



UNITED STATES DEPARTMENT OF EDUCATION  
OFFICE OF SPECIAL EDUCATION AND REHABILITATIVE SERVICES

OFFICE OF THE ASSISTANT SECRETARY  
FACSIMILE TRANSMISSION REQUEST

Blue Ribbon  
219-1857  
Patty Guide --  
Dep Dir, OSEP

DATE: MAY 3, 1994

NUMBER OF PAGES TRANSMITTED: 4

IF RE-TRANSMISSION IS NECESSARY TELEPHONE FTS: 205-5465

ADDRESSEE

NAME: STAN HERR

AGENCY: WHITE HOUSE

ATTENTION: \_\_\_\_\_

FROM

NAME: ROSEMARIE LEZY / JUDY HEUMANN

REASON: STAN - JUDY ASKED ME TO REMIND YOU  
THAT THIS MEMO IS NOT FOR CIRCULATION.  
THANKS.

TELEPHONE NUMBER OF RECEIVING FACSIMILE MACHINE: 456-7028

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UNITED STATES DEPARTMENT OF EDUCATION  
OFFICE OF SPECIAL EDUCATION AND REHABILITATIVE SERVICES

THE ASSISTANT SECRETARY

MEMORANDUM

APR 18 1994

TO : Sharon Robinson  
Assistant Secretary  
Office of Educational Research  
and Improvement

FROM : Judith E. Heumann

A handwritten signature in black ink, appearing to read "Judith E. Heumann", written over the printed name.

SUBJECT: Blue Ribbon Schools-Elementary Programs

I recently met with a group of concerned parents from various States. One of the issues raised was the Department's Blue Ribbon Schools Award Program. While there was general concern voiced regarding the lack of overall consideration for services to children with disabilities, the main concern focused on the fact that schools with outstanding OCR complaints against them could be nominated and subsequently be named Blue Ribbon Schools. I share their concern.

At the request of the group, I secured from your office a document entitled: "Blue Ribbon Schools 1993-1994 Elementary Program Nomination Requirements." After a review of that document, I would like to offer the following specific suggestions:

- Clarify "up front" that, in the document, references to "children", "students", and "all children" include children with disabilities.
- Change Sentence 3, paragraph 5, page 1 to read as follows: "Nevertheless, for a school to be judged deserving of national recognition, it must: (1) be fully accessible to all children, (2) make available to all eligible children a free appropriate public education, (3) show significant progress in meeting State and the National Goals and (4) must have attained a standard of overall excellence that is worthy of respect and emulation by schools elsewhere of similar size and characteristics."
- Add to paragraph 5, page 1 the following: "To be considered for a Blue Ribbon School award, a school must appropriately integrate children with disabilities in all programs and activities of the school."

Page 2 - Sharon Robinson

must appropriately integrate children with disabilities in all programs and activities of the school.

- Page ii and other such language should be revised to make clear that the science and mathematics referenced must be fully accessible to students with disabilities. In addition, these programs should be required to demonstrate that they allow all students to see that disabled and nondisabled people have contributed to science and mathematics and that they themselves have that potential.
- Revise eligibility criterion four on page v, and where it appears elsewhere in the document by adding the following after the word "violation(s)" in the last sentence:

"... violation(s), however, a school may not be considered eligible for an award unless the corrective action plan has been completed."
- Add to the eligibility criteria on page v, the following:
  7. The Office for Civil Rights must not have a pending complaint against a school district alleging that the nominated school, or the district as a whole, has violated one or more of the requirements of Section 504 of the Rehabilitation Act, Individuals with Disabilities Education Act or the General Education Provisions Act or their implementing regulations.
  8. No school will be considered eligible for an award unless it demonstrates that the school is fully accessible and that all its programs are fully accessible to students with disabilities and that it makes free appropriate public education available to all eligible children with disabilities.
- Page vi, the "Review Process", item 3 and others referring to the "National Review Panel" should be revised to require that the panel be culturally, ethnically and linguistically diverse and include both disabled and nondisabled people.
- Part III, "Conditions of Effective Schools," Page 8 asks that applicants address a number of items. Item D3 asks, "For special education schools, how do you assist in planning to further services after students

Page 3 - Sharon Robinson

leave the school?" This distinction given "special education schools" flies in the face of being counter to the federal IDEA requirement that requires children with disabilities to be educated in the least restrictive environment appropriate to their needs. While a continuum of alternative placements is an important requirement, the first option considered in making educational placements must be the regular classroom in the school they could attend if not disabled. This question should also seek information regarding efforts to appropriately move students into the schools they would attend if not disabled and appropriately efforts to ensure that they receive appropriate aids and services for successful participation.

- On page 10, item C 5, a specific reference to, appropriate aids and services and appropriate accommodations, adaptations and modifications, is need. It should be clear that the applicant school must provide evidence that these are provided to all students as appropriate.
- On page 13, item F., "Indicators of Success", it should be made clear that to be considered for a Blue Ribbon award, a school and its respective school district would have to demonstrate that students with disabilities are included in school level and district wide assessments and that data used to show success (such as the tables on page 16) include the scores of disabled children.
- On page 20, item B, "Teaching Environment", the issue of teacher training is mentioned. A question should be added to determine the training provided all teachers (regular and special education) to assist them in adapting the curriculum and instructional strategies to appropriately serve students with disabilities in the regular classroom.
- Item C, "Curricula and Instruction", page 21, especially item C5 seems to "separate" students. The emphasis should be placed on adaptation and modifications needed to meet individual needs of students with disabilities so they can participate in the regular curriculum and instruction - not placed on separate programs.

The suggestions I have made cover broad areas. If I or members of my staff can be of help to you, please feel free to call.

E X E C U T I V E   O F F I C E   O F   T H E   P R E S I D E N T

25-Apr-1994 01:43pm

TO:           William A. Galston  
FROM:         Carol H. Rasco  
              Economic and Domestic Policy  
CC:           Stanley S. Herr  
SUBJECT:     Al Kamen column today

Bill, can you get an update from the Dept. of Ed. on the true status of the issue of accessibility for disabled students in relation to Blue Ribbon Schools as discussed in Kamen's column today? Thanks.

cc: Herr: fyi

April 25 P. 15  
week. POST

# Another Appointment Eludes Solarz

By Al Kamen  
Washington Post Staff Writer

**W**hen last we left former representative Stephen Solarz (D-N.Y.), his nomination to be ambassador to India had been derailed by concerns over his dealings with a Hong Kong businessman believed to have ties to organized crime.

White House officials mentioned another post that might be available to him: U.S. special envoy to the Sudan, which is suffering a humanitarian crisis of immense proportions as a result of a decade of civil war between the Sudanese government and southern rebels as well as periodic drought.

Solarz, a strong supporter of Israel, reminded White House officials that he was Jewish, possibly a negative in Islamic Sudan. He was told that was irrelevant as far as the White House was concerned.

But the Sudanese military government, led by a radical Islamic group, had other ideas. Word is its leaders told the administration that Solarz is out and they believe someone not so close to Israel might be a more appropriate pick for the job.

There's still a possibility that Solarz will become chairman of a proposed central Asia enterprise fund, which would be a part-time, nonsalaried post.

Not quite secretary of state, a job he'd been talked about for, but pickings are getting slim these days for those who haven't yet landed positions.

## Administration's Illusory Job Glut

■ Speaking of the administration job market

At first glance, it would appear that there are lots of openings left for desperate administration job-seekers.

Sixteen months after the inauguration, 18 months after the election, 16 percent of the 614 most senior jobs in the administration—including ambassadors, but not judges or marshals—have no formally announced candidate.

But of those 99 jobs without announced candidates, 63 have candidates penciled in and only 36 are considered really open.

## School Awards and Accessibility

■ Some disability rights activists are unhappy at the way the Department of Education is selecting the 250 public and private schools that are to receive the annual Blue Ribbon Schools award.

Seems the department, which has been giving out award since 1983, does not include accessibility for the disabled among the criteria for selecting outstanding schools.

The problem, disability rights folks say, is that despite federal legislation requiring accessibility in the schools, there is no requirement that Blue Ribbon schools meet even minimal levels of accessibility, or even demonstrate any concern about the issue, according to one group, Schools Are For Everyone (SAFE).

A senior department official said Judith E.

Heumann, assistant secretary for special education and rehabilitative services, recently met with SAFE representatives to discuss having accessibility considerations woven throughout the criteria.

"By the next round," the official said, "the criteria will change, with respect to access as well as other things under the recently passed Goals 2000 Act, to make sure the criteria comport more closely to the legislation."

They better hurry. Applications for the next round of awards will be going out soon.

## Georgetown Professor to U.N.

■ U.N. Secretary-General Boutros Boutros-Ghali has named Georgetown University business professor Joseph E. Connor as undersecretary-general for administration and management. Connor, former chairman of Price Waterhouse-World Firm, will be in charge of all financial and personnel matters.

The appointment of Connor, described in the United Nations announcement as a "national of the United States," is a win for U.S. Ambassador Madeleine K. Albright in keeping the key slot an American position. Albright, reflecting congressional worries about U.N. management—or lack thereof—also changed the portfolio of one of her deputies, Washington attorney David Birenbaum, who is awaiting Senate confirmation for a new portfolio as U.S. representative to the U.N. for management and reform.

Closer to home, former D.C. Department of Consumer Affairs acting director Joan Parrot-Fonseca has been appointed to head the General Services Administration's Office of Small and Disadvantaged Business Utilization.

## Fountain of Youth at Supreme Court?

■ They may not exactly be the MTV generation, but the Supreme Court is going to be looking decidedly younger when Justice Harry A. Blackmun retires.

Assuming President Clinton picks a replacement who is between 55 and 60 years old, the average age of the justices will drop to 60, according to calculations by Associated Press reporter Richard Carelli.

That's down 12 years in the last eight years, and would make the court next term the second youngest in this century—second only to the youngsters in 1941 who replaced the "Nine Old Men." That court's average age was 58.

## Bush's Ex-Counsel Joins Conservative Think Tank

■ Moving in. Former Bush White House counsel C. Boyden Gray has become chairman of Citizens for a Sound Economy, a conservative, pro-free enterprise, anti-tax think tank recently headed by former Office of Management and Budget director, now Virginia GOP gubernatorial candidate, James C. Miller III.

Responses:

EXECUTIVE OFFICE OF THE PRESIDENT

26-Apr-1994 06:35pm

TO: Stanley S. Herr

FROM: Carol H. Rasco  
Economic and Domestic Policy

CC: William A. Galston

SUBJECT: RE: Al Kamen column today

*I spoke to Judy at 28 April, 5:49:*

I think you've given me the information I want...in the meantime, I think it would be useful for you to let Judy know that I am very supportive of her efforts and would like for you to speak with Mike when he is back to let him know we are very interested in that matter.

Also, I have had a difficult time (not couching this in negative terms at all!) meshing my schedule with Judy's to talk more about IDEA. Would you tell her that we are eager to have a follow up discussion on the matter, esp. if they feel through the retreat she mentioned they would be having to gather info from the different groups they have working on the issue...see how she feels we can do this most productively.

On the transition issues we discussed with her: tell her I am hoping in the next six weeks to pull together an informal group of people from appropriate departments/organizations to have a discussion on this issue and determine there where we should really head with it. I would be interested in a list of persons/orgranizations she feels should be included...if the list is large I may do it in two or three sessions initially. Thanks.

*in terms of a smaller core group, and names of an expanded group.*

*Prudence of her office will call Roz to see if May 12th or later will work for you.*

*I told her; she appreciated that. send me memo on the good outcome*

*I did. she's happy to meet you.*

# BLUE RIBBON SCHOOLS 1993-1994 Elementary Program

## Nomination Requirements

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# **INTRODUCTION**

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The purpose of the Blue Ribbon Schools Program is to identify and give public recognition to outstanding public and private schools across the United States. Schools are identified on the basis of their effectiveness in meeting local, State, and the National Education Goals and other standards of quality applicable to schools generally. An important consideration is the school's success in furthering the intellectual, social, physical, and moral growth of all its students. In seeking successful schools, the Program also welcomes schools that have overcome serious obstacles or problems and are making significant improvements.

For a school to be recognized, there must be clear evidence that its students are developing a solid foundation of skills in reading, writing, and mathematics, as well as reasoning and problem solving. Further, the instructional program should provide all students with high-quality instruction appropriate to their age and ability in literature, history, geography, science, the arts, and other subjects the school, the district, or the State deems important. In addition, there must be convincing evidence that school policies, programs, and practices foster the development of sound character, a sense of self-worth, democratic values, ethical judgment, and self-discipline.

For any school to be judged deserving of recognition, there should be strong leadership and effective working relationships among the school, parents, and others in the community. The school should have an atmosphere that is safe, orderly, purposeful, and conducive to learning and character development. The school should ensure challenging curriculum and high-quality instruction and the professionalism of its teachers. Further, there must be a strong commitment to educational excellence for all students and an outstanding record of progress in sustaining the school's best features and solving its problems.

Once a school's eligibility to participate has been determined (see pages v and 3), information provided by a school on each of the following Conditions of Effective Schooling will guide the selection of schools for recognition: A. Leadership, B. Teaching Environment, C. Curriculum and Instruction, D. Student Environment, E. Parental and Community Support, F. Indicators of Success, and G. Organizational Vitality. A copy of the criteria used by the Review Panel in making their judgments on each of these conditions is attached to this nomination package (see pages 20-24).

There are no fixed standards to be met in the areas listed above. Rather, the quality of each school will be judged in the context of how successfully it is meeting its own goals and how well its programs are tailored to local needs. Nevertheless, for a school to be judged deserving of national recognition, it must show significant progress in meeting State and the National Goals and must have attained a standard of overall excellence that is worthy of respect and emulation by schools elsewhere of similar size and characteristics. Schools selected to receive the Blue Ribbon Schools Award will be looked to for exemplary practices to support the achievement of the National Education Goals.

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In 1993-94, special emphasis is being given to unusually effective programs in science and mathematics (H. Special Emphases). Response to these areas of special emphasis is optional.

**SCIENCE:** Special attention will be paid to schools that offer content-rich programs in science. Content-rich programs in science should be continuous throughout all grades, beginning in kindergarten. They should use children's natural curiosity about the world as an opportunity to develop their interest in and understanding of science and to develop language and mathematical reasoning. Such programs should be recognized as a major part of the school's curriculum and be sequenced so that important ideas are revisited in varied contexts over the years. They should be designed in such a way as to:

1. Provide students with opportunities to explore materials and phenomena and to engage in the process of finding answers to their questions about the world around them;
2. Enable students to connect their observations and experiences with prior understandings, to challenge and clarify their models of the world;
3. Offer students ample opportunities to explore their own interests and see how science helps them make sense of real-world situations;
4. Focus on in-depth study of a limited number of topics and the deepening understanding of a small number of key concepts instead of a recitation of facts and vocabulary;
5. Provide a rich and interconnected balance of life, earth, and physical sciences each year;
6. Allow students to see that men and women from all cultures and ethnic groups have contributed to science and that they themselves have that potential;
7. Include safe handling of tools and materials and humane treatment of animals; and
8. Assess the growth and development of student understanding in an ongoing manner using diverse tools, for example, portfolios, performance assessments, observations, and writing.

**MATHEMATICS:** Special attention will also be paid to schools that offer a mathematics program that includes goals for all students. These programs are developed in such a way as to:

1. Engage learners in constructing, symbolizing, applying, and generalizing mathematical ideas;
2. Require students to communicate mathematical ideas orally and in writing and promote student interaction;
3. View mathematics as a means of connecting a symbolic system with the real world;

4. Use problem solving as a means as well as a goal of instruction;
5. Use a variety of instructional formats;
6. Include a broad range of content; and
7. Make use of calculators and computers. There is no glass ceiling on a student's capability to continue in these mathematics programs. Assessment of student learning is viewed as an integral part of instruction.

Schools selected for recognition that have particularly effective programs in science and/or mathematics, will receive special honors. Failure to apply for honors in these two subject areas will not jeopardize a school's chances to be recognized as a Blue Ribbon School.

*for all students, incl. those with disabilities*

## **THE NATIONAL GOALS FOR EDUCATION**

- **By the year 2000, every child will start school ready to learn.**
- **By the year 2000, the high school graduation rate will increase to at least 90 percent.**
- **By the year 2000, American students will leave grades four, eight, and twelve having demonstrated competency in challenging subject matter including English, mathematics, science, history, and geography; and every school in America will ensure that all students learn to use their minds well, so they may be prepared for responsible citizenship, further learning, and productive employment in our modern economy.**
- **By the year 2000, U.S. students will be the first in the world in science and mathematics achievement.**
- **By the year 2000, every adult American will be literate and will possess the knowledge and skills necessary to compete in a global economy and exercise the rights and responsibilities of citizenship.**
- **By the year 2000, every school in America will be free of drugs and violence and will offer a disciplined environment conducive to learning.**

*Joint Statement by the President and the  
Governors of the United States of America  
February 26, 1990*

# ELIGIBILITY CRITERIA

1. The school must be an elementary school including some combination of grades preK-8. The K-8 components of preK-12 schools are eligible for consideration. Middle schools are eligible, provided they did not participate in the 1992-93 Secondary Blue Ribbon Schools Program. Middle schools must decide whether they will participate in the Elementary or the Secondary Blue Ribbon Schools Program and limit their participation to only one. K-8 or 1-8 schools must participate as an entire entity.
  2. The minimum period of operation for public schools, including newly merged schools, is three years, that is, the school must be in its fourth year of operation when the application is submitted. Private schools must have been in operation for at least 5 years. Therefore, public schools must be in their fourth year of operation and private schools their sixth.
  3. The school must not have received recognition during the 1991-92 Elementary Blue Ribbon Schools Program. (Schools recognized in 1991-92 will be eligible again in 1995-96.)
  4. The Office of Civil Rights (OCR) must not have issued a letter of findings to the school district concluding that the nominated school has violated one or more of the civil rights statutes or that there is a districtwide violation that may affect the nominated school. A letter of findings should not be considered outstanding if OCR has accepted a corrective action plan from the district to remedy the violation(s).
- The nominated school or district must not be refusing OCR access to information necessary to investigate a civil rights complaint or to conduct a districtwide compliance review.
- The Department of Justice must not have a pending suit against a school district alleging that the nominated school, or the district as a whole, has violated one or more of the civil rights statutes or the Constitution's equal protection clause.

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## **REVIEW PROCESS**

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- 1. Chief State School Officers nominate public schools for consideration at the national level. (Each State is allowed a number of nominations reflecting the population of its State.) The Council for American Private Education (CAPE) nominates private schools. Officials of the Bureau of Indian Affairs (BIA) and the Department of Defense Dependents Schools (DODDS) nominate their schools.**
- 2. Public and private school nominations are forwarded by the appropriate above-referenced agency to the U.S. Department of Education, where they are examined for eligibility and completeness.**
- 3. Nomination forms are reviewed by a National Review Panel, consisting of public and private school educators, college and university faculty and administrators, State and local school board members, parents, State and local government officials, the press, the medical profession, and representatives of labor, business, and the general public. CAPE recommends Review Panel members who are representative of the varied interests of the private school community. In 1993-94, scholars and teachers of science and mathematics will also be invited to serve as Review Panel members. No U.S. Department of Education officials serve on the Panel.**
- 4. The Review Panel meets in Washington, D.C., to recommend schools for site visits. These Stage I recommendations are based solely on the information in the nomination form. Special attention is paid to assigning schools, particularly private and special types of schools, to reviewers with relevant experience. Middle and junior high schools will be reviewed by Panel members with specific experience in the middle grades, rural schools by rural school specialists, inner-city schools by those experienced in comparable settings. Panel members do not review nominations of schools from their own States or with which they have had prior personal or professional involvement.**

A group of five Panel members then reviews action on all nominated schools in a State or private school community, e.g., Episcopal schools, where none has been recommended for a site visit. They also review nominations referred by other Review Panel members because of any unusual circumstances. This group has the authority to confirm or reverse the original recommendation. They assure that each participating State and private school community receives a minimum of one site visit, but no other geographic or numeric formulae are used to guide the selection of schools for site visits.

- 5. Two-day visits are conducted at each school that has been recommended for a site visit. Site visitors are educators with extensive public and private school experience. Many have been involved in long-term school improvement efforts; some have experience as evaluators in programs such as this one or as members of accreditation teams. No U.S. Department of Education officials serve as site visitors.**

The role of the site visitor is to verify the accuracy of information in the nomination form and to get answers to specific questions posed by the Review Panel. The site

visitor follows carefully prepared guidelines and criteria in conducting on-site reviews. During school visits, a substantial portion of time is spent in classroom observations. The site visitor also meets with school and district administrators, teachers, support staff, students, parents, and community members. The site visitor then prepares written reports and forward them to the Department of Education.

6. The Review Panel meets a second time to review all of the schools that received site visits. These Stage II reviews are based on site visitors' verification of information in the nomination package, the answers to specific Panel questions, and site visitors' firsthand reports on the quality of the instructional program and school climate. The same group of five Panel members mentioned in number four above then performs a role similar to that described in the second paragraph of number four above, excepting that there are no geographic or other formulae to guide the selection of schools to be honored. The Review Panel recommends the final group of schools for recognition by the Secretary of Education. Once a decision has been reached, no appeals are permitted.
7. Three representatives of each Blue Ribbon School, usually the principal and two other people directly connected to the school, are then invited to Washington, D.C., for a Blue Ribbon Schools ceremony.

# TIMELINE

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<b>Event</b>	<b>Date</b>
Orientation for State Liaisons	April 21-27, 1993
Public School Nomination Package Due to SEAs, BIA, and DODDS	As Determined by Agencies
Private School Nomination Forms Due to CAPE	November 1, 1993*
Public and Private School Nominations Due to U.S. Department of Education	December 6, 1993**
First Review Panel Meeting in Washington, D.C.	January 22-25, 1994
Announcement of Site Visits	February 11
Orientation of Site Visitors in Washington, D.C.	February 19-21
Site Visits	February 28-April 22
Site Visit Reports Due to U.S. Department of Education	Two Weeks From Date of Visit or April 29, Whichever Comes First
Second Review Panel Meeting	May 14-16
Notification of Schools Completed	May 27
National Recognition Ceremony, Washington, D.C.	September 1994

\* Postmarked on or before that date.

\*\* Must be received by that date.

# PREPARING THE NOMINATION PACKAGE

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## Overview

This nomination package is designed to provide a profile of your school and to offer you an opportunity to comment on factors especially important to your local community. It is divided into three parts.

Part I includes items to determine whether a school meets the eligibility criteria.

Part II seeks demographic information about the school district and the school.

Part III invites descriptions of the school in response to specific questions that pertain to Conditions of Effective Schooling and this year's special emphases.

Part IV is the optional section concerning special emphases in science and mathematics.

The quality of the written document will have considerable influence on how the Review Panel evaluates your school. Complete descriptions of school policies, programs, and practices are essential ingredients of a successful school nomination. The nomination should, therefore, be well-written and carefully reviewed for content and style before being submitted. Failure to directly and concretely address each question can result in an unfavorable review even though the school's programs and practices are, in reality, quite excellent.

Recognized schools seeking recognition a second or third time must highlight changes and improvements since they were last honored. Throughout the nomination, they must explicitly document their

progress since the earlier award and note any outreach efforts they have extended to other schools in sharing their successful strategies. Recognized schools should not assume reviewers have read their prior nomination form. Thus, they must take care to document all statements and claims as thoroughly as a school applying for the first time.

## Technical Specifications

Please keep the following considerations in mind as you fill out the application form. If you fail to comply, your school may not be reviewed.

1. All responses must be typed on white paper, single spaced, with 1" margins on right, left, top, and bottom. Use normal spacing between lines. Print size must not be reduced smaller than 11-point computer font, which is the type used in this paragraph (for typewriters, 12-pitch elite type is acceptable).

To minimize environmental impact, schools are encouraged to use both sides of the paper to photocopy their completed nomination package.

Each school must submit eight copies (the original plus seven) of the completed nomination package. The original and copies should be without any additional covers or folders and should be stapled in the upper left hand corner.

Further, the Context Statement, the Nomination Abstract, and the material in Part III must be submitted on a 3.5 inch or 5.25 inch floppy disk written in WordPerfect 5.1 or 5.0, or in ASCII (the acronym for American Standard Code for Information Interchange). ASCII is a universal language that all computers can access and all computers can save in ASCII. For instructions on saving your text in ASCII, look in the index of the manual that accompanies your word processing software under ASCII or text file.

ASCII removes most of the formatting from the text, such as bold, underline, columns, graphs. If it is necessary to use your graphs and tables, they can be copied here from your nomination package. Remember to save a copy of your text in your own word processing format.

Begin the disk with the name of the principal, the school, address, and telephone number as on the cover sheet. Also write the same information on the outside of the disk.

2. Note that the cover sheet for this nomination requires the signatures of the principal, the district superintendent, and the president/chairperson of the local school board. These signatures indicate that each of the three individuals has reviewed the content of the nomination form, including the statement of eligibility, and has determined that it is accurate. (All of these signatures may not be applicable for private schools; please write N/A in the space where the position or its equivalent is not applicable.)

3. All nominations must be submitted through the respective State education department, BIA, DODDS, or in the case of private schools, through CAPE. There are no exceptions to this rule.

4. Paginate your submittal as follows:

Cover sheets	-	pp. 1-2
Part I	-	pp. 3
Part II	-	pp. 4-7
Part III	-	pp. 8+
Part IV	-	in sequence

Using the above guidelines, number all pages/sides consecutively. Note that Part III is limited to 28 pages. This is a maximum, not a requirement. For the number of pages permissible for Part IV, see page xi.

5. Parts I and II and the Private School Addendum must be completed without any reformatting. Do not retype pages 1-7 and (for private schools) 18. The context statement and nomination abstract (pages 6-7) at the end of Part II are limited in length to the pages on which they appear.

No attachments to the nomination package will be reviewed (except for the Private School Addendum and Statement of Philosophy).

## Completing Part III

6. The school must retype and underline each complete question in Part III, together with its corresponding number, e.g., A1, C3, G2. Only the question underlined in the nomination form need be repeated by the school; it must be repeated exactly as worded in the nomination form, and it must be underlined. The statements/prompts in italics that accompany underlined questions in the nomination are to guide responses and need not be repeated. Pay special attention to any such italicized requests for information, since reviewers will expect to find information directly relating to these structured queries.

Note that in H. Special Emphases, only the headings, i.e., H1. Science and H2. Mathematics, should be repeated and underlined.

Note also that question F1 requires that your response be formatted in a particular way. Please adhere closely to the formatting guidelines for this question and provide all the relevant test details specified in the italicized prompts. Samples of suggested data display are provided on pages 16-17. In reporting test data, you may reduce font/type size, though the final copy should be no smaller than the size shown in the examples.

7. The school must decide how much space to allocate to each response within the overall limitation of 28 pages for Part III. Because many of the questions are closely related, it is suggested that to conserve space and avoid redundancy, once you have thoroughly described a particular approach or program or presented an important idea, that you clearly refer to that elaboration in related questions rather than repeat similar information.

8. Principals are strongly urged to invite a team of individuals, including parents and students, to assist in the preparation of the nomination package. Many of the questions will require research, discussion among staff, and several attempts at formulating effective responses. Inasmuch as submitting a nomination is intended to stimulate and recognize school improvement efforts, writing the application is ideally accomplished by those intimately involved in such efforts.

9. The quality of the written presentation will influence the Review Panel's assessment. It is therefore important to designate a competent editor to assist with the final document. The second cover sheet requests the names and titles of

those who participate in preparing the nomination form.

The principal, however, is responsible for checking the accuracy and completeness of the final document. She/he should personally ensure that all nomination questions have been fully answered; that formatting of the nomination complies with Program requirements; that photocopying has not resulted in missing or out-of-sequence pages; and that proper shipment of all 8 copies occurs according to the prescribed timeline.

10. The criteria the Review Panel will use in evaluating your responses are provided on pages 20-24.

## Completing Part IV

**Note:** In responding to questions H1 and H2, science and mathematics, refer also to the descriptive material provided in the Introduction on page ii and the instructions for C2, page 10. Limit your descriptions of science and/or mathematics to no more than three pages, or a total of six pages if you describe both. These pages are in addition to the 28 pages allowed for Part III of the nomination package.

CHECK ONE:

ELEMENTARY SCHOOL

MIDDLE SCHOOL

JUNIOR HIGH SCHOOL

PREVIOUS BLUE RIBBON

SCHOOL  YES  NO

IF YES, YEAR(S) \_\_\_\_\_

Code \_\_\_\_\_

US DEPT OF ED USE ONLY

SPECIAL EMPHASIS CANDIDATE:  SCIENCE  MATHEMATICS

**1993-94 Elementary Blue Ribbon Schools Program**

**Cover Sheet**

Congressional District \_\_\_\_\_ (All schools: Provide Congressional District as of 10/01/93.)

Name of Principal \_\_\_\_\_  
(Specify: Ms., Miss, Mrs., Dr., Mr., Other) (As you wish it in the official records)

Official School Name \_\_\_\_\_  
(As you wish it in the official records)

School Address \_\_\_\_\_ Tel. ( ) \_\_\_\_\_  
County \_\_\_\_\_

I have reviewed the information in this form, and to the best of my knowledge it is accurate.

\_\_\_\_\_  
(Principal's signature) Date \_\_\_\_\_

Private Schools: If the information requested is not applicable to you, write N/A in the space.

Name of Superintendent \_\_\_\_\_  
(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

District Name \_\_\_\_\_

District Address \_\_\_\_\_ Tel. ( ) \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

I have reviewed the information in this form, and to the best of my knowledge it is accurate.

\_\_\_\_\_  
(Superintendent's signature) Date \_\_\_\_\_

Name of School Board President/Chairperson \_\_\_\_\_  
(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

I have reviewed the information in this form, and to the best of my knowledge it is accurate.

\_\_\_\_\_  
(School Board President's/Chairperson's signature) Date \_\_\_\_\_



# **PART I -- ELIGIBILITY**

Please check the appropriate space for each of the statements below concerning your school's previous participation in the Blue Ribbon Schools Program and compliance with U.S. Office of Civil Rights requirements.

- add this*
1. The school is an elementary school or a middle school including some combination of grades preK-8. Or the school is K-12 and the K-8 components are apply. Unless the school is K-12, the entire school is applying for recognition.

True \_\_\_\_\_ False \_\_\_\_\_

- 11*
2. If a public school, the school has been in existence for three full years. If private, the school has been in existence for five full years.

True \_\_\_\_\_ False \_\_\_\_\_

3. The school did not receive national recognition during the 1991-92 Elementary Blue Ribbon Schools Program.

True \_\_\_\_\_ False \_\_\_\_\_

- See earlier*
4. The Office of Civil Rights (OCR) has not issued a letter of findings to the school district concluding that the nominated school has violated one or more of the civil rights statutes or that there is a districtwide violation that may affect the nominated school. (A letter of findings should not be considered outstanding if the OCR has accepted a corrective action plan from the district to remedy the violation(s).)

True \_\_\_\_\_ False \_\_\_\_\_

5. The nominated school or district is not refusing OCR access to information necessary to investigate a civil rights complaint or to conduct a districtwide compliance review.

True \_\_\_\_\_ False \_\_\_\_\_

6. The Department of Justice does not have a pending suit alleging that the nominated school, or the school district as a whole, has violated one or more of the civil rights statutes or the Constitution's equal protection clause.

True \_\_\_\_\_ False \_\_\_\_\_

# PART II -- DEMOGRAPHICS

## District *(Questions 1 and 2 not applicable to private schools)*

- Total number of students (preK-12)\* enrolled in the district: \_\_\_\_\_
- Number of schools in the district:
 

_____	Elementary schools
_____	Middle schools
_____	Junior high schools
_____	High schools
_____	TOTAL

## School *(To be completed by all schools)*

- Population category that describes the public school district within which your school is located:
  - \_\_\_\_\_ Large central city (in an SMSA\*\* and population greater than or equal to 400,000)
  - \_\_\_\_\_ Mid-size city (in an SMSA\*\* and population less than 400,000 but greater than 50,000)
  - \_\_\_\_\_ Suburban (in an SMSA\*\* but not a large or mid-size city)
  - \_\_\_\_\_ Large town (not in an SMSA\*\* and population greater than or equal to 25,000)
  - \_\_\_\_\_ Small town (not in an SMSA\*\* and population less than 25,000 and greater than or equal to 2,500)
  - \_\_\_\_\_ Rural (population less than 2,500)
- \_\_\_\_\_ Number of years the principal has been in her/his position at this school?  
 \_\_\_\_\_ If less than three years, how long was the previous principal at this school?
- Number of students enrolled at each grade level or its equivalent in your school:
 

_____ preK*	_____ 2nd	_____ 5th	_____ 8th
_____ K	_____ 3rd	_____ 6th	_____ Other
_____ 1st	_____ 4th	_____ 7th	
			_____ TOTAL
- Racial/ethnic composition of the students in your school:
 

_____	% Native American or Native Alaskan
_____	% Asian or Pacific Islander
_____	% African American, not Hispanic origin
_____	% Hispanic
_____	% White, not Hispanic origin
100.0	% TOTAL
- Limited-English-proficient students in the school: \_\_\_\_\_% \_\_\_\_\_ Total Number  
 Number of languages represented: \_\_\_\_\_ Specify which:

\* Include pre-kindergartners only if your school and/or district operates preK programs.

\*\* A standard metropolitan area (SMSA) includes a central city with a population of at least 50,000 or an urbanized area with a population of at least 50,000 with the neighboring area having a total of 100,000 or more inhabitants.

8. Students who qualify for free/reduced price lunch: \_\_\_\_\_% \_\_\_\_\_ Total Number  
If this is not a reasonably accurate estimate of the percentage of students from low-income families or your school does not participate in the federally-supported lunch program, provide a more accurate estimate and explain how you arrived at it.

9. Students receiving special education services: \_\_\_\_\_% \_\_\_\_\_ Number served  
Indicate below the number of handicapped students according to handicapping conditions designated in the Individuals with Disabilities Education Act.

*Handwritten notes:*  
100 5/17  
20 1/2  
R

- |                               |                                       |
|-------------------------------|---------------------------------------|
| _____ Deaf                    | _____ Other Health Impaired           |
| _____ Deaf-Blind              | _____ Seriously Emotionally Disturbed |
| _____ Hard of Hearing         | _____ Specific Learning Disability    |
| _____ Mentally Retarded       | _____ Speech Impaired                 |
| _____ Multihandicapped        | _____ Visually Handicapped            |
| _____ Orthopedically Impaired |                                       |

10. Describe any significant changes in the data reported in items 4-8 that have occurred during the past five years.

11. Indicate the full-time equivalent (FTE) staff members in each of the below categories. (An FTE is one full-time position; if, for example, the school's regular work week is 40 hours, and two assistant principals spend a total of 60 hours per week as administrators and the rest in teaching, the assistant principal position is 1.5 FTE's and .5 FTE's are assigned as teaching.)

	FTE	Number of Staff	
Administrators	_____	_____	
Classroom teachers	_____	_____	
Special resource teachers	_____	_____	
Subject area specialists	_____	_____	
Paraprofessionals	_____	_____	
Library/media professionals	_____	_____	
Counselors, psychologists, nurses	_____	_____	
Clerical	_____	_____	
Custodial personnel	_____	_____	
Food service personnel	_____	_____	
Security officers	_____	_____	
Others	_____	_____	
Total FTE's / Number of Staff	_____	_____	Total Number of Part-Time Staff Members: _____

Specify the types of special resource teachers and subject area specialists employed at your school, as well as the roles assigned to paraprofessionals.

12. **Context Statement:** Schools are judged within their own context rather than in direct comparison with all other schools. Describe the context of your school. Include, for example, the population it serves, socioeconomic conditions in the community, student mobility issues, historical milestones in the school's operation, school tradition, and the school's physical location and surroundings. Limit your statement to this one page.

13. **Nomination Abstract:** Summarize the strengths of your school, focusing on what it is that makes your school a unique and successful place worthy of national recognition. Highlight any innovative uses of time, space, staffing, organizational structures, and modern technology. Limit your abstract to this one page.

## Part III

# CONDITIONS OF EFFECTIVE SCHOOLING

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**Note:** *In responding to the questions in Part III, provide specific details and examples to maximize reviewers' understanding of your school. Some of the questions will entail the need for public schools to acknowledge the important role of district-level staff and/or make reference to policies mandated by your state. Nevertheless, since the individual school is generally considered the site of reform, or education's action-and-accountability unit, the unique contribution of your building-level staff and the flexibility your school enjoys in implementing programs and policies should be readily discernible in your answers. All schools, whether public or private and regardless of grade span, must respond to all questions. It is appropriate to cross-reference answers to avoid redundancy.*

### A. Leadership

- A1. What are the goals and priorities for the school and its students? *Be specific. Indicate how and by whom school goals and priorities are developed, how often they are reviewed, and how they are communicated to staff, students, parents, and the wider community.*
- A2. How do the principal and other school leaders motivate staff, parents, and students to accomplish the school's goals? *Describe the principal's leadership and vision. Provide concrete examples of how school leadership ensures that policies, programs, and resources focus on the achievement of the school's goals and priorities.*
- A3. How is the instructional leadership role carried out in your school? *Be specific about who performs what functions.*

### B. Teaching Environment

- B1. What opportunities exist for teachers to be involved in decisionmaking? *Draw examples from decisionmaking about curriculum, instruction, discipline policy, teacher and program evaluation, and other activities. Provide specific details on the nature and results of teachers' involvement.*
- B2. What provisions are made to enable staff to engage in collegial planning and implementation of educational programs at your school? *Describe the nature and extent of such collaboration.*

- B3.** What are your school's formal procedures for supervising and evaluating teachers? Describe building-level implementation of district policies, identifying any features specific to your school. Include information on the person(s) involved, the frequency of evaluation, the form and amount of feedback to the teacher, and examples of how the information is used.
- B4.** How are beginning teachers and those new to your building supported and their skills strengthened? Describe both formal and informal methods for initial orientation and ongoing support. Specify recruitment and selection procedures.
- B5.** How does your school support and encourage the recognition of excellent teachers? Describe both formal and informal methods.
- B6.** What opportunities are provided to expand or alter teachers' roles to enhance their effectiveness with students and to improve job satisfaction? For example, such activities might include student and peer coaching/mentoring, teacher applications of new instructional methods or advanced technologies, conducting seminars or workshops for other teachers, or responsibility for schoolwide programs or events. Comment on your teacher turnover rate during the last three years.
- B7.** What is the process by which you ensure that staff development opportunities are congruent with the defined goals and priorities of your school? Describe specific staff development programs in terms of how much time is required, how many staff participate, and where and when the programs are offered. List teachers' recent professional growth activities in subject-matter areas. In keeping with the National Goals, address specifically the core subjects of English, mathematics, science, history, geography, art, and foreign languages.

## **C. Curriculum and Instruction**

- C1.** How is your school organized to reflect differing student needs and the school's goals and priorities? Address such topics as student placement, instructional grouping, class size, and use of time. Explain how placement is determined and what role testing plays in your placement practices. Describe how students are able to move among groups.

**C2. The National Goals call for strengthening subject-matter content in English, mathematics, science, history, geography, art, and foreign languages. What is your curriculum in each of these content areas? Include in your discussion of each subject area (1) the amount of time devoted to its teaching each day/week; (2) instructional strategies and allowances for differences in students; (3) the manner and degree to which higher-order and critical-thinking skills are addressed; (4) ways in which curricular areas are integrated; (5) ways in which technology is being used as an instructional tool; and (6) enrichment activities for all students.**

- a. English                      *Includes reading, literature, writing, oral communications; coordinate your response with C4.*
- b. Mathematics
- c. Science
- d. History
- e. Geography
- f. Art
- g. Foreign Languages

**C3. What other subject areas play essential roles in your schoolwide curriculum goals? Select two subject areas you feel should be highlighted because of their central importance to your school's goals and priorities, or the high quality, uniqueness, and special significance of the subjects. Provide the same kind of information for these two subject areas as in question C2. You may wish to choose from subjects such as health, safety, technology, and physical education; religion (private schools); or any others.**

**C4. What specific instructional strategies does your school employ to ensure that students learn to write effectively? Address such topics as teaching writing throughout the curriculum, assessing writing, and motivating students to improve their writing.**

**C5. How is your instructional program adapted to the needs of special populations, such as special education, Chapter 1, limited-English-proficient, and students in need of remediation? Describe your instructional strategies and programs, and indicate how students are identified and monitored for progress. Provide evidence that these programs are effective, and explain how the students are integrated with the total student body. Organize your response as follows:**

- a. Special education students
- b. Students requiring Chapter 1 services, LEP students, and students in need of remediation

**C6. What special opportunities do you provide for advanced study or enrichment for unusually talented or motivated students? Describe a sample of the opportunities you provide. Indicate the number and composition of students, for example, race, ethnicity, and socioeconomic status, who participated in each during the 1992-93 academic year.**

*all students identified in my classes*

- C7. What role does the school library/media center play in supporting instruction and enabling students to become information literate? Describe what specific services are offered and how they are integrated with curriculum and instruction. Indicate how, and the extent to which, the library/media center accomplishes the following: (1) promotes reading and access to high-quality children's literature; (2) teaches students to use library resources for information retrieval and independent research; and (3) uses technology in innovative, cost-efficient ways that motivate learning. Include any usage data available.
- C8. What regular building-level procedures do you follow for evaluating your instructional programs? Address how information is analyzed and used to improve the instructional program. Identify any substantial changes made in the past three years as a result of program evaluation.

## D. Student Environment

- D1. For elementary schools only. National Goal 1 states that "By the year 2000, all children in America will start school ready to learn." What role does your school play in helping to ensure that children entering your school are prepared to participate successfully in formal schooling? (For the purpose of this nomination, the dimensions of readiness include: physical well-being, emotional maturity, social confidence, language richness, and general knowledge.) Describe how your school facilitates the transition of students from preschool or home into kindergarten, or from another school into yours. Address such topics as (a) outreach and exchange with preschool providers or other schools; (b) the school's role in the provision of integrated services; (c) parent education; and (d) use of school entrance assessments.

For middle schools only. What school policies and practices facilitate the transition of students into the school and out of the school into high school? Describe your strategies for both beginning first-year students and transfer students entering other grades.

- D2. What specific programs, procedures, or instructional strategies do you employ to develop students' interest in learning and to motivate them to study? Explain what special incentives and consequences you provide and how you measure their effectiveness.
- D3. What opportunities do students have to build sustained relationships with counselors, teachers, or other adults? Describe specific programs or strategies, and explain how you measure their effectiveness.
- D4. What specific programs, procedures, or instructional strategies do you employ to identify, counsel, and assist potential dropouts or other at-risk or underachieving students? In your discussion, indicate the number of students served.

- D5. What extracurricular activities are available for students? Describe how participation is encouraged, what percentage of students participate, and the extent to which participation is representative of the overall student body.
- D6. What is your school's discipline policy? Describe your school's programs and procedures to develop a disciplined environment conducive to learning. Provide details on your efforts to prevent or eradicate acts of violence on school premises.
- D7. By what means does the school prevent the sale, possession, and use of drugs, including alcohol and tobacco, by its students on and off school premises? Describe the components of your substance-abuse program. Provide evidence of the effectiveness of these policies and procedures, including community efforts for drug-free schools.
- D8. What opportunities exist for students to influence classroom and school policy? Explain how students are involved in solving classroom and school problems and influencing higher-level decisions. Provide specific examples. Indicate the extent of student participation and the degree to which participants are representative of the overall student body.
- D9. How do school programs, practices, policies, and staff foster the development of sound character, democratic values, ethical judgment, good behavior, and the ability to work in a self-disciplined and purposeful manner? Describe what opportunities your school provides for students and staff to be involved in activities that demonstrate and promote good citizenship, community service, and personal responsibility.
- D10. How is your school preparing students to live effectively in a society that is culturally, ethnically, and economically diverse? Provide examples from curriculum, student activities, staff development, and school practices.
- D11. How is your school preparing <sup>all</sup> students to live effectively in a society that is globally competitive? Be sure to address how you ensure that all students are helped to think logically, master content, and develop personal skills designed to equip them for the future world of work.

## E. Parent and Community Support

- E1. How are parents encouraged to be involved with the school? Discuss the ways in which parents are involved as decisionmakers, teachers, learners, resources, supporters, and advocates. Include your policy on school visits by parents, as well as the frequency with which such visits are made. Indicate the percentage of parents involved and the degree to which they are representative of your student body.

- E2.** How does your school communicate student progress and overall school performance to parents and the broader community? In addition to report cards, explain how the school notifies and consults with parents about student progress. Describe how the school encourages (a) parent feedback on their children's achievement and (b) parent and community reaction to the school as a whole.
- E3.** What strategies does the school use to encourage parents to provide a supportive learning environment in the home and to inform parents about other learning opportunities? Discuss the ways in which the school involves all parents in their children's learning in the home, including policies related to homework.
- E4.** How does the school support the needs of families? Discuss examples such as extended day scheduling; linkages to preschool programs; referrals to community services, adult education, nutrition and physical and mental health programs; and transportation options.
- E5.** What opportunities does your school provide for meaningful collaboration with other educational institutions and community groups? Provide specific examples of actual participation with such groups as universities, regional educational consortia or service centers, business and industry, and community health and service organizations. Indicate which collaborative venture has proved most valuable. Consider the school's role in promoting learning opportunities outside the school, such as computer camp, summer academic programs, athletic clinics, exchange programs, community arts workshops, and other community-based enrichment.

## F. Indicators of Success

- F1.** What formal procedures does your school have for assessing and reporting student achievement? Provide results from tests developed and normed at the national or State level for the grade levels tested in each of the past three years. Results from minimum competency tests are not appropriate.

*are checked for the grade levels tested in each of the past three years. Results from minimum competency tests are not appropriate.*

*1980-81 to the end. (in system wide assessments)*

Present your data as follows: (1) indicate test name and edition/publication year; (2) specify grade to which test was administered; (3) indicate number of students in grade and percentage of students reflected in the scores; (4) report scores in terms of national or State percentiles (of the mean) or standard scores, providing information to allow meaningful interpretation; (5) provide subtest scores, e.g., scores for reading comprehension, total reading, mathematics problem solving, total mathematics; (6) note test level per grade and indicate if out-of-level testing; (7) give testing month and norms used for scoring; and (8) specify what groups, if any, were excluded from the testing.

Consider also reporting the results of other norm-referenced or criterion-referenced tests, performance-based measures such as those obtained from student writing, analyses of individual learning plan student gains, or other measures used at your school. Be very specific in describing your measurement practices.

**Note:** Be sure to explain any pattern of increase or decline in test scores. Take special care to present and interpret your data in a way that is readily understandable to non-testing experts. Format your data in a manner consistent with the samples provided on pages 16-17 or in some equally effective display form. Fonttype size may be reduced for test data display purposes, though results should be clearly readable and the print no smaller than the size shown in the examples.

**F2.** What performance-based measures or other assessments does your school use for assessing and reporting progress? Include in your response measures such as criterion-referenced tests, portfolios, student writing, analyses of individual learning plan student gains, or other measures used at your school. Be very specific in describing how these measurement practices produce evidence that students are making progress. Where possible, report results for the last three evaluation periods, taking care to explain any pattern of increase or decline in student performance.

**F3.** What was your school's performance last year in the following areas? For the purposes of this question, both excused and unexcused student absences should be counted as absent. Similarly, any teacher out for personal or sick-day leave should be counted as absent.

<u>Daily student attendance</u>	_____	%
<u>Daily teacher attendance</u>	_____	%
<u>Number of individual students involved in serious disciplinary incidents</u>	_____	

Explain any special circumstances that affected student attendance. Define what your school considers a "serious disciplinary incident," and discuss how you resolved those incidents reported above. If absenteeism or serious disciplinary incidents have changed by more than 10% in the last five years, describe the changes and the reasons for them.

**F4.** Which awards received by your school, staff, or students during the last five years are most indicative of school success? Limit your list of awards to ten or fewer. Explain the reasons for your choices.

## **G. Organizational Vitality**

**G1.** How does the climate of your school reflect its mission and provide an atmosphere that is orderly, purposeful, conducive to learning, respectful of diversity, and open to change? Describe specific efforts to create and sustain a positive and nurturing environment.

- G2. What kind of school improvement process is in operation at your school? Describe your efforts at school improvement, detailing your progress to date. Specify also the leadership roles in this process. For example, is it essentially a principal/staff initiative, a parent- or Board-driven agenda, or a district or Statewide effort?
- G3. How has your school responded to recent educational research findings, national assessments of educational programs, efforts to establish national standards and curriculum frameworks, and the National Goals? Provide specific details on any related changes that were implemented or are presently under consideration at your school.
- G4. As you look back over the last five years, what conditions and/or changes have contributed most to the overall success of your school? You may wish to describe problems or impediments your school has faced and overcome.
- G5. What do you consider the major educational challenges your school must face over the next five years? Address how you will ensure responsiveness to changing student needs.

## **PART IV -- Special Emphases (Optional)**

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*Note: In responding to questions H1 and H2, refer also to the descriptive material provided in the Introduction on page ii and the instructions for C2, page 10. Limit your descriptions of science and/or mathematics to no more than three pages, or a total of six pages if you describe both. These pages are in addition to the 28 pages allowed for the rest of the nomination package.*

- H1. **Science.** Describe your science program in detail. The school provides a content-rich program in science that encompasses the kind of science program described on page ii of the nomination package and stimulates interest and achievement among all students. Explain the reasons for the strategies you use.
- H2. **Mathematics.** Describe your mathematics program in detail. The school provides a content-rich program in mathematics that encompasses the standards developed by the National Council of Teachers of Mathematics (NCTM) and stimulates interest and achievement among all students. Explain the reasons for the strategies you use.

# SAMPLE FORMATS FOR DISPLAYING ASSESSMENT DATA

## Example #1

### PERRY ELEMENTARY SCHOOL ITBS Median Scores (in National Percentiles)

	Total Reading			Total Language			Mathematics Problems			Total Mathematics		
	1991	1992	1993	1991	1992	1993	1991	1992	1993	1991	1992	1993
Grade 1 Level 7	40	40	40	46	57	61	42	58	46	46	64	46
Grade 2 Level 8	69	50	66	78	77	77	66	64	84	78	79	86
Grade 3 Level 10	53	41	56	69	67	67	44	44	47	55	51	63
Grade 4 Level 10	52	56	59	66	72	62	45	58	60	50	71	65
Grade 5 Level 11	39	64	58	60	73	56	43	58	50	50	69	57

The above data were accompanied by the full test name and form identification; edition year; testing month and norms used for scoring; number of students in each grade tested and percentage of students reflected in the scores; and information concerning what groups were excluded from the testing. (In other words, the school provided all the pertinent details requested in paragraph 2 of question F1.) The school then went on to discuss a) special circumstances that affected the performance of one of the cohort groups (students enrolled in grade 2 in 1991) over the three-year period, and b) the performance of its students compared with that of the school district and the State.

## Example #2

### ASH ELEMENTARY SCHOOL Stanford Achievement Test (Percentiles of the Mean)

	Grade 1		Grade 2		Grade 3		Grade 4		Grade 5	
	Ash	Dist.								
<b>1993</b>										
Reading Comprehension	95	81	96	85	96	79	99	82	95	80
Total Reading	95	79	94	82	95	79	98	82	96	81
Total Language	N/A	N/A	N/A	N/A	95	78	98	83	95	81
Mathematics Applications	93	76	93	76	94	73	95	78	90	76
Total Mathematics	94	78	87	77	94	72	92	78	91	77
<b>1992</b>										
Reading Comprehension	94	84	94	85	98	84	93	82	98	83
Total Reading	92	84	94	84	97	83	91	82	98	82
Total Language	N/A	N/A	N/A	N/A	97	84	92	82	98	82
Mathematics Applications	92	79	91	77	91	80	89	76	98	81
Total Mathematics	92	80	92	77	90	79	88	76	98	81
<b>1991</b>										
Reading Comprehension	93	83	96	84	91	79	98	82	93	74
Total Reading	94	82	95	84	90	79	98	83	96	74
Total Language	N/A	N/A	N/A	N/A	90	78	99	81	96	75
Mathematics Applications	90	76	92	79	84	75	97	80	91	71
Total Mathematics	91	77	93	78	85	76	97	80	91	74

As in Example #1, the above data display was accompanied by all the test details specified in question F1. Ash Elementary School also discussed how these results compare with the State's overall performance over the three years.

Example #3

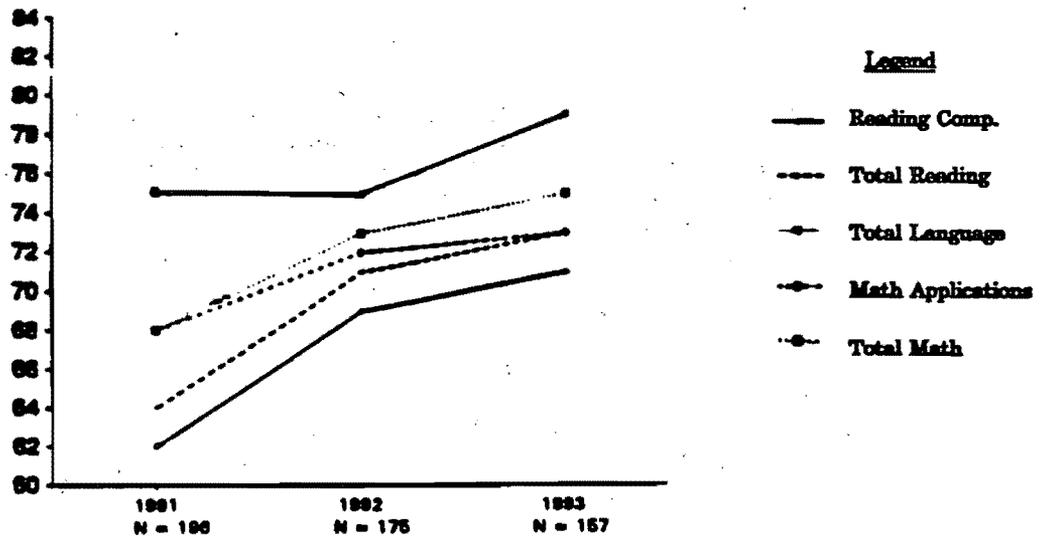
FORD ELEMENTARY SCHOOL  
IGAP Median Raw Scores - Grade 3

	1991			1992			1993		
	Ford	Dist.	State	Ford	Dist.	State	Ford	Dist.	State
Reading	312	313	250	401	358	250	460	400	250
Mathematics	N/A	N/A	N/A	373	353	250	403	375	285

The above display, showing results on a State-developed test, were accompanied by the relevant test details requested in question F1, and the maximum score possible on the sub-tests was provided. Ford Elementary presented a similar data display for each grade tested.

Example #4

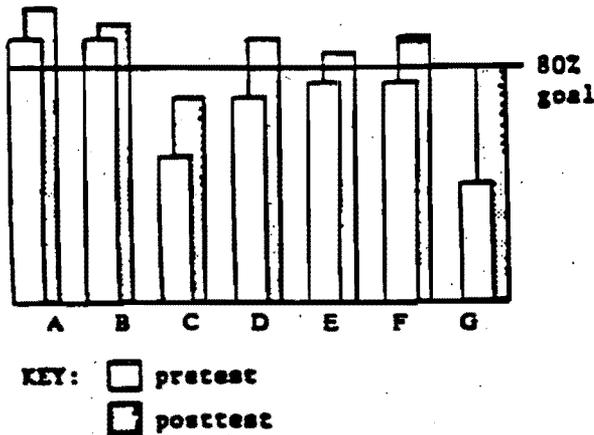
NORTHWOOD ELEMENTARY SCHOOL  
Cohort Longitudinal Progress: Grade 4, 1993  
CTBS (Percentiles of the Mean)



The above example tracks the progress of only those Northwood students who were enrolled in 4th grade in March 1991 and continued to attend the school through the March 1993 CTBS administration. These data were provided in addition to the reporting of all grades' CTBS scores as in Example #1 and the accompanying test details requested in question F1. The above format is an effective way to display performance assessment data when a school seeks to a) exclude effects of student mobility from test results; and/or b) show steady progress in performance outcomes over time.

Example #5

JAMES ELEMENTARY SCHOOL  
State Criterion-Referenced Test



This display was accompanied with the test name and addition/publication year; similar data for each subtest; the times at which pre- and posttesting occurred; an explanation of how the school's goals (mastery levels) were determined; the average number of test items per objective; the percent of students tested and an explanation concerning groups not tested; and a general discussion of how the school's overall performance compared with other schools in the district and State.

# PRIVATE SCHOOL ADDENDUM

The purpose of this Addendum is to obtain additional information from private schools relevant to the sections of the nomination package noted below.\*

## Cover Sheet

*must show that assessment do not exclude students disabilities*

Date of Founding: \_\_\_\_\_

Private school association(s): \_\_\_\_\_  
(Give primary religious or independent association only)

Does your school have nonprofit, tax exempt (501(c)(3)) status? \_\_\_Yes \_\_\_No

## Part II -- Demographics

*must diversity must be considered*

5. Briefly describe your school's efforts to achieve a racially and economically diverse, multicultural student enrollment.

7. ■ What are your 1993-94 tuition rates? (Do not include room, board, or fees)

\$ _____	\$ _____	\$ _____	\$ _____	\$ _____
PreK	1st	3rd	5th	7th
\$ _____	\$ _____	\$ _____	\$ _____	\$ _____
K	2nd	4th	6th	8th
				\$ _____
				Other

■ What is your educational cost per student?  
(School budget divided by enrollment) \$ \_\_\_\_\_

■ What is the median value of all forms of financial aid? \$ \_\_\_\_\_

■ What percentage of your annual budget is devoted to scholarship assistance and/or tuition reduction? \_\_\_\_\_%

■ What percentage of students receive scholarship assistance?  
(Including tuition reduction) \_\_\_\_\_%

\* Do not retype this page.



# CONDITIONS OF EFFECTIVE SCHOOLING

## 1993-94 Review Panel Criteria

Note: This list of criteria is for information purposes only, to assist schools in providing clear, concise, concrete, and complete responses to the questions and italicized elaborations listed in Part III of the nomination. This is a draft version of the wording of the criteria. Any minor changes in the wording of the criteria in the final review instrument will not alter how the criteria are to be interpreted. The final review instrument will rate each of the below criteria as follows: Exemplary, Strong, Adequate, Inadequate, and No Evidence.

### A. Leadership

- \_\_\_\_\_ A1. Goals and priorities appear appropriate for the school and are clearly articulated. Goals and priorities are developed with input from the school's major constituents, formally reviewed and revised regularly, and effectively communicated to staff, students, parents, and the wider community.
- \_\_\_\_\_ A2. The principal and staff have a clear vision for the school and its students. This vision is operationalized in terms of specific objectives and the policies, programs, and resources needed to accomplish the school's goals and priorities. School leadership has created a sense of shared purpose among faculty, students, parents, and community to accomplish the school's mission.
- \_\_\_\_\_ A3. The principal and staff have a common understanding concerning the importance and structure of instructional leadership within the school. There are written guidelines concerning who performs the various functions.

### B. Teaching Environment

- \_\_\_\_\_ B1. Teachers are substantively involved in decisions about curriculum, instruction, discipline policy, teacher and program evaluation, and other activities. Teacher input is instrumental in the operation of the school.
- \_\_\_\_\_ B2. Staff collaborate in instructional planning and delivery. They routinely have opportunities for meaningful interaction and are encouraged to work collaboratively.
- \_\_\_\_\_ B3. Teachers are formally and informally supervised and evaluated on a regular basis by designated individuals, provided with useful feedback, and monitored to ensure that evaluations effect improvement.
- \_\_\_\_\_ B4. Special provisions are made for the support and training of beginning teachers and those new to the school. Recruitment and selection procedures appear appropriate to the school.
- \_\_\_\_\_ B5. The recognition of excellent teachers is supported and encouraged both formally and informally at the school level and beyond.
- \_\_\_\_\_ B6. A variety of opportunities are provided to expand or alter teachers' roles to enhance effectiveness with students, improve job satisfaction, and reduce teacher turnover.

*all teachers should have been involved in all decisions*

- B7. A significant number of staff members participate in staff development activities directly related to school priorities and in programs aimed at strengthening subject-matter expertise in the seven core subjects.

### C. Curriculum and Instruction

- C1. Differing student needs and the school's mission are reflected in school and classroom organization. Instructional placement procedures are reasonable and fair. Students have flexibility of movement among instructional/ academic groups as their skills and interests change.

- C2. Ongoing curriculum development has resulted in a rigorous and rich curriculum offered for all students in:
- a. English
  - b. Mathematics
  - c. Science
  - d. History
  - e. Geography
  - f. Art
  - g. Foreign Languages

- C3. The school has highlighted a well-conceived course that clearly contributes to schoolwide curriculum goals.

- C4. The school has implemented specific strategies for ensuring that students learn to write effectively and an assessment process to measure progress.

- C5. Special programs are provided by the school to adapt the academic program to meet the needs of specific groups of students. The identification and placement of students is equitable. Individual progress is closely monitored, and there is clear evidence that strategies/programs are effective. Suitable programs are provided for:

- a. Special education students.
- b. Students requiring Chapter 1 services, limited-English-proficient students, returning students, and students in need of remediation.

- C6. A variety of advanced study or enrichment opportunities are provided for unusually talented or motivated students. If participating students do not represent student body diversity, a defensible explanation has been provided.

- C7. The library/media center is an integral component of the school's overall instructional program and plays a key role in developing students' information literacy.

- C8. Regular, systematic, building-level program evaluation efforts result in identifiable instructional improvement.

*2 hrs*  
*improvement*  
*1 hour*  
*from 2008-2009*  
*Not appropriate*  
*Appropriate*

## D. Student Environment

- \_\_\_\_\_ D1. For elementary schools, school policies, practices, and outreach services ensure that children entering the school can participate successfully in formal schooling.
- For middle schools, school policies and practices ensure that beginning students and transfer students can participate successfully in all aspects of school life.
- \_\_\_\_\_ D2. The school uses incentives, motivational programs, and/or special instructional strategies to help develop and sustain students' interest in learning.
- \_\_\_\_\_ D3. Opportunities to build sustained relationships with counselors, teachers, or other adults are varied and readily available. Programs are in place to provide counseling and advisement, and these approaches are systematically reviewed for effectiveness. A significant number of students representative of the student body take advantage of these opportunities.
- \_\_\_\_\_ D4. Effective procedures are employed for identifying, counseling, and assisting potential dropouts and other at-risk and underachieving students. A significant number of these identified students are served.
- \_\_\_\_\_ D5. A variety of extracurricular activities are available for students. Participation is encouraged, and a substantial number of students representative of the student body regularly take part.
- \_\_\_\_\_ D6. A sound, well-articulated discipline policy and administrative actions prevent violence and encourage students to behave in an orderly fashion without excessive constraints.
- \_\_\_\_\_ D7. The use of drugs, including alcohol and tobacco, by students is prohibited at school and is discouraged away from school through a comprehensive "no use" drug prevention program and broad-based community efforts.
- \_\_\_\_\_ D8. Students play an active role in influencing classroom and school policy. Student input is valued, and student participation in problem solving is representative of the student body.
- \_\_\_\_\_ D9. School programs, practices, policies, and staff foster the development of sound character, democratic values, ethical judgment, good behavior, and the ability to work in a self-disciplined and purposeful manner.
- \_\_\_\_\_ D10. The school effectively employs curricular and other strategies to prepare students to live productively and harmoniously in a society that is culturally and economically diverse.
- \_\_\_\_\_ D11. The school effectively employs curricular and other strategies to prepare students to live productively and harmoniously in a society that is globally competitive.

## E. Parent and Community Support

- \_\_\_\_\_ E1. The school provides evidence of various types of parent involvement. A substantial number of parents are involved, and they are representative of the student body.
- \_\_\_\_\_ E2. Student progress and overall school performance are regularly communicated to parents through formal and informal means, and a mechanism is in place to receive feedback from parents and the community.

- E3. The school encourages and helps parents to provide a supportive learning environment in the home and informs them about other learning opportunities.
- E4. The school makes a concerted effort to support the diverse needs of families.
- E5. The school provides specific evidence of valuable collaboration with other educational institutions and community groups to support school activities and programs, promote learning outside the school, and provide integrated services to children and their families.

### F. Indicators of Success

- F1. Through the use of tests developed and normed at the national or State level:
  - a. The school reports student achievement results in a manner readily interpretable.
  - b. Student outcomes are more positive than those reported in schools with similar demographic characteristics.
  - c. Improvements in student outcomes have been realized over the past three years, or results are consistently outstanding.
- F2. Through the use of performance-based measures or other non-traditional assessments, the school provides convincing evidence of student achievement.
- F3. Student and teacher attendance and the number of students involved in serious disciplinary incidents compare favorably with those of similar schools.
- F4. The school, staff, and students have received a variety of noteworthy awards and recognition over the last five years indicative of school success.

*Handwritten notes:*  
 Substantive  
 1/15/10  
 mt

### G. Organizational Vitality

- G1. The school's climate reflects its mission and provides an atmosphere that is orderly, purposeful, conducive to learning, respectful of diversity, and open to change.
- G2. A school improvement planning process is in place, with evidence of leadership, support, and progress.
- G3. School staff are cognizant of the findings and recommendations of major educational reform studies, national assessments, efforts to establish challenging national standards in the core content areas, and the National Goals and have implemented or are considering related changes.
- G4. The school has effectively introduced changes and/or overcome problems and impediments to educational excellence over the last five years while sustaining those conditions that have contributed most to its success.
- G5. Major educational challenges the school must face in the next five years are realistically understood and reflect a careful assessment of changing student needs.

**Part IV – Special Emphases: Science and Mathematics (Optional)**

- H1. The school provides a content-rich program in science that encompasses the kind of science program described on page ii of the nomination package and stimulates interest and achievement among all students.
- H2. The school provides a content-rich program in mathematics that encompasses the standards developed by the National Council of Teachers of Mathematics (NCTM) and stimulates interest and achievement among all students.

## U.S. Department of Education

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# BLUE RIBBON SCHOOLS 1993-1994 Elementary Program

### Nomination Requirements

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# INTRODUCTION

The purpose of the Blue Ribbon Schools Program is to identify and give public recognition to outstanding public and private schools across the United States. Schools are identified on the basis of their effectiveness in meeting local, State, and the National Education Goals and other standards of quality applicable to schools generally. An important consideration is the school's success in furthering the intellectual, social, physical, and moral growth of all its students. In seeking successful schools, the Program also welcomes schools that have overcome serious obstacles or problems and are making significant improvements.

For a school to be recognized, there must be clear evidence that its students are developing a solid foundation of skills in reading, writing, and mathematics, as well as reasoning and problem solving. Further, the instructional program should provide all students with high-quality instruction appropriate to their age and ability in literature, history, geography, science, the arts, and other subjects the school, the district, or the State deems important. In addition, there must be convincing evidence that school policies, programs, and practices foster the development of sound character, a sense of self-worth, democratic values, ethical judgment, and self-discipline.

For any school to be judged deserving of recognition, there should be strong leadership and effective working relationships among the school, parents, and others in the community. The school should have an atmosphere that is safe, orderly, purposeful, and conducive to learning and character development. The school should ensure challenging curriculum and high-quality instruction and the professionalism of its teachers. Further, there must be a strong commitment to educational excellence for all students and an outstanding record of progress in sustaining the school's best features and solving its problems.

Once a school's eligibility to participate has been determined (see pages v and 3), information provided by a school on each of the following Conditions of Effective Schooling will guide the selection of schools for recognition: A. Leadership, B. Teaching Environment, C. Curriculum and Instruction, D. Student Environment, E. Parental and Community Support, F. Indicators of Success, and G. Organizational Vitality. A copy of the criteria used by the Review Panel in making their judgments on each of these conditions is attached to this nomination package (see pages 20-24).

There are no fixed standards to be met in the areas listed above. Rather, the quality of each school will be judged in the context of how successfully it is meeting its own goals and how well its programs are tailored to local needs. Nevertheless, for a school to be judged deserving of national recognition, it must show significant progress in meeting State and the National Goals and must have attained a standard of overall excellence that is worthy of respect and emulation by schools elsewhere of similar size and characteristics. Schools selected to receive the Blue Ribbon Schools Award will be looked to for exemplary practices to support the achievement of the National Education Goals.

*By the year 2000, each school must be ready to be evaluated. This can only be done if the school is ready.*

i

In 1993-94, special emphasis is being given to unusually effective programs in science and mathematics (H. Special Emphases). Response to these areas of special emphasis is optional.

**SCIENCE:** Special attention will be paid to schools that offer content-rich programs in science. Content-rich programs in science should be continuous throughout all grades, beginning in kindergarten. They should use children's natural curiosity about the world as an opportunity to develop their interest in and understanding of science and to develop language and mathematical reasoning. Such programs should be recognized as a major part of the school's curriculum and be sequenced so that important ideas are revisited in varied contexts over the years. They should be designed in such a way as to:

1. Provide <sup>all</sup> students with opportunities to explore <sup>accessible</sup> materials and phenomena and to engage in the process of finding answers to their questions about the world around them;
2. Enable <sup>all</sup> students to connect their observations and experiences with prior understandings, to challenge and clarify their models of the world;
3. Offer <sup>all</sup> students ample opportunities to explore their own interests and see how science helps them make sense of real-world situations;
4. Focus on in-depth study of a limited number of topics and the deepening understanding of a small number of key concepts instead of a recitation of facts and vocabulary;
5. Provide a rich and interconnected balance of life, earth, and physical sciences each year;
6. Allow <sup>all</sup> students to see that <sup>disabled and young</sup> men and women from all cultures and ethnic groups have contributed to science and that they themselves have that potential;
7. Include safe handling of tools and materials and humane treatment of animals; and
8. Assess the growth and development of <sup>all</sup> student understanding in an ongoing manner using diverse tools, for example, portfolios, performance assessments, observations, and writing.

**MATHEMATICS:** Special attention will also be paid to schools that offer a mathematics program that includes goals for all students. These programs are developed in such a way as to:

1. Engage <sup>all</sup> learners in constructing, symbolizing, applying, and generalizing mathematical ideas;
2. Require <sup>all</sup> students to communicate mathematical ideas orally and in writing and promote student interaction;
3. View mathematics as a means of connecting a symbolic system with the real world;

4. Use problem solving as a means as well as a goal of instruction;
5. Use a variety of instructional formats;
6. Include a broad range of content; and
7. Make use of calculators and computers. There is no glass ceiling on a student's capability to continue in these mathematics programs. Assessment of student learning is viewed as an integral part of instruction.

Schools selected for recognition that have particularly effective programs in science and/or mathematics will receive special honors. Failure to apply for honors in these two subject areas will not jeopardize a school's chances to be recognized as a Blue Ribbon School.

# ELIGIBILITY CRITERIA

1. <sup>fully eligible</sup> The school must be an elementary school including some combination of grades preK-8. The K-8 components of preK-12 schools are eligible for consideration. Middle schools are eligible, provided they did not participate in the 1992-93 Secondary Blue Ribbon Schools Program. Middle schools must decide whether they will participate in the Elementary or the Secondary Blue Ribbon Schools Program and limit their participation to only one. K-8 or 1-8 schools must participate as an entire entity.
2. The minimum period of operation for public schools, including newly merged schools, is three years, that is, the school must be in its fourth year of operation when the application is submitted. Private schools must have been in operation for at least 5 years. Therefore, public schools must be in their fourth year of operation and private schools their sixth.
3. The school must not have received recognition during the 1991-92 Elementary Blue Ribbon Schools Program. (Schools recognized in 1991-92 will be eligible again in 1995-96.)
4. The Office of Civil Rights (OCR) must not have issued a letter of findings to the school district concluding that the nominated school has violated one or more of the civil rights statutes or that there is a districtwide violation that may affect the nominated school. A letter of findings should not be considered outstanding if OCR has accepted a corrective action plan from the district to remedy the violation(s).
5. The nominated school or district must not be refusing OCR access to information necessary to investigate a civil rights complaint or to conduct a districtwide compliance review.
6. The Department of Justice must not have a pending suit against a school district alleging that the nominated school, or the district as a whole, has violated one or more of the civil rights statutes or the Constitution's equal protection clause.

*and is fully eligible for consideration*

*the following*

*... must be in its fourth year of operation when the application is submitted*

*... must have been in operation for at least 5 years*

*... must not be refusing OCR access to information necessary to investigate a civil rights complaint or to conduct a districtwide compliance review*

*... must not have a pending suit against a school district alleging that the nominated school, or the district as a whole, has violated one or more of the civil rights statutes or the Constitution's equal protection clause*

## REVIEW PROCESS

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1. Chief State School Officers nominate public schools for consideration at the national level. (Each State is allowed a number of nominations reflecting the population of its State.) The Council for American Private Education (CAPE) nominates private schools. Officials of the Bureau of Indian Affairs (BIA) and the Department of Defense Dependents Schools (DODDS) nominate their schools.
2. Public and private school nominations are forwarded by the appropriate above-referenced agency to the U.S. Department of Education, where they are examined for eligibility and completeness.
3. Nomination forms are reviewed by a National Review Panel, consisting of public and private school educators, college and university faculty and administrators, State and local school board members, parents, State and local government officials, the press, the medical profession, and representatives of labor, business, and the general public. CAPE recommends Review Panel members who are representative of the varied interests of the private school community. In 1993-94, scholars and teachers of science and mathematics will also be invited to serve as Review Panel members. No U.S. Department of Education officials serve on the Panel.
4. The Review Panel meets in Washington, D.C., to recommend schools for site visits. These Stage I recommendations are based solely on the information in the nomination form. Special attention is paid to assigning schools, particularly private and special types of schools, to reviewers with relevant experience. Middle and junior high schools will be reviewed by Panel members with specific experience in the middle grades, rural schools by rural school specialists, inner-city schools by those experienced in comparable settings. Panel members do not review nominations of schools from their own States or with which they have had prior personal or professional involvement.  
  
A group of five Panel members then reviews action on all nominated schools in a State or private school community, e.g., Episcopal schools, where none has been recommended for a site visit. They also review nominations referred by other Review Panel members because of any unusual circumstances. This group has the authority to confirm or reverse the original recommendation. They assure that each participating State and private school community receives a minimum of one site visit, but no other geographic or numeric formulae are used to guide the selection of schools for site visits.
5. Two-day visits are conducted at each school that has been recommended for a site visit. Site visitors are educators with extensive public and private school experience. Many have been involved in long-term school improvement efforts; some have experience as evaluators in programs such as this one or as members of accreditation teams. No U.S. Department of Education officials serve as site visitors.

The role of the site visitor is to verify the accuracy of information in the nomination form and to get answers to specific questions posed by the Review Panel. The site

visitor follows carefully prepared guidelines and criteria in conducting on-site reviews. During school visits, a substantial portion of time is spent in classroom observations. The site visitor also meets with school and district administrators, teachers, support staff, students, parents, and community members. The site visitor then prepares written reports and forward them to the Department of Education.

6. The Review Panel meets a second time to review all of the schools that received site visits. These Stage II reviews are based on site visitors' verification of information in the nomination package, the answers to specific Panel questions, and site visitors' firsthand reports on the quality of the instructional program and school climate. The same group of five Panel members mentioned in number four above then performs a role similar to that described in the second paragraph of number four above, excepting that there are no geographic or other formulae to guide the selection of schools to be honored. The Review Panel recommends the final group of schools for recognition by the Secretary of Education. Once a decision has been reached, no appeals are permitted.
7. Three representatives of each Blue Ribbon School, usually the principal and two other people directly connected to the school, are then invited to Washington, D.C., for a Blue Ribbon Schools ceremony.