

October 15 Meeting Notes

<u>#1 Status Quo</u> (Keep satellite sites and move only the Drew program to Patrick Henry without the middle school program; perhaps filling extra seats with wait list)		<u>#2 Restore UE 3 Year Cycle</u> <u>Keep MS at Gunston</u> (Drew program moves to Patrick Henry; Transfer 6th graders to the Upper El classrooms; keep satellite locations; keep 7th-8th at Gunston)		<u>#3 1 Program/1 Roof</u> (Move Drew program and the Gunston program (6th-8th grade) to Patrick Henry; satellites remain at their current sites)	
<u>Benefits</u>	<u>Costs</u> <u>(Challenges and Concerns)</u>	<u>Benefits</u>	<u>Costs</u> <u>(Challenges and Concerns)</u>	<u>Benefits</u>	<u>Costs</u> <u>(Challenges and Concerns)</u>
Some satellite programs provide an easy access avenue for some low-income families due their locations	<p>Potentially losing diversity</p> <p>Logistics of juggling multiple different Montessori sites</p> <p>Quality is suffering</p> <p>Unclear pathway to get a true, consistent Montessori experience</p> <p>Disrupting the 3-year cycle</p>	Return to a true 3-year cycle at the Upper Elem.	<p>What happens to the satellites?</p> <p>Quality still suffers because we are still in multiple locations without Montessori trained leaders and administrators at every site</p> <p>Social issues and implications of having 6th graders staying behind and not being part of a "cohort"</p>	<p>Keeping the program fully enact for as long as possible (pre-K-8th)</p> <p>Maintains consistency for both the family and child</p> <p>Quality</p> <p>Having one administrator or leader that is Montessori trained</p>	<p>What happens to the satellites?</p> <p>Accessibility</p>

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			Disrupting the 3-cycle at middle school level		
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Closure Discussion- Next Steps, A-HA's, Remaining Questions, etc.:

- Clearer understanding of the different planes and how they fit together; only thing we haven't discussed in the overall visioning process is, "What is beyond middle school? What are the next steps after 8th grade?"
 - o Something to consider: Which option allows for the most opportunities for growth in the future for higher grade levels (9th-12th)?
- The reality of the long term vs. short term visions
 - o Opening this new school is not where we stop; We must and need to continue to move forward
- Recognizes the potential of how great this transition can be
- Importance of quality; one element that cannot be sacrificed
- Recognizing the reality and challenges that an Upper Elem. (4th, 5th, 6th grade) Montessori teacher will face being responsible for delivering instruction to 3 SOL grades in one room
- How do we prioritize alignment of quality and access? How do we plan on quantifying Montessori?
- Clearer about the 3-year coupling; recognizes the importance of trying to keep Montessori families (those highly involved, as well as those that are unable to be as involved) active and engaged as to what is going on in the Montessori community
- Satellite sites won't be forgotten
- Feeling more reassured that the issues facing the satellite programs have been made more clear to a larger audience

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- Recognizes that exploring what a K-12 program could like within Arlington is a great idea; currently though, a top priority should be set on building a strong base at the primary, lower elementary, and upper elementary levels to ensure the highest level of quality and access; perhaps this focus will provide the avenue to help build up the middle school program and even the high school program down the line...
- Recognizes the educational opportunity at hand; enjoyed seeing the information shared about the middle school level; appreciates how much thought is being considered for this visioning process
- The importance of having all of the programs seen as one entity
- Recognizes how the work done tonight (10/18) has set the framework for further discussions; glad that we are looking at the end goal; however, we can't ignore the capacity issue
- Recognizes the ideas that we shouldn't break things that are functioning well; heard great things about the Montessori middle school level
- 2019 is looking very close and that we need to remember this moving forward...
- Let's not lose sight of the details
- Diversity is crucial; the opportunities that the Montessori program offers to minority students is monumental and needs to be at the forefront during this process
- Has a better understanding as what is considered "full-implementation;" the idea of "this is what it should look like" is helpful
- Something to consider could be rolling-out the grade configuration in phases in order to maintain quality and access (For example, begin with primary and lower elementary grade configurations to build a solid foundation at these levels and then gradually add upper elementary classes in phases)
- Use the expertise of Jackie throughout this process to provide the necessary feedback and guidance moving forward

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- Is there a fourth possibility of having some satellites join Drew at Henry and have a couple of satellites (2 or 3) incorporate/add 2 or 3 more classes per site?