DAC
Blueprint APS
October 29, 2019
Blueprint APS: Community Voice, Community Need, Community Choice


- **Phase II** – Community Feedback on draft scenarios (Jan. 2019 – June 2019)

- **Phase III** – Implementation (Sept. 2019 – ongoing)
What does the system of schools that serves students in APS boundaries look like to ensure equitable educational opportunities for all our students?

- Boundary Schools. APS will transition from neighborhood schools to boundary schools. The shift from “neighborhood schools” to “boundary schools” is to reflect that the service area a school serves will be geographically larger and may serve multiple neighborhoods, particularly at younger grades.

- Regional Specializations. APS will establish regions of excellence throughout the district to provide more district-run choices. Each region will offer magnet schools aligned to that regional strength allowing APS to provide a range of offerings within the district, while not stretching offerings too thin as to dilute the impact and benefits.
7 REGIONAL DESIGN TEAMS

Charge #1 All 7 Blueprint APS regions have identified specializations.
Charge #2 Specialization ideas outlined (magnet schools, reconfiguring grade levels, community centers, etc.) and presented to the LRFAC

LRFAC

Monitor and advise Regional Design Teams as they complete charges #1 and #2
Make final recommendations to the Board of Education after consultation with the District

LEADERSHIP TEAM

Receives recommendations from LRFAC and provides feedback.

BOARD OF EDUCATION

Vote on recommendations around specializations for each of the seven regional design teams and new building/repurposing for two regions.
Why Regions 2 & 3 First? (April through June)

- Looking at enrollment trends for the past three years and the projected trends for the next three years, Regions 2 & 3 were selected because of the significant shifts that have occurred and will be occurring.
- Repurposing and planning will need to happen in phases. Thus, the two most urgent regions were selected to begin their work first.
Questions?
Regional Design Teams; Charge 1

October through February

- Review regional data including enrollment numbers, demographic information, neighborhood characteristics, etc.
- Work collaboratively with fellow Regional Design Team members to create three unique proposals for regional specializations that include:
  - Rationale (Why the specialization would be a good fit for the region, potential industry anchor/partnership opportunities)
  - Detail types of learning opportunities that may be available for students (magnet options, job shadowing, project-based learning, internships, etc.)
  - Considerations may include whether opportunities already exist that need to be scaled or if programming will need to be designed from scratch
  - Outline potential jobs/career opportunities that align with the regional specialization
Regional Design Teams: Charge 2

April through June

- Outline ideas for specializations and/or repurposing (magnet schools, reconfiguring grade levels, community centers, etc.)
  - Each team will utilize ideas generated from the Building Repurpose Committee in order to make recommendations around how potential repurposed buildings might be utilized by the district/community.
  - Each team must incorporate feedback from throughout their region.
  - Each team must design specialization ideas to increase opportunities for students and families that best serve the community.
  - Each team should fairly assess the opportunities and limitations of implementing each specialization idea.
- Present proposals to LRFAC for consideration
Long Range Facilities Advisory Committee

- To monitor and advise Regional Design Teams as they evaluate regional strengths and areas of focus and as they make recommendations for use or repurposing of facilities;
- To evaluate and coordinate the recommendations of the Regional Design Teams from a District perspective;
- To analyze the feasibility of the Regional Design Teams’ recommendations or other options as the Committee sees fit and to provide such analysis to the Board of Education and/or the District Leadership Team for consideration;
- To hold the Regional Design Teams accountable to their scope of work within the APS Blueprint process; and
- To make final recommendations to the Board of Education after consultation with the District Leadership Team.
- Monthly meetings scheduled specifically for the APS Blueprint charge.