Presentation Purpose

- Why is this topic on the board agenda?
  - In response to the scenarios developed as part of Phase 1 of *Blueprint APS* and feedback received from community engagement, the Board provided APS staff direction regarding its priorities for the district’s education and facilities plan. The Board asked district staff to bring back a Framework for how it would apply those priorities.

- What are we asking the board to do with this information?
  - Confirm that this Blueprint APS Framework is aligned with the Board’s vision or provide feedback on adjustments it would like to see to better align with its priorities.

- How is this linked to the Strategic Plan, Vision, Mission, goals & core beliefs?
  - Blueprint APS provides an education and facilities plan that helps support the implementation of APS 2020.
Blueprint APS Timeline

- **Oct. 2017**: Board of Education discussed initial framing for *Blueprint APS*, reviewed overarching questions to explore, and affirmed need to proactively address these questions.

- **Nov. 2017 Board Orientation & January 2018 Board Meeting**: Newly elected Board discussed *Blueprint APS* and overarching questions.

- **May-December 2018: Phase I of Blueprint APS**
  - Collected input from community on future of APS through focus groups, community forums, surveys and interviews.
  - Task Forces developed 5 potential scenarios for the educational and facilities future of APS, as well as options relating to educational programming, core choice philosophy, school size/grade level configurations, decision making authority, and grades.

- **January 2019-Present: Phase 2 of Blueprint APS**
  - Board collected input on Scenarios through open houses, surveys and presentations out in the community.
  - Board identified priorities among options from Phase 1, rather than select a single scenario.
  - Board asked district staff to create a framework given those priorities.
## Board Direction

<table>
<thead>
<tr>
<th>Dimension</th>
<th>Preferred Option</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Educational Program Selection</td>
<td>All three programs</td>
<td>This adopts all three programmatic options--whole child, college and career preparedness, and international--but at less than a districtwide scale.</td>
</tr>
<tr>
<td>Core Choice Philosophy</td>
<td>Intra-district Portfolio</td>
<td>An intra-district portfolio model in which APS-operated schools provide students with choices desired.</td>
</tr>
<tr>
<td>School Size/Grade Level Configuration</td>
<td>Varying Building Sizes and Configurations</td>
<td>Flexible approach to building size and configuration based on the needs of a particular community or region.</td>
</tr>
<tr>
<td>Decision Making Authority</td>
<td>Evenly Shared Decision-making</td>
<td>Decision making authority is evenly shared between the district and the schools.</td>
</tr>
<tr>
<td>Grade levels</td>
<td>Competency-Based Grade Levels</td>
<td>Students are assigned grade levels based on a student's competence.</td>
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Blueprint APS Draft Framework
Original Blueprint APS Questions

The following questions were presented to the Board to frame *Blueprint APS* initially in October 2017, and then revisited with the Board in Nov. 2017, Dec. 2018, and May 2018.

1. What does the system of schools that serves students in APS boundaries look like to ensure equitable educational opportunities for all our students?
2. What does the system of traditional schools (i.e., schools run by APS) look like to ensure equity of educational opportunities across the entire district in service of APS 2020 goals and goals of future strategic plans?
3. How should APS meet the demands of growing enrollment in some parts of the district, particularly in areas with new developments?
4. How should APS respond to schools that are seeing declining enrollment as a result of a number of factors?
5. What types of instructional opportunities should the district offer for students?
6. How should APS plan for and fund new facilities or modify existing facilities to support that system and in light of anticipated and unanticipated changes?
7. What is the relationship between APS and charter schools?
1. What does the system of schools that serves students in APS boundaries look like to ensure equitable educational opportunities for all our students?

• APS will operate a system of boundary schools, while also adding additional district-run choices for families to access.

• **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. This will allow APS to capture students in schools that can be operationally efficient given their size and to account for an increasing percentage of students choosing to enroll outside their assigned school both currently and in the future with more district-run choice options.
  – Students will continue to have an assigned school for all grades K-12 based on their home address.
  – There will be increased emphasis on building on the momentum of the P-8 model, which has been successful in APS in terms of academics, discipline, and allows for easier implementation of a competency-based model.

• **Regional Specializations.** APS will establish regions of excellence throughout the district to provide more district-run choices.
  – Each region will leverage the assets of that particular region, such as industry, community assets, etc. and community input to establish a regional strength. These strengths will be aligned to the Board’s direction around educational programming, including International focus and specialty areas related to College and Career-Readiness.
  – 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.

• Students will be then able to choose to enroll in their boundary school or a magnet school connected to a regional specialization.

• APS will also continue to serve as a strong charter authorizer.
2. What does the system of traditional schools (i.e., schools run by APS) look like to ensure equity of educational opportunities across the entire district in service of APS 2020 goals and goals of future strategic plans?

- Per Question 1, APS will continue to focus on its system of APS-run schools.

- For families and students, APS-run schools will include boundary schools that provide access to opportunities close to home, as well as options to enroll in magnet schools connected to regional specializations.

- Magnet schools connected to regional specializations will be able to offer schools of different sizes and grade configurations, as well as some intensive educational programming.

- APS will explore the feasibility of a hub transportation model to be able to ensure that students can access these magnets with transportation.
3. How should APS meet the demands of growing enrollment in some parts of the district, particularly in areas with new developments?

In areas of increasing enrollment and new developments:

- APS will continue to build out boundary schools to serve new students in those areas, with an emphasis on the P-8 school model.

- Dependent on family decisions, APS’ new magnet schools will also provide opportunities for students across the district to access and may alleviate some of the pressure on schools in the areas of growing enrollment.
4. How should APS respond to schools that are seeing declining enrollment as a result of a number of factors?

• APS will transition from neighborhood schools to boundary schools. This means schools may serve multiple neighborhoods, particularly for grades P-8.

• In expanding the geographic service areas that elementary, middle, P-8 schools serve, APS will need to repurpose some facilities. Repurposing of school buildings could include any of the following possibilities:
  – Reconfiguration of grade levels that a school building serves to emphasize APS’ P-8 model,
  – Using repurposed buildings for magnet schools, community centers, other choice offerings, or other district uses,
  – Consolidation of school buildings,
  – Closing of school buildings, and/or
  – Selling assets.

• This approach allows APS to align existing parts of the district to a successful education model with P-8 schools, as well as increase the long-term operational efficiency of buildings. It will also create opportunities for more district choice options and a variety of grade sizes and configurations.
5. What types of instructional opportunities should the district offer for students?

- Preparing students to shape successful futures, including for college and career readiness, will continue as the core of APS’ work and instructional opportunities will be aligned to that work.
- Boundary schools:
  - Will continue to offer students strong instruction grounded in core content areas.
  - May also:
    - offer additional specialization in instructional opportunities, such as IB programs, EL or project-based learning, or specialized classes.
    - Have enhanced programming or opportunities connected to a specialty in their region
- Magnet Schools connected to regional specialization:
  - Will offer deeper focus on particular topics related to the educational programming that the Board directed, such as International Focus or areas of deeper college- and career-readiness, and connected to the regional assets.
  - Such programming may be embedded throughout all aspects of the school and because they are connected to the assets of the region, an opportunity to create more hands-on experiences and real world connections.
- As part of defining the Board’s desire for shared-decision making, the specific processes and flexibilities around instructional opportunities will need to be determined. The mostly likely scenario would be utilization of the State’s Innovation Process, including the creation of more innovation zones.
6. How should APS plan for and fund new facilities or modify existing facilities to support that system and in light of anticipated and unanticipated changes?

- APS will work with the Citizen’s Bond Oversight Committee and Long Range Facilities Advisory Committee to examine the alignment of planned 2016 Bond Projects to the Board’s direction and redirect these resources toward the new direction of the district.

- Consideration of other sources of funds:
  - COPs
  - Colorado Department of Education’s BEST Grant program
  - Future Bonds

- Additionally, some funding will be available as a result of creating greater annual efficiencies as a result of changes to neighborhood schools.
7. What is the relationship between APS and charter schools?

• APS recognizes that charter schools are APS schools that serve the APS community. APS also recognizes that charter schools have a desire for autonomy and independence from the strategies and approaches the district takes for its own managed schools.

• APS will continue to approach charters on a case-by-case basis without a uniform approach to how charters become part of the district.

• APS will continue to serve as a strong authorizer for charter schools.
  — Per State law, APS continues to review and make decisions regarding applications for charter schools that apply to open within APS boundaries, as well as for renewal of existing charter schools.
  — APS also continues to ensure that all charter schools follow state and federal law.
Board-Directed Blueprint APS Scenario

- APS will operate a system of boundary schools, complemented by regions with specializations.
- Boundary schools will provide students with access to a strong education that prepares them for college and career, with a growing emphasis on implementation of the P-8 model/comprehensive high school model, to support the possibility of a competency based-model.
- Regions will offer students access to high-quality APS-run magnet schools with specializations to ensure a variety of educational programming opportunities, school sizes, and grade configurations to students across APS.
  - Regions with specialization will be established throughout the district to ensure access, feasibility of robustly delivering on those specializations, and leveraging the strengths of the community.
  - The focus of each region will be aligned to the assets, such as industry, community groups, etc., and needs of the region.
  - Magnet schools will be housed in repurposed boundary schools or in new facilities depending on the region.
- Students will still be able to enroll in APS charter schools and also per state law, may enroll in another boundary school outside their catchment area, if space is available.
- To ensure families and students have the supports they need to access these opportunities and the wraparound services to make sure students have a strong foundation for learning, APS will consider:
  - Repurposing parts of or entire school buildings to support enhanced wraparound services
  - Expanding its transportation infrastructure to support students in attending magnet schools outside their boundary
- Given the Board direction and the need to investigate these approaches in greater depth than occurred in Phase 1, APS will continue to explore the following:
  - Possibility of shifting to a competency-based model
  - Defining what a “Shared-Decision” Making framework might entail
## Scenario: Implementation Requirements

| Educational Development/Design | - Identify regional specializations and design schools, including programming, grade configurations, and school sizes with input from community partners and families  
|                               | - Develop a process for boundary schools to add a specialized focus  
|                               | - Research and determine extent and scope of competency-based learning |
| Transportation                | - Expand transportation to be able to support the increased number of students who no longer live within the walk radius of the school due to larger boundaries  
|                               | - Continue to invest significantly in transportation and establish a transportation model, such as a hub model, to be able to ensure that students can access magnet schools |
| Enrollment System             | - Establish a district-managed process for communicating with families about magnet options and enrolling in magnet schools to support more equitable access |
| Boundaries                    | - Revise current boundary schools to ensure operational and financial efficiency of boundary schools, which will mean repurposing of current boundary schools in areas of declining enrollment, including to create spaces for magnet schools |
### Scenario: Implementation Requirements (cont’d)

| Facilities                        | Build new boundary schools to accommodate growing enrollment in the eastern part of the district and to provide new configurations in some western parts
|                                  | Renovate existing schools, as necessary, to align with new uses of those buildings, such as for modified grade configurations or magnet schools. |
| Funding                          | With the Citizen’s Bond Oversight Committee and LRFAC, re-prioritize 2016 Bond Projects to align with the new direction of the district, such as to support repurposing of existing buildings for new grade configurations or magnet, as well as new boundary schools
|                                  | Consider other funding sources, such as COPs, another Bond, or applying to the Colorado Department of Education’s BEST Grant program for funding to support a new school building or renovation.
|                                  | Fund programs at new schools and magnet programs through creating greater annual efficiencies and through the reprioritization of funds. |
| Policy                           | Explore whether State Innovation Status would be necessary to implement the shared decision-making and as a key feature of establishing regional specialties
|                                  | Develop policies and processes for:
|                                  | ■ Repurposing schools
|                                  | ■ Enrollment in magnet schools
|                                  | ■ Becoming a specialized/magnet school |
## Scenario Analysis

### Pros
- Provides additional choice options aligned to the specialized areas the Board identified
- Continues to provide students schools based on where they live
- Allows for district to provide a variety of specializations that give a range of options to meet the diversity and diverse interests of the community, but do so in a concentrated way to maximize the robustness of those opportunities
- Having magnet school opportunities across grades K-12 allows for possibility of instructional continuity throughout a specialization
- Creates opportunities for a variety of size and grade configurations
- Using a P-8 model builds off a successful model in APS and allows for competency based learning across traditional grades

### Cons
- Will need to repurpose schools in order to ensure economic/operational efficiency of boundary schools and ensure space for new opportunities
- Limited seats at magnet schools, so all students may not be able to access magnet opportunities
- Students may need to travel further to a magnet school that aligns to their issue or preference
- Having magnet schools may not be as appealing to families at younger grades
- Some community assets for regional specializations may be more aligned to secondary students than elementary students
- May be difficult to effectively communicate with families about and shift from current enrollment practices to include district choice options
Next Steps: Timeline

- May 28, 2019
  - Board provides direction regarding Blueprint APS Framework
- June 2019:
  - Make any further adjustments to Blueprint APS Framework
  - Identify potential school buildings for repurposing over multiple years
- 2019-20
  - Begin engaging community around design of regions and repurposing
  - Develop Implementation Plan & Begin Initial Implementation
Questions?