



Dual Language Immersion

Elementary Feeder School Structure Committee

Meeting#1 – September 27, 2021 – 7pm – 8:15 pm

Agenda

1. Introductions (5 minutes)

- Share your name, community you represent, your “why” for serving on the committee, one strategy you hope to use to ensure your feedback reflects the stakeholders you represent

2. Working Agreements and Norms of Collaboration (2 minutes)- *Recap of previously shared info*

Working Agreements - Commitment to:

- Attend and participate in all meetings
- Work as a committee to develop a recommendation to APS staff on a proposed elementary feeder structure for the Dual Language Immersion program
- Allow all voices/perspectives to be heard and stay open to new ideas
- Keep your school community informed of the work of the committee
- Solicit feedback from your school community (data collection tools such as a survey will be provided to help support these efforts)
- Share school community feedback with the committee
- Respect the final recommendation made by the Committee

Norms of Collaboration

3. Charge to Committee / Goals of Process (2 minutes) – *Recap of previously shared info*

- Through the work of the committee, develop a recommended update to the elementary feeder structure for the Dual Language Immersion (DLI) program that will apply for the 2022-23 school year that considers the following:
 - i. **Supports the 50/50 Two-Way instructional model recommended by the Immersion Visioning Task Force**
 - 50% heritage/native Spanish speakers and
 - 50% English speakers & non-Spanish speaking English Learners
 - While the lottery process allocates seats for incoming Kindergarten accordingly, the feeder structure determines the pool of applicants for each Immersion school.
 - ii. **Reduce the demands on transportation services and is operationally feasible**
 - The closer students are to their school, the more quickly buses can make their trips and get students to school on time. This contributes to the overall efficiency of the system, as shorter trips allow the buses to be used for another school with a different start time



- iii. **Maintaining manageable enrollment levels at both facilities**
 - Escuela Key & Claremont have different capacity levels
- iv. **Considers equity and access**
 - Transportation is a key consideration regarding the feeder structure
 - This includes travel distance to the assigned school as well as modes of transportation available to students and families to access the school.
 - Priority given to those communities with the most transportation challenges (or the fewest transportation options – all modes of transportation) and greatest need for transportation
- v. **Promotes demographic diversity at Key and Claremont**
 - Relates to above regarding applicant pool for the lottery at each school and the role the feeder structure plays in this.
- vi. **Addresses how the proposal applies to:**
 - Current immersion students and
 - New immersion students

4. Timeline (2-3 minutes)- *Recap of previously shared info*

Sept 27- Immersion Elementary Feeder Structure Committee - Meeting #1- 7-8:15pm

- **Key objectives:** Committee members will review a variety of data, maps and parameters for the work and provide initial feedback that will help shape the draft proposal the committee will review at the Oct. 13 meeting. Committee members will receive informational resources to bring back to their school community and specific items to solicit feedback on (feedback loop#1).

Oct 13- Immersion Elementary Feeder Structure Committee - Meeting #2- 7-8:15pm

- **Key objectives:** Review and discuss feedback that committee members obtained from their communities, review the draft proposed feeder structure and accompanying data. Committee members will bring this proposal back to their communities and solicit feedback (feedback loop#2).

Oct 25- Immersion Elementary Feeder Structure Committee- Meeting #3- 7-8:15pm

- **Key objectives:** Review and discuss feedback that committee members obtained from their communities on the proposal and make adjustments if needed based on the group consensus.
- Committee members will circle back with their school community to share revised proposal OR will confirm that the committee agreed to move forward with the original proposal as the recommended feeder structure.

Nov 3- School Board Work Session to review boundary and feeder structure proposals, Q&A

Nov 8- Immersion Elementary Feeder Structure Committee - Meeting #4 (if needed) - 7-8:15pm

- Feedback from the School Board at the Nov. 3 Work Session and community feedback will determine if it is necessary to meet on Nov 8. Please hold the date and time.



- If we meet and any revisions to the feeder structure proposal is requested, the community will be informed of the proposal that will move forward to the Superintendent as the proposed feeder structure

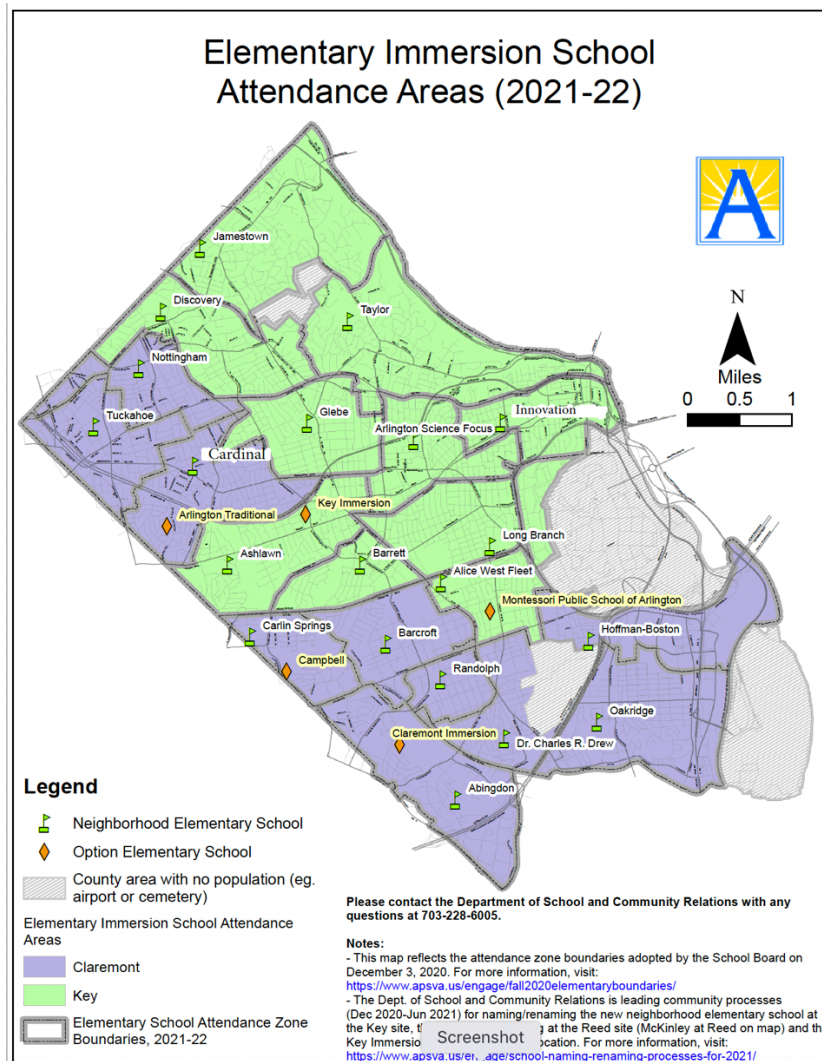
Nov 16 - School Board Information Item – Superintendent’s Proposal for Boundary Adjustments and Elementary Immersion feeders for the 2022-23 School Year will be shared publicly

Nov 30- School Board Public Hearing - Superintendent’s Proposal for Boundary Adjustments and Elementary Immersion Feeders for the 2022-23 School Year

Dec 2- School Board will act on Superintendent’s Proposal for Boundary Adjustments and Elementary Immersion Feeders for the 2022-23 School Year

5. Review of Current Elementary Feeder Structure (1 hour)

- Review of current feeder map (Effective 2021-22) – (2 minutes)





- **Review of Data Tables (45 minutes – 15 minutes each section)**
 - i. **Escuela Key/Claremont Enrollment- Tables 1-6**
 - Review data and then respond on [Google Doc](#) (10 min)
 - a. What struck you most?
 - b. What questions do you have?
 - Whole group share out (5 min)
 - ii. **Elementary Immersion Lottery Data (2018-19, 2019-20, 2020-21)- Tables 7-8**
 - Review data and then respond on [Google Doc](#) (10 min)
 - a. What struck you most?
 - b. What questions do you have?
 - Whole group share out (5 min)
 - iii. **Neighborhood Elementary School Enrollment - Kindergarten- 1st Grade- Tables 9-12**
 - Review data and then respond on [Google Doc](#) (10 min)
 - a. What struck you most?
 - b. What questions do you have?
 - Whole group share out (5 min)
- **Challenges & Issues with current feeder structure (15 Minutes)**
 - i. Individual Processing time (5 minutes)
 - Based on your review of the data and experience with the immersion program, what challenges and issues do you believe exist with the current elementary feeder structure? Type your response on this [Google Doc](#) (5 min)
 - ii. Group Discussion (10 min)
- 6. **Considerations for adjustments to the current feeder structure (5 minutes)**
 - It is critical that the recommended feeder structure supports the instructional model and our division wide goals around equity and diversity.
 - Virginia Pre-School Initiative (VPI)
 - The feeder structure must be also operational feasible so that transportation services can get students to their assigned school on-time on a consistent basis. Geography and proximity are key factors.
 - To ensure operational feasibility, the table below indicates adjustments to the current feeder structure that can be considered by the committee.
 - Given the range of options, these parameters will not limit the committee's ability to develop a proposed feeder structure that aligns with all of the stated goals.

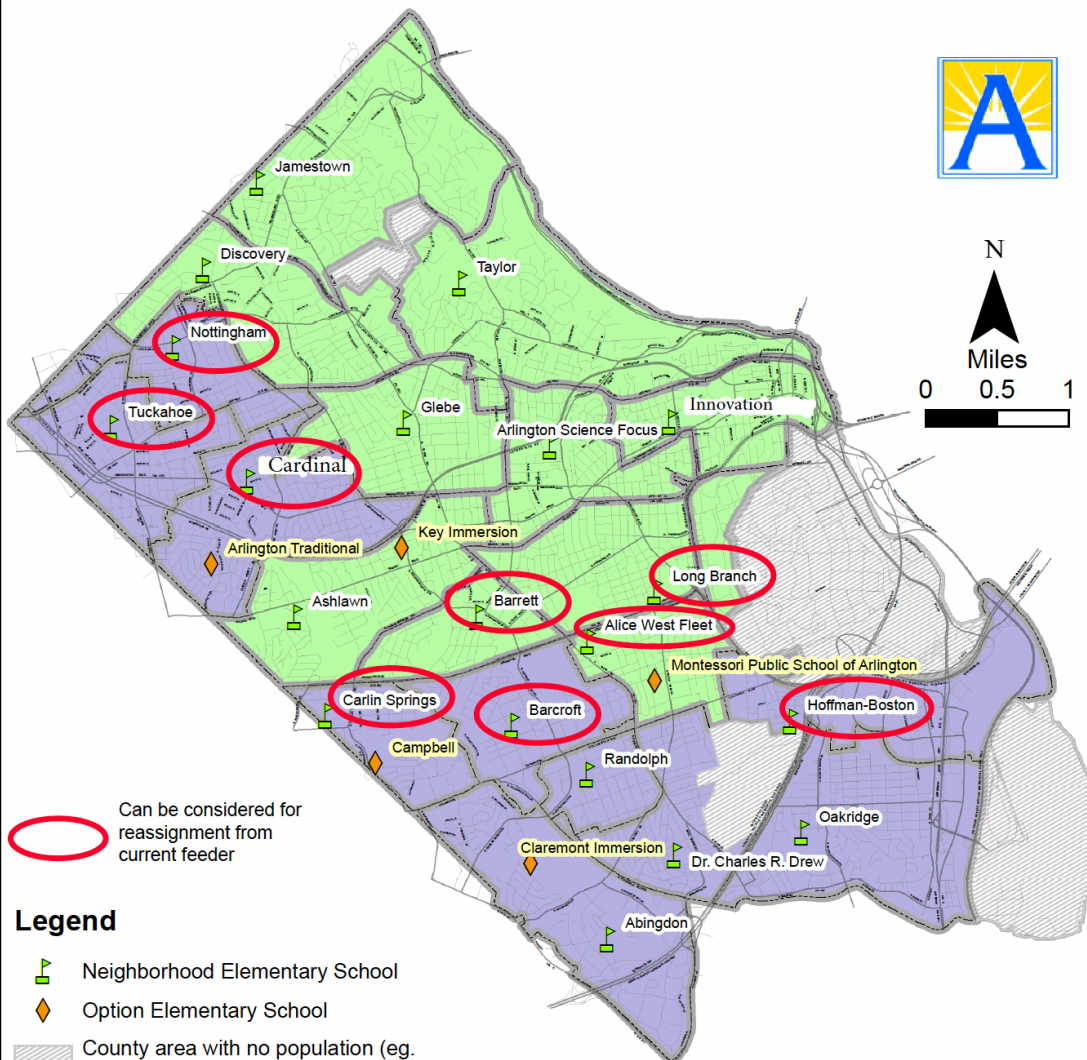



	2021-22 Feeder Structure		2022-23 Feeder Structure Options to consider
	Claremont (10)	Escuela Key (10)	
Abingdon	X		Claremont
Barcroft	X		Key or Claremont
Cardinal	X		Preference Key, consider Claremont
Carlin Springs	X		Key or Claremont
Dr. Charles R. Drew	X		Claremont
Hoffman-Boston	X		Preference Claremont, consider Key
Nottingham	X		Preference Key, consider Claremont
Oakridge	X		Claremont
Randolph	X		Claremont
Tuckahoe	X		Preference Key, consider Claremont
Alice West Fleet		X	Key or Claremont
Ashlawn		X	Key
ASFS		X	Key
Barrett		X	Key or Claremont
Discovery		X	Key
Glebe		X	Key
Innovation		X	Key
Jamestown		X	Key
Long Branch		X	Key or Claremont
Taylor		X	Key

Note: A map showing this information is available on the next page






Elementary Immersion School Attendance Areas (2021-22)



 Can be considered for reassignment from current feeder

Legend

-  Neighborhood Elementary School
-  Option Elementary School
-  County area with no population (eg. airport or cemetery)

Elementary Immersion School Attendance Areas

-  Claremont
-  Key
-  Elementary School Attendance Zone Boundaries, 2021-22

Please contact the Department of School and Community Relations with any questions at 703-228-6005.

Notes:

- This map reflects the attendance zone boundaries adopted by the School Board on December 3, 2020. For more information, visit: <https://www.apsva.us/engage/fall2020elementaryboundaries/>
- The Dept. of School and Community Relations is leading community processes (Dec 2020-Jun 2021) for naming/renaming the new neighborhood elementary school at the Key site, the new school building at the Reed site, and the new Key Immersion program in its new location. For more information, visit: <https://www.apsva.us/engage/school-naming-renaming-process-for-2021/>

Screenshot



7. Next Steps (3 minutes)

- **Review the data and maps provided at this meeting**
- **Share initial input on adjustments to the current feeder structure on this [Google Form survey](#) by October 7**
 - i. Responses will be used to develop a draft proposed feeder structure and data modeling that the committee will review at the next meeting on October 13.
- **Obtain feedback from your community**
 - i. Share with this [handout](#) with your community through the PTA president which includes highlights of topics and information from today's meeting as well as a link to a survey where you can provide feedback on these topics (i.e. challenges/issues with current feeder structure, etc.)
 - ii. The handout includes survey links for each school with the Immersion program (Claremont, Key, Gunston, Wakefield). You will receive viewing rights to the responses from your school.
 - iii. Gather feedback informally through existing networks you have within the school community you are representing
 - iv. Be prepared to share a brief summary of feedback from your community at our next meeting.
- **Next Meeting is October 13, 2021**