on other principles and guidelines contained in this report.

3. Possible school-owned buildings that should be considered for regular K-12 use are Claremont, Gunston, Jackson and Reed.

To meet expected enrollment in the next five years, Arlington needs to increase its capacity by 800 students at the middle school level and 1300 students at the elementary school level. The CIP includes plans for approximately 52 additional classrooms able to accommodate roughly 1,150 students enrolled at all levels.

The school system currently owns eight buildings that are not used as full schools. The Steering Team has identified Claremont, Gunston, Jackson and Reed as the best candidates for full school use because of the condition of the buildings and the size of their physical plants and sites.

Several ways to provide sufficient instructional space are described in the Options section of this report. Final determination of buildings to open and the assignment procedures and instruction offered at these sites should be based on the principles and guidelines in this report, as well as input from parents, staff, and the community.

4. Programs currently using any school-owned building which is reopened should be relocated to other facilities -- either school-owned, county-owned, or commercial -- in ways that make programmatic sense. Joint use of reopened facilities should be considered where appropriate.

- Claremont will be available beginning in July 1993.
- If a decision is made to reopen Reed, the following programs would have to be relocated:
  - The ACAP program — 11 classrooms plus offices
  - Early Years Enhancement Services — 2 classrooms
  - The Children's School — 6 classrooms

- If a decision is made to reopen Jackson as a regular school, the following programs would have to be relocated:
  - The Jackson special education program — 12 rooms
  - Adult Education offices

A summary of all current users of school owned buildings is provided in Table 5 of the Background section of this report.

The Steering Team notes that programs for 3 - 5 year old children may be displaced as new full school buildings are opened. The County currently serves approximately 300 children, 3-5 years old, in Head Start programs located in school-owned buildings -- Langston, Hoffman-Boston, and Reed. APS offers Montessori programs for approximately 400 3-5 year-olds at Key, Glebe, Hoffman-Boston, and Drew. Arlington Public Schools also provides classes for approximately 100 preschool handicapped children at 6 schools. Both Head Start and the Montessori programs have significant waiting lists. (We have been told that more than 400 eligible children are not being served due to insufficient space.)

The Steering Team believes that joint discussions between the County and School system should take place in the near future on the availability and placement of early childhood programs in all parts of Arlington County. In addition to the programs mentioned above, the county sponsors and/or runs a variety of other small early childhood classes in county-owned buildings scattered across Arlington. Creative solutions, including program placement options, which include Montessori, Head Start, Pre-K handicapped programs, and any other programs, should be explored.

5. The planned locations of building additions in the current Capital Improvement Plan (CIP) should be revised using principles and guidelines in this report. No additional elementary schools should be built to a capacity of 700 unless absolutely necessary.

Based on site size alone, Claremont, Jamestown, Reed, Nottingham and Taylor are elementary sites that can be considered for additions.

At the middle school level, sites where additional building might be considered are Gunston, Kenmore and Williamsburg. Care should be taken to organize middle schools in such a way that the enrollment principle is not violated.

At the high school level, Wakefield has site space and an addition at either Washington-Lee or Yorktown is included in the outyears of the CIP.

6. Relocatables (trailers) may be placed strategically to temporarily support program choice as the Capital Improvement Plan progresses and opportunities for choice increase across the County.

Relocatables are a way for schools to temporarily acquire more space, as long as the total number of students does not exceed the basic capacity of a school to provide cafeteria, library, and physical education services.

A school may wish to begin a focus program but lack sufficient existing space for additional students from outside the zone. The school system could place some relocatables at that site to allow the program to begin. The CIP could be adjusted then to reflect the new higher enrollment at the school and, ultimately, a permanent building addition could be added to the school. Care would have to be taken not to overbuild in the County as a whole or overbuild on any single site.

7. The relationship of program/teacher needs to space must be carefully considered as program change occurs.

Schools should have appropriate spaces for special programs such as ESOL, full-day Kindergarten, and special education classes and services. In addition, sufficient space should be provided at selected schools for Basic Skills and Chapter I programs. Focus schools/programs may have additional space needs and these should be factored into building capacity.

Special Education classes that enroll students from across the County should be factored into the space needs of the entire system. These programs should be placed in zoned and countywide schools with transportation, accessibility for parents, and opportunities for inclusion in mind. In addition, it is desirable to place preschool handicapped programs in buildings that offer other preschool programs.

8. The school system should develop a new methodology for calculating building capacity.

Our current method of calculating capacity does not allow us to predict changes in a building's ability to house students as programs change. It is essential that a new method be developed that enables policy makers and citizens to understand the space requirements and capacity at each school based on program and student educational needs. In developing a new methodology, space needs based on planning factor staffing formulas, program requirements, and appropriate ancillary space should be taken into account.

Implementation Process and Timeline

Given the pressures at the middle school level, the first step should be to open up the Gunston facility as a new school. During the 1993 - 1994 school year, construction should proceed on an expansion and renovation of the building for school and other uses. During the

period from September 1993 - September 1995, Claremont, Jackson and/or Reed should be renovated and re-opened consistent with decisions made by the School Board.

Work on Capital Improvement projects would continue, resulting in a net gain of 36-38 new classrooms by September 1994 at:

Ashlawn		2 classrooms
Barrett		11 classrooms
Glencarlyn		2 classrooms
Henry		8 classrooms (should be completed by 9/93)
McKinley		2 - 4 classrooms
Swanson	up to	7 classrooms
Taylor		4 classrooms
Total.....		36 - 38 new classrooms

The CIP includes $10.5 million dollars for classroom additions that should be located following principles and guidelines in this report. It is projected that, by 1998, 52 classrooms, in addition to reopened buildings, will be needed to meet student demands for space.

STUDENT ASSIGNMENT

Principles

1. Attendance zones and choice should be the central elements of the student assignment policy for Arlington Public Schools. Attendance zones should be redrawn so that the enrollment in each building does not exceed the building's capacity to provide quality instructional programs. Opportunities for choice among public schools in Arlington should be expanded.

2. The orientation and application process for all schools should be uniform and accessible to all.

3. Students may attend either the school in their zone or one of the choice schools/programs available. Those who choose a school other than their zoned school should be admitted based on the following criteria:

   - building/program capacity;
   - special student needs (e.g., special education, ESOL/HILT, Gifted, etc.);
   - race/ethnicity;
   - sibling concurrently enrolled.

4. To make choice meaningful:

   - each school's program should be of high quality; and
   - an expanded range of programs and delivery models should be offered; and
   - transportation should be provided.

5. The primary entry points for choice schools should correspond to the grade configuration of the school/program (e.g., kindergarten, 6th, and 9th grades).

Implications

Arlington Public Schools currently uses two principal methods for assigning students to schools: assignment by location of residence and by choice.

Location of Residence

Each residence in Arlington is in a "zone" that feeds students into an elementary, a middle, and a high school. We call schools in these zones "neighborhood schools". If no

action is taken by a child's family to have their child attend a school outside their zone, their child will attend the "neighborhood schools".

Shortly after the Steering Team began meeting, the Team discussed neighborhood schools and what the term "neighborhood" means in Arlington. A thorough examination of our current school attendance boundaries revealed a pattern that has evolved over many years as the school system sought to adapt to changes in population density by closing schools and moving boundaries. For example, the attendance area for Tuckahoe Elementary School extends from the Falls Church City line to the Arlington Hospital, and the Ashlawn Elementary School attendance area stretches from the Fairfax County line at Seven Corners all the way to Ballston. Both of these attendance areas (and others in the county) stretch across several "neighborhoods", including pieces of these neighborhoods, but not the entire neighborhood. Thus these school attendance areas actually divide neighborhoods rather than uniting them. This is particularly apparent in the Lyon Village neighborhood, which is served by three different elementary schools and two middle schools.

The Steering Team also noted that current attendance areas do not always assign a student to the school closest to his or her home. For example, some elementary students who live within walking distance of Glebe Elementary School actually ride a bus to Tuckahoe Elementary School more than two miles away. In addition, Arlington currently has some non-contiguous attendance zones, such as the Nauck neighborhood in south Arlington, where some blocks are assigned to north Arlington schools for middle and high school and to Barcroft, a non-contiguous south Arlington school, for elementary school.

There are many ways to define a neighborhood, and there are many ways to define a neighborhood school. One definition of a neighborhood school is a school that enrolls students who live closest to that school. Because so many Arlington school attendance areas do not fit this definition, and because there are many and conflicting definitions of the word "neighborhood", the Steering Team concluded that another term was needed to describe our current school assignment system. The Steering Team chose the term "zoned school" as a more accurate description of the system we now use.

Choice

For many years, Arlington has also provided families with options that permit them to enroll their children in schools other than the one serving the area where they reside. A family may apply to enroll their child at a school that serves another zone (instructional transfer). There are established rules that determine whether a student will be admitted to a school that is outside his/her zone. Currently all Arlington elementary and middle schools enroll students from outside their zones. Interzone transfers at the high school level are not permitted. About 229 elementary students and 57 middle school students currently attend a zoned school outside their assigned zone.

Families may also apply for admission to one of three Arlington schools and one program that draw their students from throughout the County (currently referred to as "alternative schools/programs"). Since the early 1970s, Drew Model School, Page Traditional School, and H-B Woodlawn Secondary Program have responded to the needs of students by offering educational choices. Over 600 elementary students are enrolled at Page Traditional School and Drew Model School. Sixty children who do not reside in the Key district are currently enrolled in the Key dual language immersion program. At the middle and high school levels, over 500 students are enrolled at the H-B Woodlawn Program. Periodically, demand for spaces in one or more of these schools/programs has exceeded capacity.

At every level, most Arlington schools now have or soon will have more students than can be accommodated in the building. As a result, continued use of zones requires boundary changes—at most, if not all, levels and schools. While boundary changes and the construction/reopening of additional space could meet our overcrowding challenge, they provide little assistance in developing "attendance areas that reflect as much as possible the diversity of school population in Arlington" (Futures Planning Guidelines 9 and 11, Appendix A).

Some assignment methods that the Steering Team examined presented more problems than solutions. Bussing to achieve diversity goals was judged to be undesirable and disruptive and lacked any potential for improvements in education in Arlington. Constructing new space where there is crowding may only temporarily address the situation and does not improve the diversity at many Arlington schools. Constructing new space where there is room to build would require substantial redrawing of all attendance zones.

Increased opportunities for choice, on the other hand, has several important benefits. First, choice gives all parents a bigger hand in decisions about their children's education. Choice also creates strong incentives for principals and teachers to offer a high quality program. If a program is not perceived as being high quality, choice affords families the ability to communicate that a school or program is not working, simply by electing to send their children to other schools.

Choice also has disadvantages. Choice, by itself, only marginally affects crowding. In any system where more families want their children to attend a school than capacity permits, some children will have to attend another school. Choice allows families to leave a school rather than staying to work to improve the school. For some, choice broadens the sense of community to an unacceptable degree.

On balance, the Steering Team concluded that expanded choice in Arlington could contribute to improved educational quality, improved ethnic/racial, language, and learner diversity in our schools, and student populations that fit better in school facilities.

Building on a base of strong zoned schools, expanded choice should increase the chances that every family will be able to have their children educated at the school of their choice, whether that is the school that serves their zone, an existing countywide alternative school, or a new focus school/program. In expanding opportunities for choice careful attention must be paid to:

- the creation of meaningfully different high quality programs;
- development of choice programs and schools that match supply with demand and that are geographically fair;
- ensuring a thorough and consistent orientation and outreach program;
- providing accurate up-to-date information to all families;
- establishing a uniform, fair application and selection process; and
- building a transportation system that supports the exercise of choice.

Definitions

Admission Criteria

Characteristics of either students or buildings used to determine the order of student admission to a countywide enrolled school or program when more students wish to attend the school/program than capacity permits.

Attendance Zone

a non-overlapping geographic area of the County that is served at each level—elementary, middle and high—by a school that is located within the area.

Equal Access

a process that is sufficiently flexible to provide all families with an equal chance to participate.

Student Assignment Policy

the set of rules established by the School Board that determine the placement of a particular student in a particular school/program.

Uniform Process

a procedure that is the same for all families, all students, all schools, etc.

Zoned Schools

at each level, schools that draw their enrollments from one of several non-overlapping geographic areas.

Implementation Guidelines

These guidelines presume that some combination of zoned schools and expanded choice will be used as the principal mechanisms for assigning students to schools. Expanded choice could be provided through the addition of more countywide alternative schools/programs, location of focus programs in zoned schools where space permits, expanded opportunity for transfer among schools, or through the transition of traditional neighborhood schools into schools where, over time, an increasingly larger proportion of enrolled students live outside the zone. If demand for choice, as an assignment method, grows over time, policies should be sufficiently flexible to allow for expansion of choice without significant disruption.

1. **Student assignment policy should improve racial/ethnic mix at all schools.** Changes to current zones, the creation of new attendance zones, or the application of new rules for implementing choice should not make any school's ethnic/racial mix more divergent from Arlington Public School countywide averages. Goals for improvement at each school should be set.

2. **The admission criteria listed in the student assignment principles should be applied only at entry to a school/program, not at exit from a school/program.** There are many valid reasons for a student wanting to enroll in a school other than their zoned school. Such a choice may increase the imbalance in the school they would be leaving. Admission to the receiving school, however, should not be denied, if the change improves the balance in the receiving school.

3. **Students with siblings who will be enrolled in a particular school/program when they first enter the school/program should be given preference.**

4. **Wherever possible, elementary schools should be located in the attendance area they serve and no student should be assigned to a school that is not in the attendance area in which they reside.** It is the Steering Team's view that, wherever possible, elementary zones should be contiguous. When zones, for whatever reason, are not

contiguous, other recognized community identities should be honored in zone designations. Geographic proximity is a high priority in assigning students to school, especially at the elementary level.

5. **Existing instructional transfer policies should be phased out.** Instead, at all levels, the application of any student to attend a school other than their zoned school should be governed by the admission criteria specified in the student assignment principles.

6. **Schools with countywide enrollment should apply the admission criteria, wherever practical, in a way that results in a student body whose ethnic distribution approximates that of the countywide school population.**

7. **A comprehensive family orientation and information center should be established.** This information center would be the first point of contact with the school system for all families. The center should be professionally staffed on a full-time, full year basis. Information in appropriate languages, both written, video, and personal, would be available on every school/program offered by APS. Orientation to the range of programs in Arlington Public Schools would be the responsibility of the orientation and information center. Application for placement in any school would be coordinated by this center.

8. **A countywide schedule of orientation activities for the entire year should be prepared each year in the fall in multiple languages and distributed to all parents.** Timelines for applications to zoned and countywide choice schools/programs at each level would be part of this document. This information also could be part of the school system orientation booklet that is provided as part of the first-day packet.

9. **Mid-year enrollments should not unduly impact any particular school or program.** Countywide schools/programs should not be insulated from the effects of rising enrollment.

10. **Student assignment policy should ensure that students can progress from elementary to middle to high school in ways that make instructional sense.** This may mean that a geographic feeder pattern from elementary to middle to high schools should be established. It may also mean that, if a focus program is developed that makes sense to continue at higher levels (e.g., dual language immersion), and if the focus is articulated through all levels, student assignment policy should enable students who have the desire to continue with a focus.

11. **To minimize disruption, current student assignments should be continued (grandfathered) unless a family chooses to move their child to new school under the new rules.** New enrollees will be subject to enrollment under new policies developed from the student assignment principles.

12. **Students who move within the county should be allowed to maintain their enrollment at their original school.** They may also choose the zoned school that serves their new residence.

13. **A random selection process should be used to ensure fair treatment of applicants for enrollment in countywide schools/programs.**

Implementation

There are two major items discussed in these guidelines that require further explanation: the creation of an orientation and information center and the choice process.

The APS Orientation and Information Center

As Arlington Public Schools expands choice opportunities, it will become increasingly important that the process of orienting families to the opportunities available through programs/schools be of the highest quality and be fair to all.

Currently, information on countywide programs is of inconsistent quality and availability. Through no fault of their own, not all families are well informed about the range of opportunities available to their children in Arlington Public Schools. The Steering Team envisions the creation of a countywide orientation and information center open year round. This center would be responsible for:

- orienting all families and students to the range of opportunities that are available to them in Arlington Public Schools. Most of the orientation would involve families of students entering kindergarten, 6th or 9th grades, as well as new entrants;

- providing initial overview sessions and scheduling sessions at specific schools and focus programs, as needed;

- registering new entrants to the school system;

- providing information and orientation, both oral and written, for families whose first language is not English; and

- arranging for and/or administering any special student testing.

Implementing a Choice System

The goal of any choice system is to provide as many students as is absolutely possible the opportunity to enroll in the program/school of their choice. The Steering Team, in its student assignment principles recognizes that it is not always possible to guarantee every student their first choice of programs/schools. Additionally, the Steering Team believes there are sound reasons for establishing criteria for admission to schools that are not a student's zoned school. Factors that should be considered include:

- **building/program capacity** To ensure that programs/schools do not become crowded, each building/program should have a predetermined capacity. Enrollment of students in a school should be limited to the building/program capacity with one exception. If systemwide enrollment exceeds systemwide capacity, capacity at countywide enrolled schools/programs should be expanded so that increased enrollment is shared fairly among all schools.

- **special student need (e.g., special education, ESOL/HILT, Gifted, etc.).** The Steering Team recognizes that each student should be educated through an appropriate program designed to meet their individual educational needs. This may mean that a sufficient number of students in a particular program may be needed to offer a strong instructional program. Similarly, this also may mean

that some students are assigned to schools that allow more individualization to address specific needs.

- **race/ethnicity.** The Steering Team believes that student assignment policy should improve the racial/ethnic mix in Arlington Public Schools, whenever feasible. To accomplish this objective, admission to countywide programs should be done in a way that results in enrollment that, to the extent possible, reflects the racial/ethnic mix in the school system as a whole. Finally, for students applying to attend a school that is not their zoned school, admission should be based in part on improving the racial/ethnic mix of the receiving school. The effect on the sending school should not be a factor.

- **sibling concurrently enrolled.** The Steering Team believes that the needs of parents to have their children enrolled in a single school should be addressed whether the school is a neighborhood or countywide school. This is of greatest importance at the elementary level and is of lesser import as students proceed from elementary to middle to high school.

The Steering Team believes that assignment to countywide schools/programs, within the principles outlined above, should be based on a random process. One example of random selection is used for enrollment at Page Traditional School and H-B Woodlawn Program.

Implementation Timeline

Arlington Public Schools should plan to implement any new student assignment policy for the 1994-95 school year.

DIVERSITY

Principles

1. An important component of quality education designed to prepare students for the 21st century is experiencing diversity -- racial/ethnic, language and learner -- in an appropriately challenging and supportive educational setting. Diversity in an educational setting can enhance the intellectual, social and emotional development of all.

2. From an early age, all students will benefit from attending schools that are diverse. Diverse schools:
   - enroll a sufficient number of students from a variety of backgrounds so that students can have quality educational and social experiences;
   - use a curriculum that builds an understanding, appreciation, and acceptance of similarities and differences;
   - use teaching methods that provide opportunities for children to work and learn together;
   - provide challenging learning opportunities and use varied teaching methods that meet the needs of diverse learners;
   - employ qualified staff from diverse backgrounds to serve in all capacities in the school.

3. School system policies and practices, as well as individual schools, should be periodically reviewed to ensure that:
   - the educational needs of all students are met;
   - viable, attractive instructional programs for limited English proficient and other students with special needs are available;
   - all schools enroll students from a variety of racial/ethnic, language and learner groups;
   - qualified students from all backgrounds can participate in the full range of academic and extracurricular programs;
   - families from diverse backgrounds are welcomed and involved at their schools;
   - diversity is actively sought within each employee group in every school;
   - staff development and curriculum promote staff and student understanding and appreciation of the contributions of people from all backgrounds.

4. School system policies and practices aimed at increasing diversity at the school level should be equitable applied across racial/ethnic, language, and learner groups.

Implications

Arlington public schools must be committed to educating all students to be contributing members of an increasingly global, interdependent, and technologically sophisticated society. This mission is made more complex and challenging by the diversity within our schools. Our diversity encompasses the gamut of racial and ethnic backgrounds, language differences, learning styles, and native abilities.

As we have come to understand better the learning process, we know that individuals acquire and process information in varied and distinct ways. Some children learn better in structured environments where hands-on experiences are many; other thrive when challenged to be analytical and self-directed. Ethnicity adds but another dimension to the uniqueness that each individual brings to the educational experience. We expect all students to be thinkers, problem solvers, and communicators in a rapidly changing world. Accordingly, each student must learn to interact effectively and comfortably with people from different cultures and backgrounds. All children thrive in environments where they are appreciated, accepted and respected. All students must come to understand and value the variety of different solutions for common human problems.

The Steering Team believes that the diversity of Arlington's student population affords us with special opportunities. The diversity principles reflect the Steering Team's views that:

- all children should be educated in an environment and in a manner that helps them reach their maximum potential as learners;
- all children should be educated in an environment that encourages them to develop self esteem and pride in their individual backgrounds and cultural heritages; and
- all children should be educated in an environment that helps them to understand, appreciate, and accept children who are different from themselves.

Arlington's public schools are uniquely poised to provide exceptional educational opportunities for all students that will enable them to be successful adults in the 21st century. In an expanding global world market, increasing value will be placed on those most able to bridge cultural and language gaps.

Our student enrollment patterns, however, will need to be examined if all students are to take advantage of our community's diversity. As a result of existing housing patterns and school boundaries, a large number of schools have either predominately minority populations or predominately white populations. This uneven distribution of our students has resulted in large numbers of limited English proficient (LEP) students concentrated in a few schools. In many of the schools that minority students attend, these students are under represented in higher level courses and are disproportionately over represented in special education classes. Such disproportionate concentrations of minority students -- especially of those for whom English is not their native language -- has not only created a need for differentiated resources, but also has perpetuated the perception that minority dominated schools are instructionally inferior.

English is not the native language of many of our students, including a significant number who were born in the United States. Over 50 different languages are spoken in the homes of Arlington students. From the 1970s, when the first wave of non-English speaking students entered Arlington schools, to 1992-93, enrollment of LEP students has grown to 18% of the total student population. The challenge of learning English and becoming academically proficient in English has created a formidable barrier for our language-minority students. Their struggle to learn English impedes their own academic success and inadvertently can impact other students' progress as well, especially in schools with large concentrations of LEP students. Our goal in the education of culturally diverse students

should be to prepare them to function successfully in the United States without devaluing their linguistic or cultural backgrounds.

Learning styles, levels of ability and academic preparedness are as diverse within ethnic and linguistic groups as they are across the spectrum of students. The educational process must recognize the unique characteristics that each student brings to learning and provide appropriate experiences that challenge and nurture intellectual and social growth. All students -- whether gifted, needing remedial help, in special education, or in the mainstream -- benefit from flexible instructional programs that accommodate diverse learning styles. Instructional delivery should have greater flexibility to reach all students, regardless of the differences in their learning needs and teachers' styles. Accordingly, our teachers may need special training, additional support, and new resources in order to provide challenging educational environments for all students.

Arlington Public Schools is committed to every student. All students can succeed in an environment where achievement is expected and standards are in place to support success. Therefore, we must provide all students with the opportunity to achieve their maximum potential based on their natural talents and abilities. Diversity, in and of itself, will not produce quality education. However, diversity can expand our students' educational experiences by broadening their understanding of and interactions with others who come from different cultures and backgrounds. Diversity, coupled with a challenging curriculum and appropriate supports, can help prepare students to succeed in a multicultural world. We need to shift our paradigm -- diversity is an asset, not a problem.

Definitions

Background a student's racial/ethnic heritage, native language and socioeconomic status.

CALP Cognitive/Academic Language Proficiency - a student's ability to use English on a level sufficient to function and succeed in an academic setting that is age appropriate. CALP usually lags behind verbal and/or oral proficiency in second language acquisition.

Diversity exists when a significant number of students from various civil rights categories, language backgrounds, and learning styles are enrolled in a school. Diversity is not present in schools when one group, racial/ethnic,language, or learner group dominates.

Group a number of individuals who have a unifying relationship or common traits.

LEP Limited English Proficient - students who speak, understand, read or write little or no English

Sufficient Number Consultants from the MidAtlantic Equity Center helped the Steering Team clarify this concept. They noted that "sufficient number" is difficult to quantify, and the Steering Team concurs. Based on Arlington's multicultural makeup we have defined sufficient number as the "critical mass" of students from a group required to enable the formation of peer relationships among students to prevent stereotyping. Every school does not need to be reorganized to provide a sufficient number of every group present in the school system. Program delivery should continue to be our primary consideration in organizing schools.

Implementation Guidelines

Quality of Overall Programs

1. A variety of instructional programs should be created at the system level and at the school level to accommodate the full spectrum of learner diversity displayed by Arlington students at all grade levels. The development of focus schools and programs, countywide and zoned, offers a major means to address this need. (See Focus School Principles and Implementation section).

2. Effective means of communication should be established to inform all students and parents of the strategies by which all schools, and each school individually, will ensure high standards and expectations.

3. Individual school communities, made up of teachers, staff, parents, and students, should be allowed and encouraged to organize themselves in ways that will better enable them to meet the identified needs of their learners and, in the case of a focus school, implement their specific focus or focuses. This may mean that schools will vary with regard to curriculum implementation, schedules, instructional strategies, and governance.

4. Ongoing assessment and monitoring should be conducted to assure that all students have access to courses that challenge them. Each school's instructional program should be designed to promote academic excellence among all student groups.

5. School system policies and practices should be monitored to insure that the expectations specified in Diversity principle three are met.

Equity and Strategies for Increasing Diversity

6. Zones should be drawn so that residents of historically African-American communities are assigned to schools on the same basis as residents of all other communities in Arlington.

7. Schools lacking significant racial/ethnic, and linguistic diversity should be expected to develop programs to attract students from other racial, ethnic, and linguistic groups. Incentives should be provided to facilitate this process.

8. To the extent practical, enrollment at any school should provide for the presence of a sufficient number of students within each racial, ethnic, and linguistic group represented so that individual students will not be isolated.

9. Choice should be the major tool used by Arlington in addressing linguistic, ethnic, and racial balance, as well as learner diversity.

10. Solutions for increasing diversity at each school must be fair to all students.

11. Whenever possible, students should experience diversity in an educational setting at the earliest possible age.

12. All students should be placed in appropriately challenging instructional programs and settings. This includes the successful integration and inclusion of our special education students.

13. Emphasis should be placed on developing a variety of ways to establish and sustain stronger school/community partnerships to support educational and social goals for all students.

Needs of Limited English Proficient Students

14. A variety of academic programs should be provided, on a choice basis, for students learning English. These programs might address a variety of educational or developmental needs, expand immersion offerings, or be secondary program of study additions that follow the Arlington curriculum for selected subject area credit in the native language where a sufficient number of speakers exists.

15. Support services should be provided for LEP students at all levels. These might include identification and provision of instruction to pre-school children, assistance during the year in the regular school setting, summer programs, remediation for students failing the Literacy Passport Test, enrichment programs for students able to accelerate, counseling in native languages, translation, and other related services.

16. Programs to attract and include students learning English should be created in those schools where at present there is a small percentage of LEP students (see Focus School Principles and Implementation).

Program Support

17. Ways in which staff, teachers, parents, and students can create a supportive atmosphere for all groups need to be identified and implemented.

18. Countywide curriculum at all levels needs to be reviewed to insure the inclusion of the contributions of diverse racial/ethnic groups. Training should be provided to all school staff to assist them in delivering a curriculum that includes a wider range of perspectives.

19. Non-traditional sources for minority staffing need to be pursued. Arlington should tap networks of professionals in order to identify additional sources for minority staffing. Alliances with minority educational institutions for student teachers should be established, and in-service practicums and internships offered to minority candidates.

Implementation Process

Quality of Overall Programs

Much of the debate over diversity stems from feelings of parents about the impact of diversity on the quality of the education delivered in schools with diverse populations. The degree to which these perceptions are correct varies. If, as a community, we approach diversity as an asset, then the calibre of education and the instruction itself will improve.

As new instructional programs are created to better meet the needs of the spectrum of learners, it is imperative that all State and County standards and curriculum requirements be met at all schools, despite any differences in programs.

At present, schools that serve a large number of low-income students do not have the same ability to raise supplementary funds or provide volunteers as schools with fewer low-income students. Parents, PTAs, and community organizations from the latter schools are able to provide financial and material resources, such as computers, books for classroom libraries, social functions sponsored by the school, field trips, scholarship money, after school enrichment programs, translators and other communication and outreach efforts, volunteers, and a variety of helpful items and services. In order to give all schools access to such valuable resources, differential funding is needed for schools where parents and community are unable to provide these important educational supplements.

Equity and Strategies for Increasing Diversity

Communities that have been unable to enroll their children in a school within their geographic boundaries are Nauck, Arlington View, and Highview Park. The Steering Team, as well as many in the Arlington community, views this as a situation that should be examined to ensure that enrollment opportunities are fair across the county, e.g., educational continuity from kindergarten through high school, community networking through school organizations, and parent involvement.

The Steering Team recognizes the importance of the concept of sufficient number as the student population in a school changes. When the number of students in a particular group is very small, those students may feel isolated, no matter how supportive the environment. This is all the more important as schools that have been homogeneous begin to enroll language minority children or children from different racial/ethnic groups. A "critical mass" of students from any group is necessary for the formation of peer relationships that avoid stereotyping. Those zoned schools least diverse in their present population should be the first schools expected to develop attractive instructional programs designed to attract students, by choice, from other racial/ethnic and linguistic groups. However, each school does not need to be reorganized to provide a sufficient number of every group present in the school system. Since children learn to value themselves by how others, both children and adults, value them, it is critical to provide support for any group that finds itself a small minority within a school.

All students cannot gain the benefits of diversity without a supportive educational setting which:

- teaches the value of all human beings through a curriculum that both encourages comparison of similarities among peoples and celebrates the differences;
- creates a welcome atmosphere within the building and the classroom; and
- has individuals from various cultures who act as role models.

It is important that schools focus not only on the culture and language of the minority groups within the building or class, but include the backgrounds of the majority group as well.

The under representation of African-American and Hispanic students in the gifted program as well as their over representation in Special Education programs must be scrutinized. Programs throughout the county should strive to reflect our entire population, making sure that no barriers are allowed to exist for any group of students. Teachers should be trained to recognize signs of giftedness displayed in non-traditional ways lest they overlook gifted students from cultural orientations not their own. In addition, teachers may need assistance in identifying LEP students unable to demonstrate giftedness in an unfamiliar language. The student's inability to perform in English may mask signs of potential giftedness.

Support systems need to be developed to enable minority students to have greater representation and success in higher level programs, thereby lessening the possibility of

isolation for these students. The stigma that some children attach to outstanding academic performance must be erased. Enrichment and acceleration programs (e.g.the Early Identification Program, College Bound Project) should be supported across the county as avenues to greater access to high level courses for minority students. Staff development should be designed to assist teachers in setting and supporting consistently high academic expectations for minority students. Parents of minority students should be provided with sufficient knowledge of the school system to counsel their students or advocate for them in the matter of course placement. Diversity makes special demands on parents to participate in schools, a value in it own right.

Current County demographics make it difficult to balance our diverse populations through contiguous zoning. The Steering Team opposes forced bussing for any student. No single group of students should bear the burden of improving diversity. Promotion of expanded program and school choice can reduce the need to reassign any group of students, provided the choice programs are located around the county and equal access is assured.

The Steering Team believes that priority should be given, when possible, to having students experience diversity beginning with kindergarten. However, opportunities for experiencing diversity should also be offered to students at entry into middle school and high school, as well as at the time of entry into the school system for newly arrived students. One application of this concept is the extension of dual language immersion programs to new students, beginning at middle school, or at high school.

As diversity in each school's population changes, efforts must be made to sustain partnerships and involvement with the community. Some ways of accomplishing this might include the provision of transportation for parents to school meetings, provision of transportation to students for awards ceremonies and other afternoon and evening events, and flextime for staff to accommodate evening and weekend events.

Needs of LEP Students

Current programs for students learning English need to be reviewed and expanded. A review of the exit criteria for HILT/HILTEX at the high school level should be conducted, and transition support to the regular English-speaking program available on an individual as well as group basis, as exit criteria are met.

Examples of expanded programs for LEP students might include the addition of subject area components to the HILT/EX programs combined with subject area courses in the student's native language, courses intended to introduce all students to essential foundation concepts, e.g., a foundation science course to teach experimental design, laboratory procedures, and introductory concepts in physics, chemistry and biology for all ninth grader LEP students taught in the native language.

A comprehensive staff development program to assist teachers in acquiring greater cross-cultural awareness. Teachers can be helped to create a supportive climate for learning across cultures and could benefit by greater awareness of global conflicts which affect our students.

Strategies intended to personalize education (e.g., team teaching and teacher-advisor groups) and differentiate instruction for all students should be extended to limited English proficient students.

It is particularly important to establish major support systems for new LEP high school students. Not only should intensive multi-period instruction in mathematics and other areas leading to the passing of the Literacy Passport Test be provided, but alternative instructional resources such as classroom libraries, reading lists by English level, reference materials in native languages, etc. should be available. Course offerings and educational opportunities for older LEP students could be expanded beyond the present programs at H-B Woodlawn and the

the High School Continuation Programs. For example, the High School Continuation Programs currently housed at Langston and Hoffman Boston could be changed to include the same curricular and academic expectations and similar levels of subject area courses as at the regular high schools. Translators and other services for LEP students should be made available at the High School Continuation programs in the same manner as at other Arlington high schools.

FOCUS PROGRAMS/SCHOOLS

Principles

1. Focus programs/schools, like all Arlington schools, should:

   - be of high quality and
   - include a common core curriculum.

   Focus programs/schools also should:

   - have identifiable instructional emphases that distinguish them from other programs and that are designed to ensure longevity. The emphases may be based on one or more of the following:
     - -- educational philosophy;
     - -- delivery methods;
     - -- student needs or characteristics;
     - -- subject matter emphasis;
     - -- themes that cross curriculum areas; or
     - -- different school calendars.
   - appeal to students from different backgrounds and accommodate a reasonable range of student interests and needs;
   - be available, in some form, at all grade levels;
   - be accessible to all eligible students; and
   - be structured so that principals are accountable to the community the program serves.

2. The development of focus programs/schools should be a collaborative effort among all concerned parties -- teachers, school-level administrators, parents, students, school system-level administrators, and the community.

3. One or more focus programs may be housed in a single school building.

4. If a school houses more than one focus program, in order to encourage school identity, where feasible, the individual programs should be linked.

5. Assignment to focus programs/schools should be by some form of choice.

6. Focus program/school development should be centrally coordinated to ensure that:

- a sufficient number of meaningfully different programs is available;
- all programs/schools are of high quality;
- adequate information is available to all;
- student enrollment in programs does not exceed capacity;
- higher demand programs are located in larger facilities and lower demand programs are located in smaller facilities;
- program enrollees are diverse;
- selection of programs and sites encourages enrollment of students from diverse backgrounds.

7. Existing alternative programs/schools are focus schools and should be continued.

Implications

Focus programs/schools are a tool that can be used to offer attractive alternatives designed to meet learner diversity and improve student achievement. In addition, when combined with the Student Assignment Principles and the Diversity Principles, focus programs/schools can help improve racial/ethnic diversity and reduce crowding.

The creation of focus schools provides an opportunity to develop programs centered on student learning needs while identifying different kinds of instructional delivery, involving students and parents more in the ownership of their schools, and integrating teaching and learning in new ways that reflect the connections in both the immediate and the larger society. In sum, establishment of focus schools provides the opportunity to develop programs directed to specific interests and needs both of students and the community.

The development of focus schools is a way to expand choice for Arlington parents and students. In addition, the focus concept can contribute to the improvement of quality education at every school. Arlington has had experience with aspects of "focus" schools both in its alternative schools and programs -- Drew, Page, and H-B Woodlawn -- as well as with programs developed in the exemplary schools project. With expansion of choice, Arlington parents and students will have expanded opportunities to choose a school that they perceive is well suited to their needs. At the same time, expanded choice can be a vehicle for monitoring and improving the quality of each school, since schools not chosen should be expected to review their programs and change them if they are not attractive to the community. Finally, the degree of satisfaction within the community with the present alternative schools argues for more alternatives, a desire that can be satisfied in part by the creation of focus programs/schools.

The creation of focus programs/schools, by themselves, will not end crowding or ethnic/racial imbalance in the county. Focus schools and choice, while making it easier t o address crowding and diversity, demand a commitment on the part of the Superintendent and Board to support, through budget and other means, differences among schools.

Focus schools also should provide relief for some of our crowded schools. The opening of new buildings permits the creation of focus programs/schools that can lead to lower enrollment in crowded zoned schools. The extension of focus and choice to existing zoned schools allows for maintaining zoned schools for a large number of students while also opening these schools to other students in the county, as space permits. This application of the focus concept provides the opportunity for students, parents, and the community served by a zoned school to describe and/or redefine the zoned school's mission and their expectations for quality.

Therefore, two kinds of focus schools are envisioned: countywide-enrolled focus schools, and zoned focus schools, designed first to serve those students within its attendance boundaries and, as space permits, to serve students from around the county.

The combination of countywide focus schools and multiple zoned focus schools shows promise for diversifying our schools without abandoning the concept of "zoned" school. In order to affect diversity, however, those zoned schools least diverse in their present population should be the first zoned schools expected to develop a focus designed to attract students from other groups and parts of the county.

Definition

The *Focus Schools Study Group Report* is helpful in understanding the concept of focus. That report (p. 5) lists as characteristics of focus schools:

- "Students attend focus schools by choice. Therefore, they have elected or "bought in" to the educational system.

- Each school has a unique theme or focus which permeates the entire school. The entire system within the school reflects the commitment to that theme and is organized accordingly.

- Each school translates its selected theme across the range of student abilities, insuring that high student ability or a predisposition in one particular area is not the basis for admission to a focus program. Thus, an academically heterogeneous group of students are served...."

Focus schools may be philosophy-based, subject-based, delivery-based, learner-based, or a combination of these. In Arlington, it should be understood that instruction for students with special needs such as Gifted, Special Education, and HILT/HILTEX students should be part of each focus program/school.

In addition, the notion of a "focus school" is applicable to all schools whether serving students within a zone or on a countywide basis.

Implementation Guidelines

1. Focus programs/schools should address the diverse needs of learners through a variety of partnerships between students, parents, staff, and the larger community.

2. All zoned schools should be encouraged to develop and/or define their focus to meet the needs and interests of their students and community. Additional enrollment should be allowed systemwide as space permits. Non-zone student assignment should be based on admission criteria (see Student Assignment Principles).

3. While the four existing middle schools may continue their present delivery-based focus, an individual middle school should be free to develop a focus that differentiates it from other middle schools, if community, students, and staff are interested.

4. Schools with a significant number of students from the same language and/or racial/ethnic backgrounds should be expected to develop focus programs that increase diversity.

5. Parents, principal, teachers, staff, and students are essential partners in the creation of focus schools. All should be actively involved in developing and maintaining the specific focus or focuses in a school, and in ongoing implementation. They should be committed to the focus philosophy and program. Everyone should work in a collaborative team approach where instructional leadership is shared and a positive climate supporting the focus of the school is nurtured.

6. A comprehensive family orientation and information center should be established to widely disseminate information about all schools. This information center would be the first point of contact with the school system for all families. Translation, both written and oral, should be used to provide information and orientation for those parents and students who are not fluent in English.

7. Enrollment in countywide focus schools and in zoned focus schools when the student enters from outside the zone should be based on a choice made by parent and student based on their knowledge of that school's focus and an understanding of how that focus meets the student's specific learner needs.

8. Particular focuses should be available from kindergarten through 12th grade where educationally appropriate.

9. While planning factors should be the same for all schools, creative site-based allocation of staff and other resources should be allowed.

10. Before selecting focus programs/schools, parents should be encouraged to seek teacher advice and feedback on students' learning needs.

11. The development of ongoing partnerships between focus programs/schools and universities should be explored, as well as partnerships between schools and the business community.

12. The need for long-term support of focus schools is essential for successful programs.

Implementation Process

Some key steps in developing focus schools in Arlington include:

- identifying key persons and defining their roles;
- establishing community preferences for focuses through surveys and other means; and
- developing a process to involve community and school personnel in proposing specific focuses for specific schools.

Responsibility of Key Persons

The responsibility for developing focus schools should be shared between individual schools and the central administration. Key persons should be:

1. Director of Special Projects who should be responsible for coordinating the development of all focus schools in accordance with the Focus School Principles and the direction of the Superintendent based on School Board policy;

2. a standing countywide "Focus School Planning Committee" composed of staff and parents under the direction of the Director of Special Projects. Committee members should be appointed by and report to the Superintendent; and

3. building level development teams composed of staff, students, parents and community members should be established at interested schools.

Survey of Interest and Needs Assessment

A countywide survey should be used to determine interest in specific focuses. As a first step, an inventory of focus possibilities should be prepared. A reasonable number of the "best" possibilities should then be incorporated into a survey. The survey should be given to all parents, secondary students, staff, interested citizens, and parents of pre-school children. Efforts should be made to educate parents and staff about new and different instructional emphases included on the survey before they complete the survey.

Once the survey is returned, the responses should be compiled and analyzed both for the whole county and for individual schools. Results should also be disseminated to building advisory committees, as well as the Superintendent, Board and other interested groups.

Submission of Proposals

A request for proposals should be issued to all staff and the community at large to develop countywide focus schools and to develop specific focuses at zoned schools based on the results of the survey.

Proposals should be forwarded to the standing "Focus School Planning Committee" for review. Their recommendations should be forwarded to the Superintendent for his consideration and, where appropriate, to the School Board for action. One factor in granting approval should be whether the proposals match preferences identified through the survey.

ntywide Elementary and Middle Schools

Staff and parents from throughout the system should be invited to join the original osers of an approved focus. They would be involved in the implementation of the focus ram. Together they should prepare both a short range and a long range implementation The plans should be submitted to the standing committee for review and to the rintendent for approval.

Once the focus is approved by Superintendent and Board, the principal should be ted, in consultation with original developers of the focus, whenever possible.

The principal should interview and request assignment of teachers and staff to that l based on interest and involvement in the development of the school's focus, in addition er factors. Other tasks to be accomplished prior to enrolling students include:

- establishing and implementing a staff training program to support implementation of the focus, following the model used in the establishment of Arlington's middle schools and exemplary projects schools;

- expanding the roles of interested parents and staff both through provision of training on enhanced parent involvement and outreach, support roles in the school, and roles in the development and maintenance of the focus; and

- developing an organizational plan for each school with the involvement of parents and staff.

When these steps are completed, student enrollment procedures should be implemented, according to Student Assignment Principles.

Zoned School Sites

The implementation plan for countywide focus schools is also applicable to zoned schools interested in developing a focus. It is expected that the Director of Special Projects will work with each school staff and community parents in assisting them to review their program, consider focus as an option, and manage the process of deciding whether or not to implement a particular focus program.

An option should be extended to on-site staff to remain at the school and be involved in the implementation of the selected focus. If staff are not interested in implementing the selected focus they may apply for a transfer to another location. Students and parents not wishing to participate in the selected focus, when that focus involves the total school, should also have the opportunity to choose enrollment in a countywide school or in another zoned school, following Student Assignment Principles.

Assessment and Program Evaluation

A rigorous evaluation plan should be developed to assess whether focus schools are meeting their goals. This evaluation should be long-term and developmental to meet the changing situations of the focus schools and the county. Elements to be included are:

- the degree to which learner needs are being met by each focus school;

- perceptions of parents, staff, and students about the quality of the new program(s);

- student achievement on standardized test and, where appropriate, on alternative forms of assessment such as portfolios and exhibitions;

- countywide assessment data including test data and Outcomes Reliability Project data;

- description of student demographics, including current civil rights information, and additional information such as the percentage of Limited English Proficient students with Cognitive/Academic Language Proficiency (CALP).

A component of the assessment of the effectiveness of focus schools in Arlington should be the extent to which demand for a program matches available program capacity. If there appears to be a high demand for one particular kind of focus, consideration should be given to expanding this focus. On the other hand, if demand is slight for a particular focus, then it should be reduced or eliminated in favor of another.

Adjustments to focus school programs should be ongoing based on experience gained in their implementation. Flexibility should be granted to focus schools to grow, develop, and change before a judgement is made on the effectiveness of the focus in meeting the goals of improving the quality of education in Arlington and increasing student diversity.

Timeline

The following benchmarks are proposed in establishing focus schools while at the same time meeting the need to open one or more new schools by Fall 1994. They are optimistic and will require significant commitment of time, energy, and involvement on the part of school staff and the community, as well as speedy action by the Superintendent and the School Board. These dates could be extended by one year, particularly in view of the need for significant staff development and parent information, both of which would be different in kind from that currently available. However, the demand for additional school buildings to relieve overcrowding necessitates the schedule below.

YEAR #1
PREPARE TO OPEN ADDITIONAL MIDDLE SCHOOL AND OTHER NEW SCHOOLS

Phase 1
6 months

- form committees;
- survey distributed and results analyzed;
- each new school's location and focus approved;
- budget developed to support the development and implementation of focus schools, e.g., Planning Committee budget, parent information budget, at the central office;
- budget developed to implement specific focus at each approved school;
- description of approved focus schools publicized to parents and community.

Phase 2
6 months

- staff training program supporting focus provided;
- summer staff training program outlined and funded for each focus school;
- staff and principal assigned;
- training program provided for interested parents, students, and community members who wish to become involved in further developing the focus school plan and its implementation;
- parent information program implemented;
- student assignment for initial phase-in of program or grades made: high school by January 31, middle school by March 1, elementary school by April 1;
- school (re-)organization plans completed;
- transportation system and routes set for regular day program, extracurricular events including athletics, and parent evening meetings.

Phase 3
3 months

- staff involved in providing focus work on curriculum, organization, and facilities adaptations;
- parent and student orientations held;
- buildings prepared for opening.

YEAR #2 AND BEYOND
OPEN NEW SCHOOLS AND PREPARE FOR FOCUS ZONED SCHOOLS

- focus programs and schools evaluated;
- in-school/program revisions based on assessment plan;
- student population characteristics monitored;
- recommendations made by Planning Commission to Superintendent regarding reconfiguring of countywide and zoned focus schools based on assessment information and Student Assignment principles;
- additional focus schools planned and approved by central "Planning Committee" and Superintendent.

Ideas for Focus

What follows is an incomplete list of possible focuses. Further information and ideas can be found in a variety of sources, among them the Study Group Report on Focus Schools, and responses from participants in the Citizens and Teachers Forums.

High Schools (should have more than one)

Subject-based examples:

- science and technology
- humanities
- "Tech Prep" including business partnerships
- global education
- Page "traditional" model
- International Baccalaureate program
- visual and performing arts
- technology infused in all subject areas
- Career Center as focus school in addition to or in place of present programs
- college preparatory school for students with limited English/academic language proficiency

Delivery-based, learner-based and philosophy-based examples:

- team-taught 125-student "house" organization with integrated, interdisciplinary curriculum grades 9-12, flexible schedule, and alternative forms of assessment/exhibitions (Sizer model)
- schedule alternatives, e.g., day-time and night-time schedules; flexible scheduling, year-round instruction including summer remediation, continuation, enrichment
- extension of middle school model
- create additional H-B Woodlawn model

- all three regular high schools as campuses of single school, with students choosing courses at each and any of three during the year
- apprenticeships and mentorships as part of program

Middle schools

Subject-based examples:

- extend language immersion 6-8
- global education
- technology infused in all subject areas
- humanities
- school/business partnerships

Delivery-based, learner-based and philosophy-based examples:

- integration of real-life application in all subject areas
- Summer Laureate model of integrated and differentiated instruction
- non-graded school
- Multiple Intelligence model
- Page model extended
- single sex

Elementary schools (large schools may have more than one):

Subject-based examples:

- dual language immersion including HILT students using present models, e.g., Key, Oakridge, Abingdon
- thematic emphasis, e.g., Da Vinci model at Barcroft
- global education
- technology infused in all instruction

Delivery-based, learner-based and philosophy-based examples:

- create additional Page or Drew models
- different grade configurations:
  pre-K-2, 3-5
- ungraded with portfolio assessment
- Montessori pre K-5
- Multiple Intelligence model
- Summer Laureate model of integrated and differentiated instruction
- single sex

Additional options

- K-12 focus pyramid, geographically contiguous or non-contiguous, e.g. immersion elementary schools in feeder relationship with immersion middle school and immersion high school; Page K-12 continuum
- year-round option at all levels
- one or more schools with grade configuration different than at present:
- early childhood school: pre-K-2
  - Montessori school
  - 6-12 focus school
  - K-12 within a single school
- dual language immersion program within a single site: K-6, K-8, 6-12, 9-12, or K-12

OPTIONS

Introduction to Options

Every option presented in this report must help Arlington address the three challenges identified by the Superintendent in his March 1992 memo and endorsed by the School Board in the April 1992 guidelines for Futures planning. The challenges are:

- **providing quality education** for all students. This must continue to be the mission of each Arlington Public School.

- **reducing crowding** through prudent use of our resources -- both existing buildings and potential building additions through our Capital Improvement Plan (CIP) -- and redrawn boundaries. Options should add space for at least 1300 elementary students and 800 middle school students.

- **improving diversity** at schools which do not currently enroll students from a variety of racial/ethnic, language or learner groups must be a goal in the context of increasing instructional space. Options should encourage and support enrollment at every school in movement toward the school system averages.

The Steering Team has identified five available tools that, when used in combinations and in varying degrees, should produce solutions that address Arlington's challenges. Each option assumes:

- **re-opened buildings** not currently in use as regular schools. These buildings may be used exclusively for school programs or used jointly with the county.

- **construction of additions** at sites that have space. We need to increase our instructional space systemwide by more than 100 classrooms to meet our growing student body's need for space. These classrooms will be a mix of reopened buildings and new construction.

- **redrawing of some boundaries.** Some school buildings can not accommodate all the students living in their attendance zones. As a result, boundaries will have to be redrawn. Boundaries should be redrawn so that no school becomes less diverse than it currently is and, wherever possible, improvements in diversity result. Geographic proximity is a high priority in assigning students to school, especially at the elementary

school level. It is the Steering Team's view that, wherever possible, elementary zones should be contiguous. If attendance areas must be non-contiguous, other recognized community identities should be honored in zone designations.

- **increased opportunities for parent choice** among public schools in Arlington. Choice may be offered at countywide enrolled schools or zoned schools. For those families exercising choice, admission would be governed by the following criteria: building/program capacity, special student need, race/ethnicity and the presence of a sibling concurrently enrolled. Choice should be available at all levels, including high school. Transportation should be provided, within the current school system guidelines, for all students, whether enrolled at their zoned school or a school outside their zone. Consideration should be given to arrangements for extended day at elementary schools and for parent attendance at evening meetings.

- **focus schools/programs** in varying degrees and at various sites. Focus may be present at countywide enrolled schools or zoned schools. Selection of any currently zoned school to become a countywide enrolled school could be based on the following criteria:

  - **Size of site**
    Large sites could be chosen, allowing for the construction of a separate annex for the countywide program or reorganization of the school into small student units, often called "houses."
    Small buildings on small sites could be desirable if demand for the program is small and the building cannot be expanded without reducing green space.

  - **Lack of diversity in surrounding neighborhood**
    Where it is impossible to draw a zone with some diversity, consideration should be given to using the school as a countywide enrolled school and reassigning its students to another zoned school in a way that makes sense for the community. Communities throughout the county should be assigned to schools using a consistent rationale.

  - **Availability of countywide programs throughout the county**
    Countywide programs should not be concentrated in one part of the county.

Based on the principles developed by the Steering Team, as well as input from the Citizen Forum and greater Arlington community, five general categories of options have emerged. By applying an option in varying degrees and to various schools, different solutions can be generated. It is important to note that all the options described can be phased in over time. Phase in time may vary by option.

Following each option are several illustrations of the option. **It is important to note that these are only examples.** While individuals on the Steering Team may favor one or another of the illustrations, the Team has not done extensive work to ensure that each and every application, in reality, is reasonable or can be implemented. It is also not possible to describe in this report exactly what the boundary lines would be for each illustration. As the field of options narrows over the next few months, various boundary changes should be explored, keeping the principles and guidelines in this report in mind.

Some options initially suggested by the Steering Team, citizen forum or general public are not included in this report. The Steering Team used the principles and the quality

education statement as a filter for evaluating all options. Options that did not satisfy all principles and address quality are not presented here. Similarly, if an idea only addressed one or two of the challenges identified by the Superintendent and School Board, it was not considered sufficient.

Options that did not include zones and increased opportunities for choice are not presented.

Example a: All schools enroll students by choice. Admission is governed by the criteria identified in the student assignment principles. There are no zones.

Example b: Each school has a zone. Instructional transfers and current alternative schools are phased out.

Example c: Only zoned schools with excess capacity could enroll some students from other schools using the admission criteria. Zoned schools that are at capacity would not enroll students from outside their zone. Classroom additions would be placed at zoned schools to serve the children living in the zone.

Options which addressed only one or two of the challenges are not presented.

Example a: High school choice should include participation in the Fairfax Thomas Jefferson Science and Technology school

Example b: Lower class sizes throughout the system to address learner diversity or concerns about quality education

Example c: All schools operate year round as a way to increase the capacity at every building

The options do not describe progression from elementary to middle to high school, in part because the options can be combined in many ways to arrive at solutions which are quite different from each other. The Steering Team believes that moving through school with a significant group of students you know is an important value in the Arlington community. The guidelines developed by the Superintendent and School Board affirm this value as well. We recommend that as the field of options narrows and becomes more concrete, that the issue of progression be addressed directly and in a way that makes programmatic as well as geographic sense.

OPTION 1

Schools at all grade levels enroll most students from a geographic zone and enroll some students from outside the zone using the admission criteria of building capacity, special student need, race/ethnicity and presence of a sibling. Every newly opened school is a zoned school. Zoned schools use the focus process to develop instructional programs which meet a range of student needs. Existing countywide programs/schools are continued. Current zone-based special programs (like Exemplary Projects) are continued if the community wishes.

This option addresses crowding by opening new schools, building additions and redrawing boundaries. It increases choice by providing space at zoned schools for students who do not live in the zone but choose to attend the school and by extending choice to high school students. It addresses diversity by applying the admission criteria to students choosing the school from outside the zone. It addresses quality at every school by encouraging school communities to develop instructional programs and then market themselves to families outside their zone. It does not increase the total number of countywide schools.

Variation

Through classroom additions and careful configuration of the boundaries, every zoned school has excess capacity and enrolls some proportion of its students from other zones using the admission criteria.

Description

Zoned schools would use the process described in this report under Focus Schools to identify, describe and/or develop a high quality program that could attract students from throughout the county. This program could be based on the existing instructional delivery in the school and other current practices or it could be a new initiative developed by the school community. To meet the goal of increased diversity, each school, supported by the school system, would be expected to work to attract a specified percentage of its student body from outside its zone. The School Board would set guidelines and monitor composition of the student body at each school. Each school would be given support to help it achieve its goal.

Attendance zones would be redrawn, as necessary, to reflect space added by reopened buildings and additions at selected sites. All schools, except those sites selected for existing alternative schools/ program, would serve a defined geographic area (a zone). At all levels (elementary, middle, and high), all families in Arlington County would reside in a zone and would be allowed to choose to have their children attend that zoned school, attend a focus program in another zoned school, or an existing alternative countywide enrolled school program.

Parents and students who choose to enroll in an existing alternative school/program or a new focus program outside their zoned school would follow procedures outlined in the student assignment paper. Admissions to countywide schools (including Drew, H-B Woodlawn and Page) and any focus programs at zoned schools would be centrally administered to ensure equity and efficient use of building space.

Transportation would be available for all students under the existing School Board transportation policies regarding distance of residence from school.

Advantages

A. Minimizes disruption from current system.
B. Provides non-coercive opportunity to increase diversity.
C. Stimulates building-level interest in educational improvement at some schools by promoting inclusion and collaborative involvement of all segments of a school's community.
D. Allows teachers and administrators an opportunity to explore alternative curricula and instructional delivery methods

Disadvantages

A. May not diversify schools
B. All schools would be at or near capacity most of the time
C. May provide too few spaces for choice
D. Little incentive to innovate or address educational quality concerns
E. May be difficult to draw boundaries that will last

Option 1: High School Illustrations

A. Redraw high school attendance zones to address projected space needs and improve diversity across all three zoned schools. Allow choice across all three zones as redrawn.

B. Continue with current high school zones. Allow choice across all three existing zones using student assignment criteria. Develop focus programs at all three zoned schools designed to redistribute students and use all existing high school space as well as improve diversity. Each zoned school should review its relationship to the Career Center.

Option 1: Middle School Illustrations

Open a fifth zoned middle school. Adjust boundaries as needed. Encourage all middle schools to develop, over time, focus compatible with the middle school philosophy. Allow choice with a set aside for enrollment from outside the zone at all five redrawn zones. Maintain H-B Woodlawn at some site as a countywide enrolled school.

Example a: Open Gunston building as a zoned school for 800 students. Redraw boundaries to reflect five middle schools. H-B Woodlawn remains at Stratford building.

Example b: H-B Woodlawn moves to Swanson building. Boundaries are redrawn to reflect Gunston, Jefferson, Kenmore, Stratford and Williamsburg as zoned schools.

Option 1: Elementary School Illustrations

Open one or more additional buildings as zoned elementary school(s), resulting in 18 or 19 zoned elementary buildings. Use currently unoccupied school-owned buildings as potential sites for existing countywide enrolled elementary schools. Build additions and adjust boundaries as needed to relieve crowding and address diversity. Encourage all zoned

elementary schools to develop focus programs over time. Allow choice across all redrawn zones. Maintain current countywide choice schools at selected sites in the county.

Example a: Open Claremont and move the Page Traditional School program there. Use the Page building as a zoned elementary school to relieve crowding. Open Reed and/or Jackson as new zoned schools. Build additions and redraw boundaries for 18 zoned elementary schools as needed. Maintain Drew Model school and Key Immersion program at current sites as countywide enrolled schools/programs.

Example b: Open Claremont and move Drew Model School there. Open Reed and move Page Traditional School program there. Use the Page and Drew buildings as zoned elementary schools. Build additions and redraw boundaries for 18 elementary schools as needed. Allow choice across zones. Maintain Key Immersion as a program at current site.

Example c: Move Jackson special education center to Claremont. Consider relocating early childhood or other county wide programs to Claremont as well. Open Reed and move Page Traditional School program to Reed. Open Jackson and Page as zoned schools. Maintain Drew Model School at current site and increase enrollment. Build additions and redraw zones for 18 zoned schools, with Nauck community zoned to one school, Arlington View zoned to one school and Highview Park zoned to one school. Allow choice across all zones. Maintain Key Immersion at current site as a countywide enrolled program.

OPTION 2

A number of additional schools (some or all of the newly opened schools) at the middle and elementary levels would be countywide enrolled. At all three levels, zoned schools enroll some students from other zones using the admission criteria. Existing countywide enrolled schools/programs continue as do zone-based special programs like Exemplary Projects.

This option addresses crowding by opening schools, building additions and redrawing boundaries. It increases choice by opening additional countywide enrolled schools (beyond Drew, Page and H-B Woodlawn) and by extending choice to high school students. Diversity is addressed at countywide enrolled schools by applying the admission criteria. It is addressed at zoned schools through the configuration of the zone and by applying the admission criteria to students from outside the zone who wish to attend the school. Quality is addressed at all schools through the use of the focus development process.

Variation I

Through building design and careful configuration of the boundaries, every zoned schools has excess capacity and enrolls some proportion of its students through countywide choice.

Variation II

Initially, enrollment at newly opened countywide schools is apportioned to all schools in relation to how crowded they are.

Description

Additional countywide schools/programs, up to the number of newly opened buildings, would be created using the focus development process. These new countywide programs could be located at newly opened schools. Alternately, a currently zoned site could be used for the countywide school and a newly opened building could be a zoned school. Parents and students who choose to enroll in an existing alternative school/program or a new countywide program would follow application procedures outlined in the student assignment paper. Admissions to countywide schools/programs would be centrally administered. Families wishing to enroll at a zoned school other than their own would also follow the application procedures and admission would be governed by the admission criteria.

Transportation would be available for all students under the existing School Board transportation policies regarding distance of residence from school.

Advantages:

A. Increases the opportunity for more students to exercise choice by opening whole new schools
B. Relatively little disruption from current system because zone adjustments might be fewer.
C. Provides non-coercive opportunity to diversify.
D. Stimulates building-level interest in educational improvement at some schools by promoting inclusion and collaborative involvement of all segments of a school's community.

E. Allows some teachers and administrators an opportunity to explore alternative curricula and instructional delivery methods

Disadvantages:

A. May increase divisiveness between zoned and countywide schools
B. May not improve diversity at zoned schools.

Option 2: High School Illustrations

not applicable

Option 2: Middle School Illustrations

Open an additional middle school site as a countywide school. Adjust boundaries for the four zoned schools as needed. Place building additions strategically at all zoned schools to create capacity at each site, to allow choice across all zones as a means to improve diversity. Maintain H-B Woodlawn at some site as a countywide school.

Example a: Gunston is a countywide middle school with a focus. H-B Woodlawn continues at Stratford site. Building additions are strategically placed at the zoned schools to allow choice across zones.

Example b: Kenmore is a countywide middle school with a focus. H-B Woodlawn continues at Stratford site. Boundaries are redrawn to reflect Gunston, Jefferson, Swanson and Williamsburg as zoned middle schools. Building additions are strategically placed at the zoned schools to allow choice across zones.

Example c: H-B Woodlawn program moves to Swanson building. Gunston is opened as a countywide middle school with a focus. Middle school boundaries are redrawn to reflect Jefferson, Kenmore, Stratford and Williamsburg as zoned middle schools. Building additions are strategically placed at the zoned schools to allow choice across zones.

Example d: Jefferson is opened as a countywide school, either grades 6-8 or 6-12 H-B Woodlawn moves to Swanson building. Middle school boundaries are redrawn to reflect Gunston, Kenmore, Stratford and Williamsburg as four zoned middle schools. Additions are strategically placed at the zoned schools to allow choice across zones.

Option 2: Elementary Illustrations

To bring available elementary space in line with projections, the school system must create space for an additional 1300 students. The examples include various combinations of countywide and zoned schools equal to the number of buildings not currently in use as regular schools. All examples assume the continuation of existing alternative programs/schools but not always at the current site. The system would adjust boundaries as needed to relieve crowding and address diversity. Some zoned elementary schools would develop focus programs over time. Choice would be allowed across all redrawn zones.

(Option 2: Elementary Illustrations continued)

Example a: Open Claremont as a countywide elementary school. Open Jackson and/or Reed as new zoned schools.

Example b: Open Claremont and move the Page Traditional School program there. Open Reed as a countywide school with a focus determined by survey and development process outlined in the focus implications paper. Use the Page building as a zoned elementary school to relieve crowding. Build additions and redraw boundaries for zoned elementary schools as needed. Encourage the zoned schools with least diverse populations to develop focus programs. Maintain Drew Model School and Key Immersion program at current sites as countywide schools/programs. Reed as a countywide elementary school.

Example c: Key is a countywide Immersion school. Open Reed as countywide school. Move Page Traditional Program to Claremont. Use Page building as a zoned elementary school. Maintain Drew Model School at current site and increase enrollment.

Example d: Open Jamestown and Glencarlyn as countywide schools. Move Page Traditional program to Reed. Use Page building as a zoned school. Move Drew Model School to Claremont. Use Drew building as a zoned school.

Example e: Open both Claremont and Reed as countywide schools. Reopen the Page building as a zoned elementary school enrolling 400 students. Move the Page Traditional School program to another site selected using the guidelines in this report. Enlarge Nottingham, Jamestown, Tuckahoe, and Ashlawn to allow those schools to attract some proportion of their enrollment through choice. Increase enrollment at Drew Model.

Option 2: Multi-level Illustration

Open two K-8 countywide enrolled schools with middle school components of approximately 300 students each. Open one additional 6-12 countywide school of 600 - 1000 students (depending on building size and the use of houses as described in Focus School Study Group Report). All three schools would have focuses developed using the focus guidelines.

Example a: Open K-8 schools at Reed and Claremont. Open Gunston as a 6-12 school.

Example b: Open Jefferson as a 6-12 school. Open Gunston as a zoned 6-8 school. Use Taylor as a K-8 school. Move Page Traditional School program to Reed. Develop zone for Page building. Open Claremont as K-8.

OPTION 3

At all grade levels, some schools enroll students only from their zones and an increased number of schools, above the current number of alternative schools, enroll students countywide.

This option addresses crowding by opening buildings, building additions and adjusting boundaries. This option increases choice by opening closed schools as countywide enrolled schools and closing some currently zoned schools and reopening them as countywide enrolled schools. It addresses diversity at zoned schools through boundary adjustment and at countywide schools by applying the admission criteria. It addresses quality at all schools through use of the focus development process.

Variation

Initially, students from crowded schools would have admission preference at countywide schools.

Description

This option involves all schools in the system. Some schools would enroll students only from their attendance zone. Zones would be redrawn with crowding and diversity in mind. An increased number of schools would enroll students countywide, with admission based on the admission criteria. All countywide schools would use the focus development process to define and/or develop their programs.

The selection of currently zoned schools to become countywide schools could be based on the following criteria:

- **Size of site**
  Large sites could be chosen, allowing for the construction of a separate annex for the countywide program or reorganization of the school into small student units, often called "houses."
  Small buildings on small sites could be desirable if demand for the program is small and the building cannot be expanded without reducing green space.

- **Lack of diversity in surrounding neighborhood**
  Where it is impossible to draw a zone with some diversity, consideration should be given to using the school as a countywide enrolled school and reassigning its students to another zoned school in a way that makes sense for the community. Communities throughout the county should be assigned to schools using a consistent rationale.

- **Availability of countywide programs throughout the county**
  Countywide programs should not be concentrated in one part of the county.

Advantages

A. Countywide schools are automatically diverse because of admission criteria
B. Allows for some continuity in current assignment practices
C. Stimulates building-level interest in educational improvement at all schools through collaborative involvement of full school community.
D. Allows teachers and administrators at selected schools to explore alternative curricula and instructional delivery methods
E. Transportation changes could be built on existing transportation practices

Disadvantages

A. Requires redrawing of boundaries to fully use building capacity
B. Improves diversity at zoned schools only through redrawing boundaries
C. May increase divisiveness between zoned and countywide schools
D. Initially, new countywide schools would have to draw large numbers of students to have an effect on crowding and fully use facilities
E. Requires careful choice of countywide programs, sites and size of buildings to match supply and demand
F. Zoned schools may continue to be crowded if few in that school community enroll at choice schools
G. Eliminates current instructional transfer system

Option 3: High school Illustrations

A. Adjust high school zones to make best possible use of existing space and to improve diversity. Allow Career Center and H-B Woodlawn to redefine themselves as schools instead of programs.

B. Convert one of the current zoned schools to a countywide school with multiple focuses.

Example a: Convert Wakefield to a countywide school. Redraw boundaries for two zoned high schools at Washington-Lee and Yorktown.

Example b: Convert Washington-Lee to a countywide school. Redraw boundaries for two zoned high schools at Wakefield and Yorktown.

Example c: Convert Yorktown to a countywide school. Redraw boundaries for two zoned high schools at Wakefield and Washington-Lee.

Option 3: Middle school Illustrations

Open additional middle school site(s) as countywide schools. Adjust boundaries for the remaining zoned schools as needed. Any building additions at zoned middle schools would be for projected enrollment from the zone. Maintain H-B Woodlawn at some site as a countywide school.

Example a: Use Williamsburg and Kenmore as new countywide schools. Maintain H-B Woodlawn at the Stratford site. Redraw boundaries for Swanson, Jefferson and Gunston as zoned schools.

Example b: Move H-B Woodlawn to Swanson. Open Jefferson as a new countywide school. Redraw boundaries for Williamsburg, Stratford, Kenmore and Gunston as zoned schools.

Example c: Open Gunston and Swanson as new countywide schools. Maintain H-B Woodlawn at the Stratford site. Redraw boundaries for Williamsburg, Jefferson, and Kenmore as zoned schools.

Option 3: Elementary school illustrations

Maintain Drew Model School Program, Page Traditional Program and Key Immersion Program at some site in the county. Open one or more additional buildings as countywide elementary schools to bring available elementary space in line with projections. Build additions and adjust boundaries as needed to relieve crowding and address diversity.

Example a: Build an annex at Taylor. Develop a focus program and convert Taylor to a countywide school (current community should be consulted on the focus). Move Page Traditional School to Reed. Adjust boundaries to create new zone for Page. Move Immersion program to Jackson and devote entire school to Immersion.

Example b: Close Tuckahoe and/or Key as zoned elementary schools (chosen because of proximity to the subway and ease of parent access). Reopen as countywide enrolled schools with focus (current community should be consulted on the focus). Adjust surrounding boundaries as necessary.

Example c: Close Jamestown and/or Glencarlyn as zoned elementary schools (chosen because of lack of diversity in surrounding neighborhoods). Reopen as countywide schools with focus (current community should be consulted on the focus). Adjust surrounding boundaries as necessary.

Example d: Close Long Branch and Barcroft or Henry and Barrett as zoned elementary schools (chosen because of central location in the county). Reopen as countywide schools with focus (current community should be consulted on the focus). Adjust surrounding boundaries as necessary.

Example e: Open Claremont as a dual-language immersion school. Relocate existing programs from Key, Abingdon and Oakridge to Claremont. Move Page Traditional School to Jackson. Move Drew Model School to Reed. Use Page and Drew buildings as new zoned schools. Relocate Jackson special education program to an appropriate site.

OPTION 4

Elementary schools are grouped in geographic, contiguous clusters. Parents may choose any school in the cluster. All schools use the focus process to develop instructional programs which meet a range of student needs. If demand for any school within the cluster exceeds the capacity of the building, admission would be based on the admission criteria of building capacity, special student need, race/ethnicity and presence of a sibling.

This option is for elementary schools only. It addresses crowding through the creation of large zones with newly opened buildings and building additions placed equitably within the zones. It addresses diversity in the configuration of the zones and by application of the admission criteria at every school within each zone. It addresses quality through the focus process used within each large zone to describe, define and/or develop instructional programs.

Variation I

Current elementary alternative schools become parts of clusters and other clusters may choose to duplicate or modify the current programs as part of their cluster offerings. No elementary school enrolls students countywide.

Variation II

Current elementary alternative schools continue to enroll students countywide at some site in the county. No additional countywide schools are opened.

Variation III

Newly opened elementary schools, as well as existing alternative schools, enroll students countywide. All other elementary schools are clustered.

Description:

An attendance area or zone would include more than one elementary school. Parents would be able to choose any of the schools within the cluster for their child(ren) to attend. If the demand for a school exceeds its capacity, decisions on which applicants to enroll will be made using criteria from the student assignment principles. Each school would need to define its program (using the focus process described in this report) so as to be able to communicate with parents the mission and goals of the school. To facilitate student movement to middle school, all students in a cluster could be zoned to the same middle school.

Advantages

A. May resolve capacity issues depending on how schools are clustered
B. Allows for enrollment in a school relatively close to home
C. Can improve diversity if cluster boundaries have diverse populations

D. Cluster can all feed to one middle school
E. Less transportation required than if choices are scattered countywide

General Disadvantages:

A. Some people may not get their first choice
B. Some students may not be able to attend the closest school to their home
C. Choice options are limited to what is available in a cluster (variation I)
D. Contiguous clusters provide a limited answer to diversity challenge

Option 4: High School/Middle School Illustrations

not applicable

Option 4: Elementary School Illustrations

Example a: Design each cluster with approximately 1600 elementary students from a variety of backgrounds. Each cluster has 2 - 4 buildings, depending on the capacity of the buildings. Wherever possible the entire cluster feeds to a single middle school. Five countywide schools exist, scattered around the county. Buildings selected to be countywide would be negotiated with the clusters. Possible cluster assignments could be:

- Nottingham, Glebe, Long Branch, Barrett, Jackson
- Taylor, Key, Jamestown, Page
- Tuckahoe, McKinley, Ashlawn, Glencarlyn,Reed
- Abingdon, Randolph, Barcroft, Claremont
- Henry, Oakridge, Drew

Example b: Every cluster offers the same range of choices: a traditional program, a Drew-style program, an immersion program, a Montessori program for 3-5 year-olds, and one or two other elementary schools. A middle school program might be developed for each choice and students would move from the elementary choice to the corresponding middle school choice automatically if they wished to.

Example c: Created by reopening Claremont and Reed, with Drew and Page included within their appropriate clusters and serving students only within those clusters. A possible cluster arrangement might be:

- Jamestown, Taylor, Key, Long Branch, Oakridge
- Drew, Henry, Page, Glebe, Nottingham
- Abingdon, Claremont, Glencarlyn, Mckinley, Tuckahoe
- Barcroft, Randolph, Barrett, Ashlawn, Reed

Example d: Created by reopening Claremont and Reed, but maintaining the countywide enrollment of Page and Drew. A possible cluster arrangement might be:

- Jamestown, Taylor, Key, Oakridge
- Nottingham, Glebe, Long Branch, Henry
- Reed, McKinley, Barrett, Barcroft
- Tuckahoe, Glencarlyn, Randolph
- Ashlawn, Claremont, Abingdon

Example e: If Gunston is used as a countywide school, and the middle school attendance areas are left as they are now with minor adjustments, the elementary schools could be clustered as follows, with all of the students within the middle school attendance area being able to choose from any school within the cluster. This example includes Drew and Page as cluster schools, not countywide schools, and reopens Claremont and Reed as cluster schools.

Jefferson:	Oakridge, Drew, Randolph, Henry, Long Branch
Kenmore:	Abingdon, Claremont, Barcroft, Glencarlyn, Ashlawn
Swanson:	McKinley, Glebe, Page, Reed, Barrett
Williamsburg:	Tuckahoe, Nottingham, Jamestown, Taylor, Key

Example f: If middle school attendance areas are used as clusters, and Gunston is opened as a fifth middle school, the elementary schools could be clustered as follows, with all of the students within the middle school attendance area being able to choose from any school within the cluster. This includes Drew and Page as cluster schools with Claremont and Reed reopened as cluster schools.

Gunston:	Oakridge, Drew, Abingdon, Claremont
Jefferson:	Randolph, Henry, Long Branch, Page
Kenmore:	Barcroft, Glencarlyn, Ashlawn,Barrett
Williamsburg:	Taylor, Nottingham, Jamestown, Key
Swanson:	Glebe, Reed, McKinley, Tuckahoe

OPTION 5

High school admission is based on student/family choice and the admission criteria of building capacity, special student need, race/ethnicity and presence of a sibling. Using the focus development process, high schools describe and develop programs which are meaningfully different from each other.

This is a high school-only option. It addresses crowding by controlling the number of spaces at each high school and only enrolling students up to the capacity of the building. It addresses diversity by applying the admission criteria to all high school students. It addresses quality through the focus development process at the high schools.

Variation I

Applies only to the 3 regular high schools and H-B Woodlawn.

Variation II

In addition to the 3 regular high schools and H-B Woodlawn, the Career Center enrolls students full-time. High school students can continue to choose part-time enrollment at the Career Center.

Description

This option applies to all high schools within the system and includes the following features:

- elimination of all high school boundaries;
- all families/students could choose any school in the system without regard to where the family lives;
- building capacity would be the primary limit, taking into account that capacity is affected by the space needs of special programs, e.g. special education, HILT;
- meaningfully different focus programs (one or more per building) would be developed by each high school community, with attention paid to providing programs for the full range of students at each high school site;
- school board policy which directs active recruitment of students not in the majority at a school would continue; primary responsibility would rest with school system;
- enrollment priority would be determined using the student assignment criteria.

Advantages

A. Leads to "market-driven" improvement in schools
B. Gives all high schools the ability to develop a focus based on teacher, parent and student input
C. Boundary changes would be unnecessary

D. Addresses diversity by continued recruitment of students not in the majority at a school
E. Allows schools to focus, rather than duplicate everything at every site

Disadvantages:

A. May be difficult to determine building capacity because changing student needs may lead to unpredictable program/space requirements from year to year
B. . ay initially result in staff re' cation from one building to another.
C. Undesirable sports recruitme t pract s may arise with open high school enrollment
D. No zones

APPENDIX A

ARLINGTON PUBLIC SCHOOLS
Office of the Superintendent

MEMORANDUM

March 19, 1992

REVISED 4/3/92

TO: Members of the School Board

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 repertories 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.

cb

APPENDIX B

FORUM: CITIZENS AND TEACHERS
FUTURES PLANNING COMMITTEE

Citizens:

Andreani, Virginia (resigned 11/19/92)
Baker, Barbara
Baker, Elizabeth
Baugh, Deborah
Brady, Don
Briggs, Henry
Brink, Robert (resigned 9/23/92)
Brown, Margaret
Browne, Sylvia
Buchholz, Judy
Byers, Steve
Byrd-Johnson, Linda
Campbell, Donna (resigned 11/23/92)
Cangialosi, Sal
Chestnut, Shirley
Claire Meyers
Clark, Marjorie
Clark, Portia
Cole, Steve
Colvin, John
Contreras, Hector
Crandall, Joel (resigned 11/30/92)
Craven, Larry
Cross-Cole, Julie
Cude, Nancy
Cunningham, Barbara
DeJesus, Edith
Dewitt-Heffner, Janine
Dillard, Bill
Dougherty, Burt
Dougherty, Salliann
Doyle, Bernie
Duhart, Darlene
Elkind, Mary
Farris, Virginia
Favola, Barbara
Franklin, Bonnie
Fuhrken, Fred
Furlow, Elaine
Garvey, Libby
Gerarden, Ann
Goldman, Eric
Goltzer, Ruth
Green, Saundra
Gutierrez, Adriana
Hadden, Judy
Hall, Mike
Helgerson, David
Hemphill, Robert (resigned 11/23/92)
Henderson, Linda
Holder, Gerard (resigned 10/23/92)
Horwitz, Marci
Hynes, Mary
Jeanblanc, James
Jeffers, Kathi
Jones, Sheryl (resigned 10/20/92)
Jones, James
Jones, Don (resigned 11/25/92)
Kelly, Sara (resigned 11/5/92)
Kernan-Schloss, Lucy
Krogh, Kathryn
Kyser, John
Landrum, James
Landry, Walt
Larson, Steve
Long, Dennis
Mader, Joyce
McCreery, Marjorie
McDonald, Darcy
McKey, JoAnne
Melia, Eileen (resigned 11/25/92)
Miller, John
Mog, Gloria
Moore, Martha
Murtha, Michael
Nixon, Steve
O'Connor, Elizabeth
O'Connor, Tim
Oxenford, Carolyn
Oyola, Jose
Park, Robert
Picciano-Hansen, Lorette
Pinnock, Sharon
Prell, Terri
Raven-Hansen, Peter
Reals, Gail
Rebull, Helen
Reed, Yvonne (resigned 11/25/92)
Rightmeyer, Jennie
Riley, James

Robinson, Susan (resigned 12/1/92)
Rock, James
Rodriguez, Reyes
Rogers, Karen
Rumpf, Nora
Schaller, Candace
Shaw, Susan
Siegel, Jane
Skelly, Carol
Smith, Diane (resigned 5/17/93)
Snelling, Jackie
Stevens, Barry
Stevens, Anita
Syphax, Evelyn (resigned 1/28/93)
Tankersley, Nancy
Thessin, James
Tobar, Andres
Trahant, Nedra
VanNewkirk, Karl
Veis, Mimi
White, Chris
Williams, Andi
Williams, Jeanne
Wright, Cheryl
Zimmerman, Christopher

Teachers:

Ammons, Gail
Baer, Rod
Baker, Susie
Barr, Cindy
Battles, Teri
Bickley, Dorothy
Boesch, Judy
Brasse, June
Breagy, Paula
Britton, Myra
Carroll, Diane
Chambers, Dawn
Erion, Carol
Erion, Carol
Fagliarone, Vicky
Hadd, Ginny
Hall, Margaret
Hammerly, Jennie Lou
Hammond, Angela
Hanley, Diane
Hawthorne, Marion
Hensgen, Helen
Keifer, Charlene
Lowe, Lori
Maher, Marty
Martin, Gretchen
McBride, David
Michelotti, Cecelia
Mole, Linda
Nyce, Catherine
Phillips, Gail
Prosper, Paula
Pruzkowski, Peggy
Pyke, Carol
Ratchford, Barbara
Reising-Jones, Catherine
SanGiovani, Alina
Schmidt, Betty
Schroeder, Jim
Showalter, Cathy
Stephens, Cheri
Stolkeld, Laura
Strauss, Janice
Swaim, Martha
Toner, Linda
Visci, Suzanne
VonVacano, Marcela
Walker, Mattie
Weinhardt, Fred
Wolla, Karen
Zolbe, Carolyn

* * * * *

APPENDIX C

FUTURES PLANNING COMMITTEE
CHRONOLOGY OF INVOLVEMENT AND INFORMATION
CITIZENS, PARENTS, AND STAFF
1992-1993

Date	Group	Activity
03/19/92	School Board	Superintendent and School Board discussed scope of Futures Planning work including guidelines and charge to committee during Board meeting.
Mar-Apr 92	Arlington Community	Citizens contacted School Board Clerk to indicate interest in serving on Futures Planning Committee.
04/02/92	School Board	School Board approved guidelines and charge to Futures Planning Committee to be appointed by Superintendent.
04/17/92	School Board, Arl. Community	Superintendent published structure of Futures Planning Committee.
05/01/92	Arlington Citizens	Citizens who previously indicated interest in Futures Planning Committee invited to become members of Citizen Forum.
06/01/92	Steering Team	Steering Team meeting. All meetings open to public.
06/17/92	Steering Team	Steering Team meeting (open to the public).
06/29/92	Citizen Forum	Steering Team members presented topic for the meeting. Discussion groups reviewed topic and provided input and reactions. (Meeting open to the public.)
07/01/92	Steering Team	Steering Team meeting (open to the public).
07/08/92	Steering Team	Steering Team meeting (open to the public).
07/15/92	Steering Team	Steering Team meeting (open to the public).
07/22/92	Citizen Forum	Steering Team members presented topic for the meeting. Discussion groups reviewed topic and provided input and reactions. (Meeting open to the public.)
08/05/92	Steering Team	Steering Team meeting (open to the public).
08/06/92	Steering Team	Steering Team meeting (open to the public).

08/26/92	PTA Presidents	Letter from Futures Planning Chairman to PTA presidents and various civic groups informing them of Futures Planning process and advising them which Steering Team member is the liaison for their group when questions arise.
08/26/92	Steering Team	Steering Team meeting (open to the public).
09/02/92	Steering Team	Steering Team meeting (open to the public).
09/16/92	Steering Team	Steering Team meeting (open to the public).
09/23/92	Citizen Forum	Steering Team members presented topic for the meeting. Discussion groups reviewed topic and provided input and reactions. (Meeting open to the public.)
09/28/92	Citizens & Staff	Futures Planning Bulletin (Vol.1) initially distributed to about 4,000 in English and Spanish; the number distributed increased to about 5,000 by March 1993 as names were added upon request. Recipients include PTAs, civic associations, other civic groups, churches, ACI, staff, and individual requests.
09/30/92	All Schools	Videotape explaining Futures Planning background, process, and charge/guidelines to committee sent to each school for viewing at back-to-school night and/or other appropriate parent and staff meetings. Tape aired on cable television for about 1 month.
10/01/92	School Board and Community	Superintendent and staff briefed the Board on the work to date of Futures Planning during public/televised meeting.
10/06/92	Steering Team	Steering Team meeting (open to the public).
10/07/92	Steering Team	Steering Team meeting (open to the public).
10/21/92	Steering Team	Steering Team meeting (open to the public).
10/28/92	Citizen Forum	Steering Team members presented topic for the meeting. Discussion groups reviewed topic and provided input and reactions. (Meeting open to the public.)
11/04/92	Steering Team	Steering Team meeting (open to the public).
11/10/92	Citizens & Staff	Futures Planning Bulletin (Vol.2) initially distributed to about 4,000 in English and Spanish; the number distributed increased to about 5,000 by March 1993 as names were added upon request. Recipients include PTAs, civic associations, other civic groups, churches, ACI, staff, and individual requests.
11/11/92	Steering Team	Steering Team meeting (open to the public).
11/16/92	County Council of PTAs	Steering Team members presented an overview on Futures Planning and progress to date. PTA presidents were advised in advance of significance of meeting.

11/17/92	Arlington School Administrators & Supervisors	Steering Team members presented an overview of Futures Planning and progress to date. Break-out groups discussed work and provided input and reactions.
11/18/92	Steering Team	Steering Team meeting (open to the public).
11/23/92	Citizen Forum	Steering Team members presented topic for the meeting. Discussion groups reviewed topic and provided input and reactions. (Meeting open to the public.)
12/01/92	Teachers Council on Instruction	Steering Team members presented an overview of Futures Planning and progress to date.
12/02/92	Steering Team	Steering Team meeting (open to the public).
12/03/92	School Librarians, PTA presidents, principals	Three Study Group reports distributed to school libraries. PTA presidents and principals advised that the reports were available in libraries.
12/05/92	Steering Team	Steering Team meeting (open to the public).
12/09/92	Advisory Council on Instruction	Steering Team members presented an overview of Futures Planning and progress to date.
12/16/92	PTA Presidents & Principals	Futures Planning videotape, A Progress Report, sent to schools. PTA presidents & principals advised and sent a worksheet to provide parent and staff reaction and responses. Videotape aired over cable television for about one month.
12/16/92	Steering Team	Steering Team meeting (open to the public).
12/17/92	School Board & Community	Futures Planning Chairman briefed the Board during public/televised meeting on the work to date of Futures Planning.
12/21/92	Citizen Forum	Steering Team members presented topic for the meeting. Discussion groups reviewed topic and provided input and reactions. (Meeting open to the public.)
12/23/92	Pre-schools in area	Letters to pre-schools advising them of Futures Planning, the two available videotapes, and the Bulletin.
01/05/93	Arlington and metro area	One-hour radio program on WMAL about Futures Planning in Arlington.
01/06/93	Steering Team	Steering Team meeting (open to the public).
01/07/93	Citizens & Staff	Futures Planning Bulletin (Vol.3) initially distributed to about 4,000 in English and Spanish; the number distributed increased to about 5,000 by March 1993 as names were added upon request. Recipients include PTAs, civic associations, other civic groups, churches, ACI, staff, and individual requests.

01/20/93	Steering Team	Steering Team meeting (open to the public).
01/26/93	Long Branch PTA	Steering Team member presented overview of Futures Planning and progress to date. A question/answer period followed.
01/26/93	Barcroft PTA	Steering Team member presented overview of Futures Planning and progress to date. A question/answer period followed.
01/27/93	Citizen Forum	Steering Team members presented topic for the meeting. Discussion groups reviewed topic and provided input and reactions. (Meeting open to the public.)
01/30/93	Steering Team	Steering Team meeting (open to the public).
February 93	Kenmore PTA Exec. Cmte.	Steering Team member presented overview of Futures Planning and progress to date. A question/answer period followed.
02/01/93	Civic and educational groups	Notices of March 1993 community meetings sent to PTAs, churches, civic associations, and other civic and educational groups with a request to publicize meetings in newsletters, other publications, and announcements.
02/03/93	Steering Team	Steering Team meeting (open to the public).
02/06/93	Steering Team	Steering Team meeting (open to the public).
02/08/93	Delta Kappa Gamma	Steering Team member presented overview of Futures Planning and progress to date. A question/answer period followed.
02/08/93	Madison Manor Civic Assn	Steering Team members presented overview of Futures Planning and progress to date. A question/answer period followed.
02/08/93	Lyon Village Civic Assn.	Steering Team members presented overview of Futures Planning and progress to date. A question/answer period followed.
02/11/93	Black Leaders in Arlington	Steering Team members presented overview of Futures Planning and progress to date. A question/answer period followed.
02/16/93	Tuckahoe PTA	Steering Team members presented overview of Futures Planning and progress to date. A question/answer period followed.
02/17/93	Steering Team	Steering Team meeting (open to the public).
02/18/93	Hispanic leaders in Arlington	Steering Team members presented overview of Futures Planning and progress to date. A question/answer period followed.
02/22/93	Steering Team	Steering Team meeting (open to the public).

02/23/93	Barcroft PTA	Steering Team member presented explanation of Futures Planning videotape and progress to date to Hispanic parents. A question/answer period followed.
02/26/93	School Librarians, PTA presidents, & principals	The two research reports prepared by consultants to Futures Planning Committee distributed to school libraries. PTA presidents and principals advised that the reports were in the libraries.
02/27/93	St. Thomas More Youth Group	Steering Team member presented explanation of Futures Planning and progress to date to Hispanic youth. A question/answer period followed.
March 93	Arlington Citizens	Loaner copies of three Study Group and the two consultant reports made available through the Special Projects Office to citizens requesting them.
03/02/93	Jamestown PTA	Steering Team members presented overview of Futures Planning and progress to date. A question/answer period followed.
03/03/93	Citizen Forum	Steering Team members presented topic for the meeting. Discussion groups reviewed topic and provided input and reactions. (Meeting open to the public.)
03/04/93	Arlington Schools Clerical Staff	Superintendent briefed clerical personnel on Futures Planning during in-service session.
03/05/93	School Librarians	Additional copies of the three Study Group and the two consultant reports distributed to librarians requesting them.
03/08/93	Steering Team	Steering Team meeting (open to the public).
03/10/93	All Arlington Citizens	Steering Team members presented an overview of Futures Planning and progress to date. Break-out groups discussed work and provided input and reactions.
03/11/93	All Arlington Citizens	Steering Team members presented an overview of Futures Planning and progress to date. Break-out groups discussed work and provided input and reactions.
03/17/93	Steering Team	Steering Team meeting (open to the public).
03/22/93	All Arlington Citizens	Steering Team members presented an overview of Futures Planning and progress to date. Break-out groups discussed work and provided input and reactions.
03/23/93	Citizens & Staff	Futures Planning Bulletin (Vol.4) initially distributed to about 4,000 in English and Spanish; the number distributed increased to about 5,000 by March 1993 as names were added upon request. Recipients include PTAs, civic associations, other civic groups, churches, ACI, staff, and individual requests.

03/24/93	Arlington Citizens	Three Study Group reports and both consultant reports sent to Arlington County Public Libraries.
03/24/93	Steering Team	Steering Team meeting (open to the public).
03/26/93	T.J. Parents	Steering Team member discussed diversity issues.
03/29/93	Steering Team	Steering Team meeting (open to the public).
03/30/93	Asian Parents	Steering Team members presented overview of work to date and sought input and reaction.
03/31/93	Arlington Schools Staff	Teleconference featuring an update on Futures Planning with call-in questions broadcast to all schools. This live production also available to all cable viewers. Videotape of teleconference to be broadcast during April 1993.
04/01/93	Hispanic Adv. Council	Steering Team member presented overview of work to date and sought input and reaction.
04/13/93	Exec. Board Ashlawn	Steering Team member and Forum member presented overview of work and sought input and reaction.
04/14/93	Steering Team	Steering Team meeting (open to the public).
04/19/93	County Council of PTAs	Forum member presented overview of work to date and sought input and reaction.
04/20/93	Cherrydale Civic Assn.	Steering Team members presented overview of work to date and sought input and reaction.
04/21/93	Citizen Forum	Steering Team members presented topic for the meeting. Discussion groups reviewed topic and provided input and reactions. (Meeting open to the public.)
04/26/93	Hispanic Parents Key School	Steering Team member presented overview of work to date and sought input and reaction.
04/28/93	Steering Team	Steering Team meeting (open to the public).
04/29/93	Arlington School Administrators & Supervisors	Steering Team members presented an overview of Futures Planning and progress to date. Break-out groups discussed work and provided input and reactions.
05/04/93	Henry PTA	Steering Team member presented overview of Futures Planning and progress to date. A question and answer period followed.
05/04/93	Nottingham PTA	Steering Team member presented overview of Futures Planning and progress to date. A question and answer period followed.
05/05/93	Steering Team	Steering Team meeting (open to the public).

05/08/93	Church of the Covenant	Steering Team members presented overview of work to date and sought input and reaction.
05/11/93	Special Ed. Adv. Committee	Steering Team member presented overview of work date and sought input and reaction.
05/12/93	Steering Team	Steering Team meeting (open to the public).
05/15/93	Steering Team	Steering Team meeting (open to the public).
05/17/93	Citizens & Staff	Futures Planning Bulletin (Vol.5) distributed to about 5,000 in English and Spanish. Recipients include PTAs, civic associations, other civic groups, churches, ACI, staff, and individual requests.
05/19/93	Steering Team	Steering Team meeting (open to the public).
05/19/93	Hispanic Parents Jefferson M.S.	Steering Team member presented overview of work to date and sought input and reaction.
05/26/93	Citizens & Staff	Futures Planning Bulletin (Vol.6) distributed to about 5,000 in English and Spanish. Recipients include PTAs, civic associations, other civic groups, churches, ACI, staff, and individual requests.
05/26/93	Citizen Forum	Steering Team members presented topic for the meeting. Discussion groups reviewed topic and provided input and reactions. (Meeting open to the public.)
06/02/93	Steering Team	Steering Team meeting (open to the public).
06/09/93	Steering Team	Steering Team meeting (open to the public).
06/15/93	Steering Team	Steering Team meeting (open to the public).
06/16/93	Steering Team	Steering Team meeting (open to the public).
06/18/93	Arlington Parents and Guardians	Letter from the Superintendent encouraging review of Steering Team Report and participation in Futures Planning process.
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.

* * * * * * *

APPENDIX D

STUDY GROUP MEMBERS AND READERS OF DRAFTS

Citizen Forum:

Henry Briggs-3,7
Sylvia Browne-2,5,6,7
Sal Cangialosi-4
Janine DeWitt-Heffner-2,6,7
Salliann Dougherty-7
Bernie Doyle-4,8
Darlene Duhart-1,3,7
Barbara Favola-4
Elaine Furlow-8
Libby Garvey-1,6
Ann Gerarden-5,8
Eric Goldman-6
Adriana Gutierrez-7
Judy Hadden-1
David Helgerson-2
Marci Horwitz-4,8
Kathi Jeffers-1
Lucy Kernan-Schloss-4,6,8
Walt Landry-3
Steve Larson-4,8
Martha Moore-7
Michael Murtha-2
Lorette Picciano-Hanson-3
Sharon Pinnock-3
Terri Prell-2
Helen Rebull-2
James C. Riley-1
James Rock-5,6
Nora Rumpf-3
Jane Siegel-3,6
Jackie Snelling-3,4,6,8
Barry Stevens-1
Nancy Tankersley-1
Nedra Trahant-6
Mimi Vies-3
Dennis Whitehead-2
Cheryl Wright-3
Christopher Zimmerman-3

Teachers:

Gail Ammons-6
Susie Baker-6
Teri Battles-6

Teachers (cont.):

Judy Boesch-6
June Brasse-6
Paula Breagy-6
Myra Britton-6
Vicki Fagliarone-6
Ginny Hadd-6
Helen Hensgen-6
Laura Lowe-6
Gretchen Martin-6
David McBride-6
Cece Michelotti-6
Paula Prosper-6
Catherine Reising-Jones-6
Susan Schmitt-6
Jim Schroeder-6
Cheri Stephens-6
Laura Stolkeld-6
Janice Strauss-6
Marty Swaim-5
Linda Toner-4,6
Mattie Walker-6
Karen Wolla-6
Fred Weinhardt-6

Administrators:

Larry Bohnert-2
Doug Bullock-1
Michael Durso-6
Kathy Grove-1,6
Larry Grove-2
Diana Hasuly-3
Nancy King-6
Dorothy Knowlton-2
Carlton Lampkins-3,7
Margaret McCourt-Dirner-1,6
Camay Murphy-3
Kathy Panfil-2,6,7
Bonnie Pfoutz-6
Lionel Seitzer-1
Bill Sharbaugh-1
Ralph Stone-1
Meg Tucillo-2
Joanne Uyeda-3

Administrators (cont.):

Herbert Ware-3,6
Jim Wilson-4

Citizen Readers:

Tommy Baugh-7
Diana Cerisi-4
Bob Garcia-7
Sara Kelly-2
Susan Robinson-5

* * * * * * *

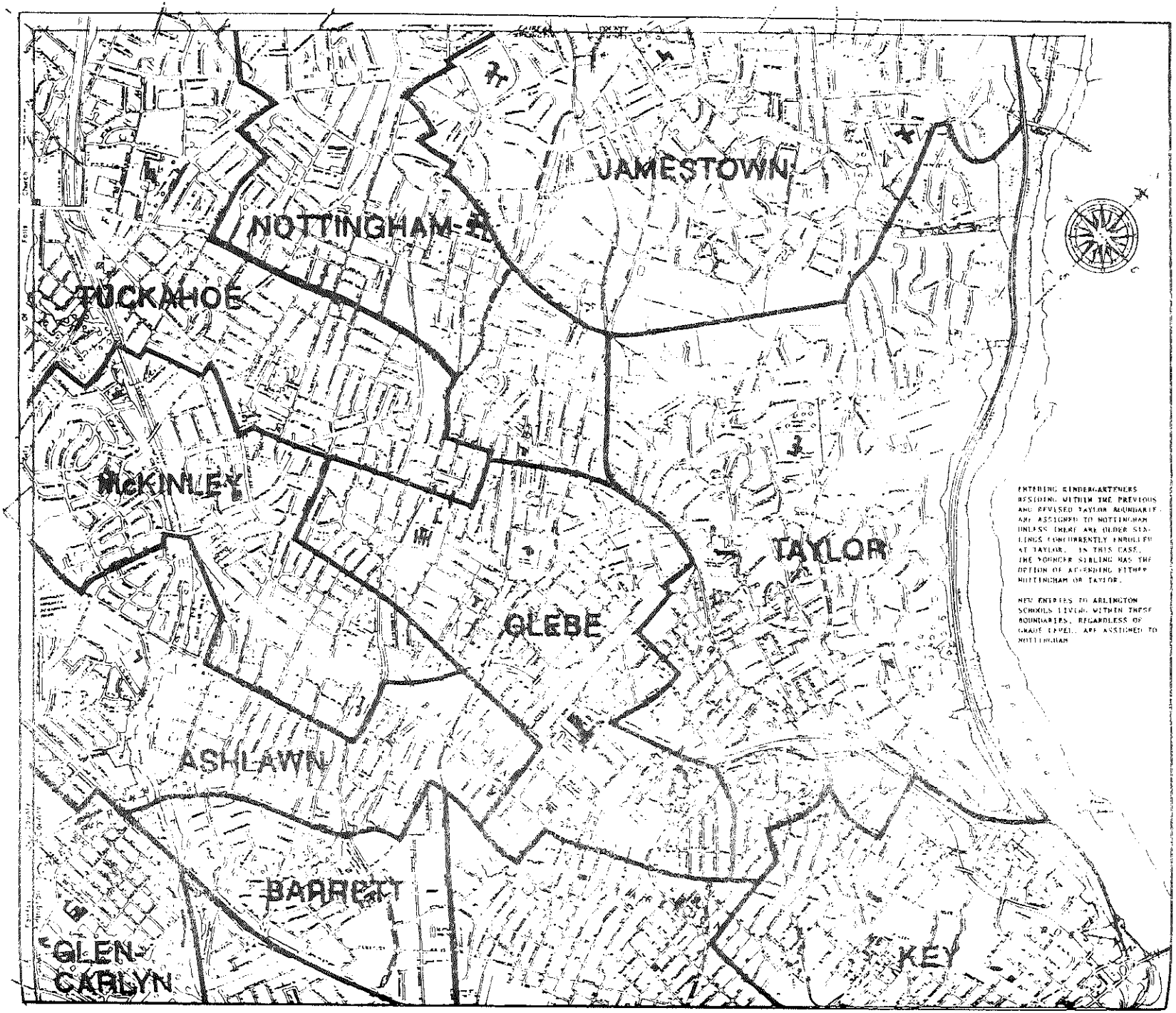
Key:

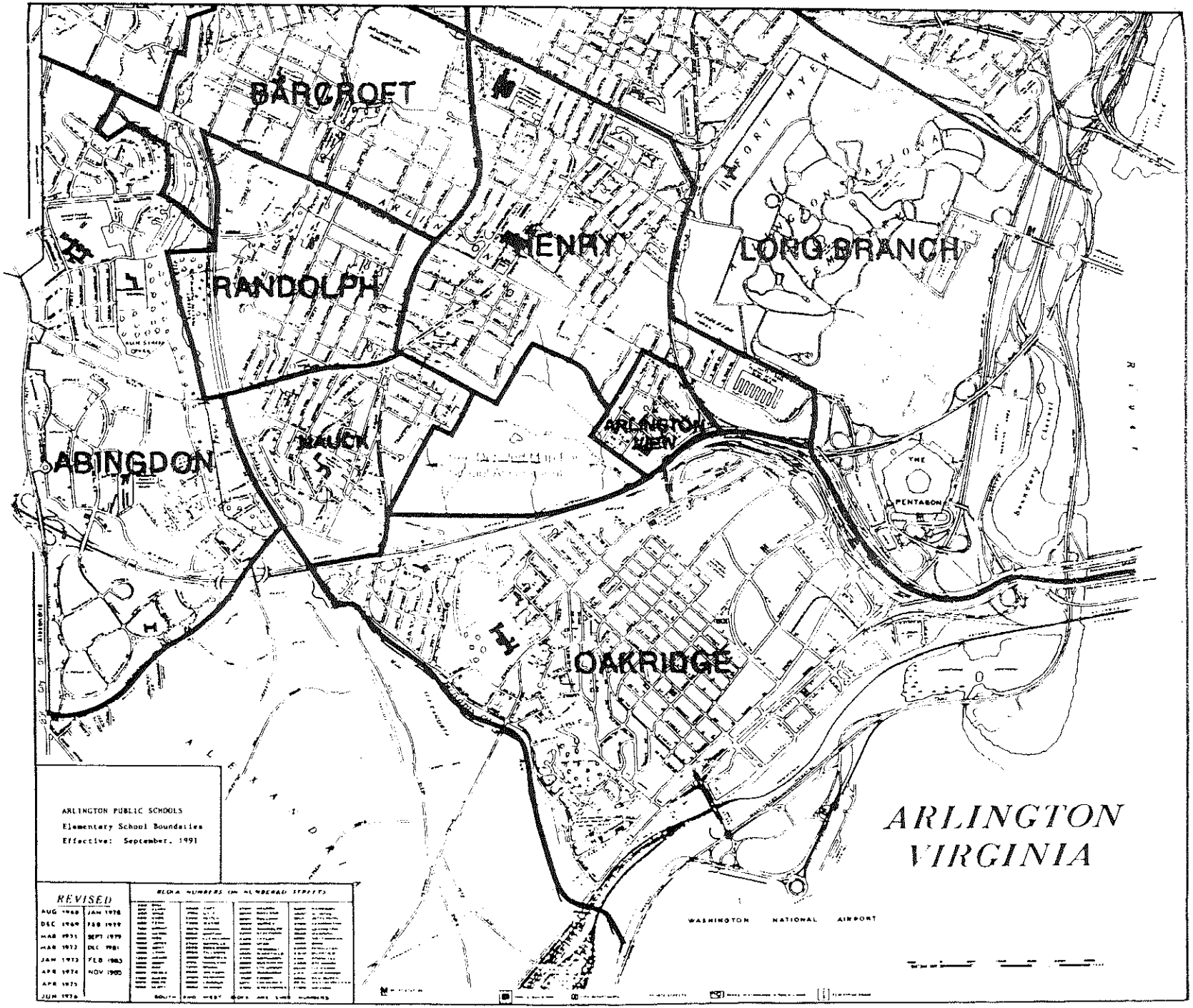
1 - Student Assignment Study Group Report
2 - Focus Schools Study Group Report
3 - Learner Diversity Study Group Report
4 - Crowding
5 - Student Assignment
6 - Focus Programs/Schools
7 - Diversity
8 - Background

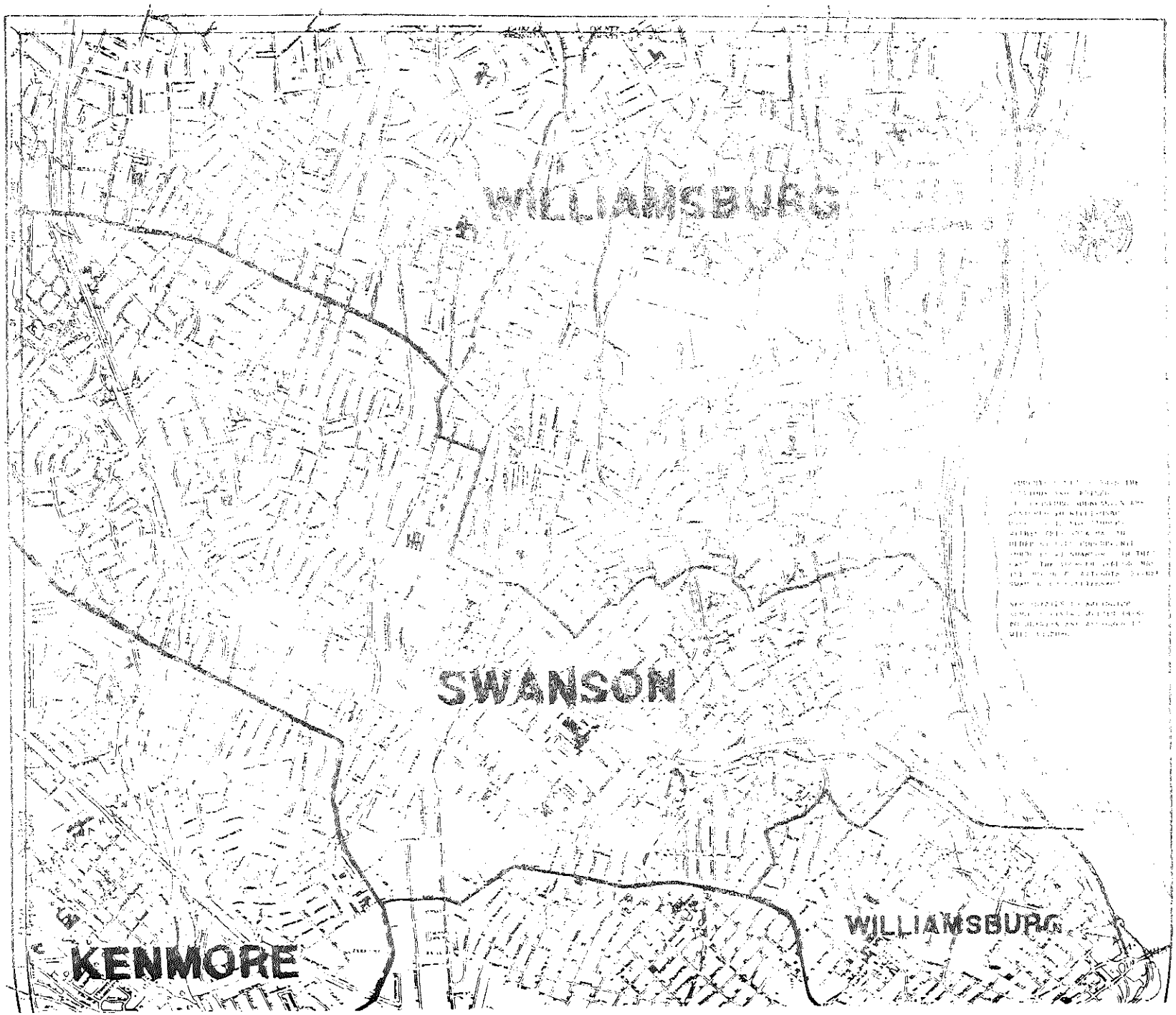
* * * * * * * * *

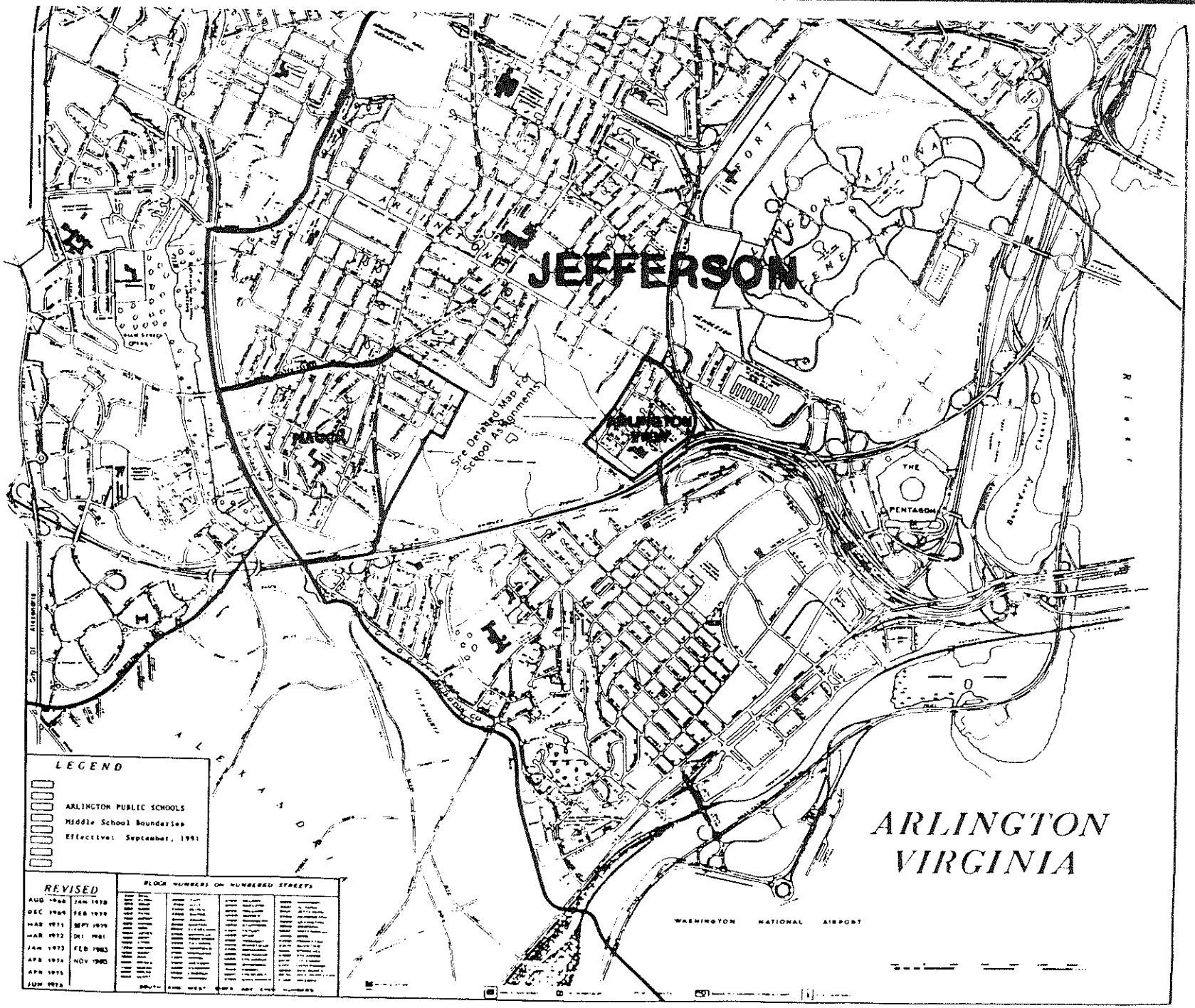
APPENDIX E

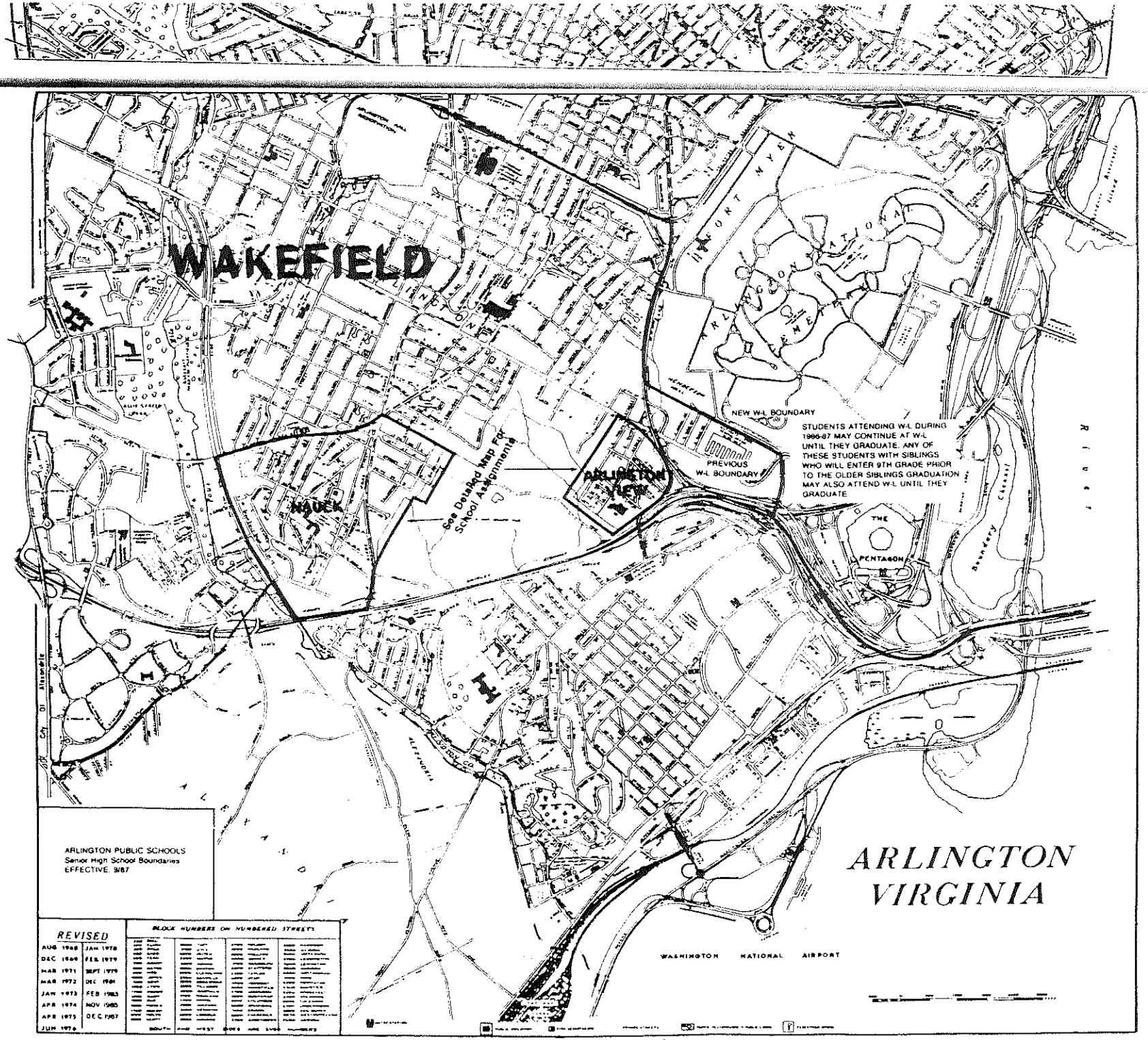
CURRENT ZONES:
ELEMENTARY, MIDDLE, AND HIGH SCHOOLS


JAMESTOWN
NOTTINGHAM
TUCKAHOE
McKINLEY
TAYLOR
GLEBE
ASHLAWN
BARRETT
GLEN-
CARLYN
KEY
ENTERING KINDERGARTENERS RESIDING WITHIN THE PREVIOUS AND REVISED TAYLOR BOUNDARIES ARE ASSIGNED TO NOTTINGHAM UNLESS THERE ARE OLDER SIBLINGS CONCURRENTLY ENROLLED AT TAYLOR. IN THIS CASE, THE YOUNGER SIBLING HAS THE OPTION OF ATTENDING EITHER NOTTINGHAM OR TAYLOR.
NEW ENTRIES TO ARLINGTON SCHOOLS LIVING WITHIN THOSE BOUNDARIES, REGARDLESS OF GRADE LEVEL, ARE ASSIGNED TO NOTTINGHAM


BARCROFT
RANDOLPH
HENRY
LONG BRANCH
ABINGDON
NAUCK
ARLINGTON VIEW
OAKRIDGE
THE PENTAGON
FORT MYER
ARLINGTON NATIONAL CEMETERY
WASHINGTON NATIONAL AIRPORT
ARLINGTON PUBLIC SCHOOLS
Elementary School Boundaries
Effective: September, 1991
REVISED
AUG 1968 JAN 1976
DEC 1969 FEB 1979
MAR 1971 SEPT 1979
MAR 1972 DEC 1981
JAN 1973 FEB 1983
APR 1974 NOV 1985
APR 1975
JUN 1976
ARLINGTON
VIRGINIA


WILLIAMSBURG
SWANSON
KENMORE
WILLIAMSBURG


JEFFERSON
ARLINGTON
FORT MYER
ARLINGTON NATIONAL CEMETERY
See Detailed Map For School Assignments
THE PENTAGON
Boundary Channel
River
ALEXANDRIA
City Of Alexandria
WASHINGTON NATIONAL AIRPORT
ARLINGTON VIRGINIA
LEGEND
ARLINGTON PUBLIC SCHOOLS
Middle School Boundaries
Effective: September, 1991
REVISED
AUG 1968
DEC 1969
MAR 1971
MAR 1972
JAN 1973
APR 1974
APR 1975
JUN 1976
JAN 1978
FEB 1979
SEPT 1979
DEC 1981
FEB 1983
NOV 1985
BLOCK NUMBERS ON NUMBERED STREETS


WAKEFIELD
WASHINGTON BOULEVARD
NEW W-L BOUNDARY
PREVIOUS W-L BOUNDARY
STUDENTS ATTENDING W-L DURING 1986-87 MAY CONTINUE AT W-L UNTIL THEY GRADUATE. ANY OF THESE STUDENTS WITH SIBLINGS WHO WILL ENTER 9TH GRADE PRIOR TO THE OLDER SIBLINGS GRADUATION MAY ALSO ATTEND W-L UNTIL THEY GRADUATE
See Detailed Map For School Assignments
ARLINGTON VIEW
NAUCK
THE PENTAGON
ARLINGTON PUBLIC SCHOOLS
Senior High School Boundaries
EFFECTIVE: 9/87
REVISED
AUG 1968 JAN 1978
DEC 1969 FEB 1979
MAR 1971 SEPT 1979
MAR 1972 DEC 1981
JAN 1973 FEB 1983
APR 1974 NOV 1985
APR 1975 DEC 1987
JUN 1976
BLOCK NUMBERS ON NUMBERED STREETS
ARLINGTON VIRGINIA
WASHINGTON NATIONAL AIRPORT