

## Detailed Agenda for July 15 Elementary School Planning 2019-2021 (Principal Meeting)

- The bullet points are not parallel; they're "cliff notes" of points that need to be made during the meeting

<p><b>Welcome, Key documents, AFSAP</b> 1-1:15 (15 mins)</p>	<p>Greetings and review of agenda and expected next steps (5 mins)</p> <ul style="list-style-type: none"> <li>○ Thank you for attending</li> <li>○ Introduce APS staff</li> </ul> <p>In December we worked together on the PreK program moves and want to continue working together in a similar way as we plan for the upcoming CIP and boundary change processes</p> <ul style="list-style-type: none"> <li>○ For the purpose of this planning all of us will have to focus on the needs of the entire school district, not just in silos.</li> </ul>	<p>Lisa</p>
<p><b>Setting the stage: hopes and concerns for the school system</b> 1:15-1:25 (10 mins)</p>	<p>Change is coming</p> <ul style="list-style-type: none"> <li>○ Across the school system, we need to <ul style="list-style-type: none"> <li>● Balance enrollment in a way that supports our schools, instruction, our students</li> <li>● Be efficient with resources, keeping more resources in the classrooms</li> </ul> </li> <li>○ Any suggestions on how to do this or other things we need to do?</li> <li>○ Any hopes and concerns for the school system? Any questions they have in general</li> <li>○ Mention the parking lot</li> </ul>	<p>Corina and Terry</p>
<p><b>Longer term tools for managing enrollment</b> 1:25-1:35 (10 mins)</p>	<ul style="list-style-type: none"> <li>○ Acknowledge hopes and concerns</li> <li>○ Student success and well-being drive the work and principals lead this work</li> <li>○ Our work is informed by several guiding documents <ul style="list-style-type: none"> <li>○ Strategic plan <ul style="list-style-type: none"> <li>▪ Summary of goals</li> </ul> </li> <li>○ IPP <ul style="list-style-type: none"> <li>▪ Drives the upcoming work, system of neighborhood and option schools</li> <li>▪ Report in September</li> <li>▪ Understand that with a new assistant superintendent for DTL and a new superintendent, the IPP will evolve</li> </ul> </li> <li>○ AFSAP <ul style="list-style-type: none"> <li>▪ Shows overall increase in enrollment, especially in ES enrollment</li> <li>▪ Increase in enrollment growth requires APS address it through opening new schools, making boundary changes, and planning through the CIP to meet capacity (ES the most urgent) in keeping with school board policy</li> <li>▪ Sometime in 2020, need a boundary process because of the opening on a new ES</li> </ul> </li> <li>○ School Board policy</li> </ul> </li> </ul> <p>Need to implement longer-term district-wide solutions, boundary changes and program moves are two ways to accomplish this</p>	<p>Lisa</p>
<p><b>Boundary changes</b> 1:35 – 1:50</p>	<ul style="list-style-type: none"> <li>○ Boundary considerations</li> </ul>	<p>Sarah and Zach</p>

(15mins)	<ul style="list-style-type: none"> <li>○ Current boundaries and Walk Zone Map</li> </ul>	
1:50-2:10 <b>SMALL GROUP: boundary policy considerations</b> (20 mins)	<p>In small groups, talk about and rank the policy considerations. Are there other factors to consider?</p> <ul style="list-style-type: none"> <li>○ Report outs</li> <li>○ 8-dot exercise</li> </ul> <p><i>Note for LS: The policy discussion is not connected to any map so only need to project the map; also, people can go online for maps. The What-If map will be discussed next.</i></p>	Terry
<b>Break</b> 2:10-2:15 (5 mins)	Break	
<b>Recap and What if map</b> 2:15-2:25 (10 mins)	<p>Recap of Dots What-if Map</p> <ul style="list-style-type: none"> <li>○ Now that the considerations are ranked, show the What-if map that reflects what happens if a walk zone is created for the new ES at Reed, there are no program moves and the focus is on filling schools</li> <li>○ Accreditation (if issue raised)</li> </ul> <p>For next meeting will have a map that takes into account their feedback</p> <p><i>Note for LS: Recommend not showing tables. Once we have the Aug 14 scenario(s), will share information about the impact on sending and receiving schools</i></p>	Terry and Zach
<b>Program moves</b> 2:20-2:25  (5 mins)	<p>Program moves are a way to address district needs</p> <ul style="list-style-type: none"> <li>○ Some of our needs could be addressed through program moves</li> <li>○ Remind them of the PreK program moves meeting in December</li> </ul> <p>For example, here are some areas where program moves could help address challenges:</p> <ul style="list-style-type: none"> <li>○ Imbalance of seats across the district (e.g., Rosslyn corridor)</li> <li>○ Can't achieve 50-50 immersion (include the lottery #s)</li> <li>○ Long waitlists for option programs</li> <li>○ All schools within attendance zone (ASFS)</li> <li>○ Minimizing travel for students to schools</li> <li>○ Placement of SPED and PreK classes</li> </ul>	Lisa
<b>SMALL GROUP &amp; Report out</b> 2:25-2:45 (20 mins)	<p>What are important factors to take into consideration in proposing program moves</p> <ul style="list-style-type: none"> <li>○ Report out</li> </ul>	Corina and Terry
<b>Wrap Up/Next steps/Thank you</b> 2:45-3:00	<ul style="list-style-type: none"> <li>○ Will look at feedback and create a map taking their input into account</li> <li>○ Tentative dates to meet again on August 14 and 29 <ul style="list-style-type: none"> <li>○ Scenario based on input</li> <li>○ Discuss input into the CIP re: elementary schools</li> </ul> </li> </ul>	Lisa