

Organizational Meeting # 2 for the E.S. Principal Meeting (July 15, 1-3 PM)

July 10, 2019

Agenda

- Discuss content to be shared and presenters on July 15
- Discuss meeting format
- Review What-If Scenario and Table

Proposed Information to share with principals

- Overview of the PreK12 Instructional Program Pathways
- AFSAP Summary and Policy Considerations
- What-If Boundary Scenario and Accreditation Implications

TOPIC	CONTENT	RESPONSIBLE STAFF
IPP	Instructional foundation and direction	Sarah P. to identify staff
AFSAP EXECUTIVE SUMMARY	Context of and influence on the ES priorities for the CIP	Lisa
BOUNDARY POLICY	Considerations in the boundary policy	Sarah J.
WHAT-IF SCENARIO	Impact of boundary for Reed and accompanying data tables	Zach and Sarah
ACCREDITATION	Messages about impact	Terry
<i>DATA ON NATIVE SPANISH-SPEAKERS</i>	<i>Data on schools with high numbers of speakers; actual enrollment of native and non-native speakers</i>	<i>Corina</i>
<i>COMMUNICATIONS</i>	<i>Timeline, types of key messages for stakeholder groups</i>	<i>Kathy, Catherine</i>
<i>TRANSPORTATION</i>		<i>Kristin</i>

Notes from Organizational Meeting #1

Framing for the July 15 Principal Meeting

- Holistic approach needed for the entire district
- System of neighborhood schools with option programs
- Program moves and new programs will be influenced by the IPP
- 4 new elementary schools will be needed in the next 10 years (including Reed, opening in 2021)

Discussion: What priorities for a new ES will need to be included in the upcoming CIP

Boundary Considerations and Timing

Prioritization of boundary considerations should reflect what's best for students in the classroom

- Efficiency and demographics top two considerations for redrawing boundaries
- Alignment, Contiguity, Proximity are the other considerations
 - **Discussion: What do other ES principals view as most important?**
- Discussion about the "What-If" scenario map that illustrates the impact of Reed walk zone
 - Change in school populations
 - Accreditation
 - Transportation
- Options can help with demographics and efficiency
 - VPI and Montessori are based on socioeconomic balance
- **Timing for the 2020 boundary process**
 - Spring/Fall 2020: Initiate boundary process for all elementary schools
 - Implications:
 - If done in Fall 2020, could impact staffing that reflects new boundaries
 - If done in Spring 2020, would conflict with the CIP development and process

Stakeholder Roles, Responsibilities and Messaging

- **School Board:** Set policy and work with superintendent hire
- **Central office:** Provide county-wide perspective on how to maximize resources (staff, buildings, transportation)
 - Key message: APS needs to make changes; here's why, how and when
- **Principals:** Share information with and get feedback from their school communities on recommendations and possible ramifications
 - Key messages: "Our school will be fine; here's the bigger picture of how the system will be impacted"
- **Staff:** Receive information before its shared with the community
- **Parent/Community:** Receive information and provide feedback

Communications Management

- General timeline for communications (communications plan will be developed fully after project plan is determined)
- Ensure that all stakeholders receive the same messaging, with differentiated communications to various audiences
 - Principal message
 - Staff message
 - Community message
- Principals are willing to share information but need messaging from central and a timeline for distribution

Discussion: The timing and messaging needed to convey APS changes to stakeholder groups for program moves and boundary processes

Immersion/Dual Language (This is not the focus of the 7/15 meeting but does impact discussions re: future programs)

- Student data does not support the 50/50 balance at the current program locations
 - More like 80/20; 70/30
- Adding a dual language ES requires long-term planning and should be in areas with large native-Spanish speakers
- In schools with large populations of Spanish-speakers, grow a program starting with K and expanding to more grades each year

General Timeline for Decision-making and Boundary Process

July 2019: Principal Conversations

- Approach to and implications of 2020 ES boundary process
- Review of maps and data about enrollment and “what-if” boundary scenario(s)
- Priorities for ES in CIP
- Messaging to convey information to parent/community stakeholders

August 2019: Potentially 1-2 additional principal meetings to:

- share materials updated with feedback they provided on July 15
- receive more feedback and buy-in for next steps

December 2019: Decision about program moves in advance of 2021 school opening

Spring/Fall 2020: Initiate 2020 boundary process