



Verbatim Response Document

SMALL GROUP WORK ACTIVITY

COMMUNITY ENGAGEMENT SESSION #4 - FINANCES

□ WEDNESDAY, JUNE 12, 2013

x THURSDAY, JUNE 13, 2013

**ACTIVITY**

*VERBATIM RESPONSES*

**TASK #1 - FINANCE - OPPORTUNITIES / CHALLENGES**

Based on the information outlined in the *FINANCE* presentation, list the top three (3) financial opportunities and challenges facing School District 203.

TASK #1: FINANCE - OPPORTUNITIES/CHALLENGES	
TABLE #	TOP THREE FINANCIAL OPPORTUNITIES/CHALLENGES
1	1. The elimination of state funding and how that would impact programming. 2. Housing market fluctuates but the rate stays the same/ we don't rely heavily on state funding and our tax base is stable so we are in better shape. 3.

**TASK #1: FINANCE - OPPORTUNITIES/CHALLENGES**

TABLE #	TOP THREE FINANCIAL OPPORTUNITIES/CHALLENGES
2	<p>1. We are pleased about our current financial picture and the work that has been done. Uncertainty w/assessments of property and a lack of stability w/assessments</p> <p>2. Unreliability of funding – creation of new TIF district, state payments</p> <p>3. Uncertainty /pension reform. Opportunity – Excellent leadership in the district w/finances. Opportunity to develop stronger community partnerships. We capture all available dollars.</p>
3	<p>1. We are challenged to sustain existing and or new programming.</p> <p>2. Take advantage of the current reserves to pursue new opportunities – innovation programming, continue to build our reserves</p> <p>3. Challenges – state and fed contributions and the uncertainty related to that funding.</p> <p>4. Threat – cost shifting of pension back to school district.</p> <p>5. Challenge – increase in lower income families entering district and district’s responsibility to support those students</p>
4	<p>1. Challenge – instability of state and federal (not property) funding including grants (textbook grants, etc.).</p> <p>2. Challenge – impact of low income population growth on property tax contribution.</p> <p>3. Challenge – community involvement – Community Finance Committee: gives a second set of eyes to finances. Business grants and partnerships. Transparency of finances</p>

**TASK #1: FINANCE - OPPORTUNITIES/CHALLENGES**

<b>TABLE #</b>	<b>TOP THREE FINANCIAL OPPORTUNITIES/CHALLENGES</b>
<b>5</b>	<div>1. Challenge of property tax heavy need buy in from all community</div> <div>2. Keeping red and blue lines close but not having red line go up past blue in future.</div> <div>3. Changing demographics, keeping this in mind – the financial commitment that entails.</div>

**TASK 2: MAJOR EMPHASIS FOR D203 IMPROVEMENT**

In our last session, participants identified existing programs that should *continue* and/or be *refreshed*; and, new programs that should be *started* in District 203. Obviously, resources are not available to implement all of these programs at one time. The *Future Focus 203* Charge Statement suggests that this engagement initiative will illicit input from the community to assist with "developing plans for the future of District 203 — Immediate, Intermediate (Short-Term) and Long-Term."

In keeping with this language in the Charge Statement and realizing that addressing the items generated at our last session would require appropriating and allocating funds to support those specific areas, today we ask you to work together to *identify the areas of emphasis/themes that should receive the greatest attention and concentration for District 203 improvement*. Your group should provide a rationale and criteria for your priorities by the appropriate educational level — Elementary, Junior High, High School in each of the following time frames: **Immediate**, **Intermediate** (Short-Term) or **Long-Term**.

Below find the **emphasis areas/themes** that emerged based on responses at the last session. Use this list in preparing your responses.

***EMPHASIS AREAS/THEMES:***

<b><u>ELEMENTARY</u></b>	<b><u>JUNIOR HIGH</u></b>	<b><u>HIGH SCHOOL</u></b>
Gifted/Honors/Enrichment	Math/Science	Fine Arts
Intervention/Special Support	Gifted Education	Team Work
Instructional Delivery Methods	Teams	Social-Emotional
Fine Arts	Technology	Rigor/Honors Programs
Technology	Foreign Language	Technology
Home-School Connection	Parent Involvement/Connection	Parent Involvement/Connection
Social-Emotional Curriculum	Intervention/Enrichment	
Dual Language	Social/Emotional	
Foreign Language	Fine Arts	
	PE/Sports	

***IMPLEMENTATION TIMING:***

- Immediate — 2013-2014 School Year**
- Intermediate/Short-Term — 2-3 Years**
- Long-Term — 3-5 Years**

## ELEMENTARY

TABLE #	IMMEDIATE - <i>ELEMENTARY</i> EMPHASIS/THEME AREA RATIONALE/CRITERIA	INTERMEDIATE (SHORT-TERM) - <i>ELEMENTARY</i> EMPHASIS/THEME AREA RATIONALE/CRITERIA	LONG-TERM - <i>ELEMENTARY</i> EMPHASIS/THEME AREA RATIONALE/CRITERIA
1	<p><b>EMPHASIS/THEME AREA: COMMON CORE / INSTRUCTIONAL DELIVERY METHODS</b></p> <p><b>RATIONALE/CRITERIA: IMPLEMENTATION OF COMMON CORE; HITS THE NEED OF EVERY STUDENT</b></p>	<p><b>EMPHASIS/THEME AREA: SOCIAL / EMOTIONAL AND INTERVENTIONS</b></p> <p><b>RATIONALE/CRITERIA: THE NEEDS OF THE FAMILIES ARE CHANGING – WE NEED TO BE PREPARED.</b></p>	<p><b>EMPHASIS/THEME AREA: WORLD / CLASSICAL LANGUAGES</b></p> <p><b>RATIONALE/CRITERIA: PREPARING OUR STUDENTS FOR GLOBAL INTERACTIONS, THE EARLIER THE BETTER; WE LIVE IN A GLOBAL WORLD!</b></p>
2	<p><b>EMPHASIS/THEME AREA: INSTRUCTIONAL DELIVERY METHODS</b></p> <p><b>RATIONALE/CRITERIA: THIS ALLOWS US TO FOCUS ON EACH STUDENT'S INDIVIDUAL NEEDS</b></p>	<p><b>EMPHASIS/THEME AREA: SOCIAL – EMOTIONAL CURRICULUM</b></p> <p><b>RATIONALE/CRITERIA: THIS HAS BEEN AN ISSUE RAISED BY MANY GROUPS AND IS A PRESSING NEED</b></p>	<p><b>EMPHASIS/THEME AREA: INTERVENTION / SPECIAL SUPPORT</b></p> <p><b>RATIONALE/CRITERIA: CHANGING DEMOGRAPHICS CONTINUE TO BRING THIS FORWARD AS A PRESSING NEED.</b></p>
3	<p><b>EMPHASIS/THEME AREA: INTERVENTION/SPECIAL SUPPORT</b></p> <p><b>RATIONALE/CRITERIA: RESEARCH SUPPORTS THE IMPORTANCE OF EARLY INTERVENTION</b></p>	<p><b>EMPHASIS/THEME AREA: GIFTED/HONORS/ENRICHMENT CURRENTLY IN REVIEW</b></p> <p><b>TECHNOLOGY – INCREASED UTILIZATION – RAPIDLY EVOLVING FIELD</b></p> <p><b>SOCIAL EMOTIONAL CURRICULUM</b></p> <p><b>RATIONALE/CRITERIA: LONG TERM PROCESS</b></p>	<p><b>EMPHASIS/THEME AREA: WORLD / CLASSICAL LANGUAGES, FINE ARTS</b></p> <p><b>RATIONALE/CRITERIA:</b></p>

TABLE #	IMMEDIATE - <i>ELEMENTARY</i> EMPHASIS/THEME AREA <i>RATIONALE/CRITERIA</i>	INTERMEDIATE (SHORT-TERM) - <i>ELEMENTARY</i> EMPHASIS/THEME AREA <i>RATIONALE/CRITERIA</i>	LONG-TERM - <i>ELEMENTARY</i> EMPHASIS/THEME AREA <i>RATIONALE/CRITERIA</i>
4	<i>EMPHASIS/THEME AREA: TECHNOLOGY</i>  <i>RATIONALE/CRITERIA: INTRODUCE TECHNOLOGY APPLICATIONS THAT CAN HELP STUDENTS LEARN AND FUTURE ABILITIES</i>	<i>EMPHASIS/THEME AREA: SOCIAL EMOTIONAL CURRICULUM</i>  <i>RATIONALE/CRITERIA: HELP YOUNG STUDENTS HANDLE THEIR SOCIAL AND EMOTIONAL ISSUES</i>	<i>EMPHASIS/THEME AREA: INSTRUCTIONAL DELIVERY METHOD</i>  <i>RATIONALE/CRITERIA: MAKE SURE THAT WE IMPROVE OUR INSTRUCTION TO IMPROVE OUR RIGOR</i>
5	<i>EMPHASIS/THEME AREA: SOCIAL EMOTIONAL</i>  <i>RATIONALE/CRITERIA: CHALLENGE OF OUR CULTURE PREPARE STUDENTS FOR GLOBAL SOCIETY</i>	<i>EMPHASIS/THEME AREA:</i>  <i>RATIONALE/CRITERIA:</i>	<i>EMPHASIS/THEME AREA: TECHNOLOGY</i>  <i>RATIONALE/CRITERIA: EVER CHANGING TECHNOLOGY</i>

JUNIOR HIGH

TABLE #	IMMEDIATE - <i>Jr. High</i> EMPHASIS/THEME AREA RATIONALE/CRITERIA	INTERMEDIATE (SHORT-TERM) - <i>Jr. High</i> EMPHASIS/THEME AREA RATIONALE/CRITERIA	LONG-TERM - <i>Jr. High</i> EMPHASIS/THEME AREA RATIONALE/CRITERIA
1	<i>EMPHASIS/THEME AREA: MATH / SCIENCE</i>  <i>RATIONALE/CRITERIA: PREPARING STUDENTS FOR THE GLOBAL WORK FORCE; NEED MORE CONSISTENCY IN PROGRAM OPPORTUNITIES ACROSS ALL BUILDINGS</i>	<i>EMPHASIS/THEME AREA: WORLD / CLASSICAL LANGUAGES</i>  <i>RATIONALE/CRITERIA: CONTINUE PREPARING OUR STUDENTS FOR GLOBAL INTERACTION THE EARLIER THE BETTER.</i>	<i>EMPHASIS/THEME AREA: INTERVENTION / ENRICHMENT</i>  <i>RATIONALE/CRITERIA:</i>
2	<i>EMPHASIS/THEME AREA: WORLD / CLASSICAL LANGUAGE</i> <i>RATIONALE/CRITERIA: ARE WE DOING WHAT IS BEST FOR KIDS IN THIS AREA?</i>  <i>EMPHASIS/THEME AREA: SOCIAL / EMOTIONAL</i> <i>RATIONALE/ CRITERIA: THIS MUST CONTINUE TO BE A HIGH PRIORITY ITEM THOUGH WE ACKNOWLEDGE JUNIOR HIGHS ARE ADDRESSING.</i>	<i>EMPHASIS/THEME AREA:</i>  <i>RATIONALE/CRITERIA:</i>	<i>EMPHASIS/THEME AREA: INTERVENTION / ENRICHMENT</i>  <i>RATIONALE/CRITERIA: CHANGING DEMOGRAPHICS CONTINUE TO BRING THIS FORWARD AS A PRESSING NEED.</i>

<b>TABLE #</b>	<b>IMMEDIATE - JR. HIGH EMPHASIS/THEME AREA RATIONALE/CRITERIA</b>	<b>INTERMEDIATE (SHORT-TERM) - JR. HIGH EMPHASIS/THEME AREA RATIONALE/CRITERIA</b>	<b>LONG-TERM - JR. HIGH EMPHASIS/THEME AREA RATIONALE/CRITERIA</b>
<b>3</b>	<p><i>EMPHASIS/THEME AREA: PARENT INVOLVEMENT / CONNECTION</i>  <i>RATIONALE/CRITERIA: CURRENT LACK OF PARENT COMMUNICATION / INVOLVEMENT</i></p> <p><i>EMPHASIS/THEME AREA: MATH / SCIENCE EMPHASIS</i>  <i>RATIONALE/CRITERIA: INCREASED EMPHASIS ON SCIENCE / MATH TO COMPETE WITH GLOBAL SOCIETY.</i></p>	<p><i>EMPHASIS/THEME AREA: SOCIAL / EMOTIONAL / INTERVENTION ENRICHMENT, GIFTED</i></p> <p><i>RATIONALE/CRITERIA: ONGOING</i></p>	<p><i>EMPHASIS/THEME AREA: PE / SPORTS, FINE ARTS, TEAMS</i></p> <p><i>RATIONALE/CRITERIA:</i></p>
<b>4</b>	<p><i>EMPHASIS/THEME AREA: INTERVENTION &amp; ENRICHMENT</i></p> <p><i>RATIONALE/CRITERIA: RAISE THE FLOOR AND RAISE THE CEILING FOR SUCCESS</i></p>	<p><i>EMPHASIS/THEME AREA: SOCIAL EMOTIONAL</i></p> <p><i>RATIONALE/CRITERIA: HELP STUDENTS STRESS MANAGEMENT</i></p>	<p><i>EMPHASIS/THEME AREA: TECHNOLOGY</i></p> <p><i>RATIONALE/CRITERIA: USE APPLICATIONS THAT HELP STUDENTS; INFRASTRUCTURE</i></p>
<b>5</b>	<p><i>EMPHASIS/THEME AREA: INSTRUCTIONAL INTERVENTION / SOCIAL EMOTIONAL</i></p> <p><i>RATIONALE/CRITERIA: NEED TO PULL THROUGH ALL CURRICULUM LEVELS</i></p>	<p><i>EMPHASIS/THEME AREA: PARENT INVOLVEMENT / CONNECTION</i></p> <p><i>RATIONALE/CRITERIA: CONTINUED BUY IN FROM PARENTS, EMPOWERING PARENTS – MAKING CONCEPT OF PARTNERSHIP REAL</i></p>	<p><i>EMPHASIS/THEME AREA: TECHNOLOGY</i></p> <p><i>RATIONALE/CRITERIA: NEEDS TO BE PULLED THROUGH ALL CURRICULUM LEVELS</i></p>



# High School

TABLE #	IMMEDIATE - <i>High School</i> EMPHASIS/THEME AREA RATIONALE/CRITERIA	INTERMEDIATE (SHORT-TERM) - <i>High School</i> EMPHASIS/THEME AREA RATIONALE/CRITERIA	LONG-TERM - <i>High School</i> EMPHASIS/THEME AREA RATIONALE/CRITERIA
1	<p><i>EMPHASIS/THEME AREA: RIGOR / HONORS PROGRAM</i></p> <p><i>RATIONALE/CRITERIA: TOO MUCH TRACKING OF THE STUDENTS; NET ENOUGH FLEXIBILITY</i></p>	<p><i>EMPHASIS/THEME AREA: SOCIAL EMOTIONAL</i></p> <p><i>RATIONALE/CRITERIA: INCLUDE PARENT INVOLVEMENT AND COMMUNITY CONNECTION (NEED MORE CREATIVE WAYS TO PUT ALL THESE PIECES TOGETHER)</i></p>	<p><i>EMPHASIS/THEME AREA: FINE ARTS</i></p> <p><i>RATIONALE/CRITERIA: DIFFERENT TALENTS AMONG OUR DIVERSE POPULATION</i></p>
2	<p><i>EMPHASIS/THEME AREA: SOCIAL - EMOTIONAL</i></p> <p><i>RATIONALE/CRITERIA: THIS HAS BEEN BROUGHT FORTH BY THE HS STUDENTS AS A NEED AND WE SEE INDIVIDUAL NEEDS AS WELL AS TEAMWORK</i></p> <p>COLLABORATION AS HIGH AREAS OF NEED.</p>	<p><i>EMPHASIS/THEME AREA: STEM / TECHNOLOGY</i></p> <p><i>RATIONALE/CRITERIA: STEM / TECH WILL DEVELOP SKILLS THAT WILL SERVE STUDENTS WELL BEYOND HS GRADUATION</i></p>	<p><i>EMPHASIS/THEME AREA: RIGOR / HONORS</i></p> <p><i>RATIONALE/CRITERIA: OPENING THE DOORS FOR STUDENTS TYPICALLY NOT REPRESENTED IN THESE CLASSES</i></p>
3	<p><i>EMPHASIS/THEME AREA: SOCIAL / EMOTIONAL PARENTAL INVOLVEMENT</i></p> <p><i>RATIONALE/CRITERIA: TO ADDRESS PEER PRESSURE / TRANSITION TO ADULthood STUDENTS NEED TO BE HEARD AND SUPPORTED (TEAM LEARNING)</i></p>	<p><i>EMPHASIS/THEME AREA: RIGOR / HONORS PROGRAM</i></p> <p><i>RATIONALE/CRITERIA: CURRENT REVIEW OF GIFTED CURRICULUM AT ELEMENTARY NEEDS TO FLOW INTO JUNIOR HIGH &amp; HIGH SCHOOL CURRICULUM – RESPONSE TO RIGOR OF COMMON CORE</i></p>	<p><i>EMPHASIS/THEME AREA: FINE ARTS, TEAMWORK, TECHNOLOGY</i></p> <p><i>RATIONALE/CRITERIA:</i></p>

TABLE #	IMMEDIATE - <i>HIGH SCHOOL</i> EMPHASIS/THEME AREA <i>RATIONALE/CRITERIA</i>	INTERMEDIATE (SHORT-TERM) - <i>HIGH SCHOOL</i> EMPHASIS/THEME AREA <i>RATIONALE/CRITERIA</i>	LONG-TERM - <i>HIGH SCHOOL</i> EMPHASIS/THEME AREA <i>RATIONALE/CRITERIA</i>
4	<i>EMPHASIS/THEME AREA: SOCIAL EMOTIONAL</i>  <i>RATIONALE/CRITERIA: NEEDS TO BE PROACTIVE NOT REACTIVE APPROACH TO HELP STUDENTS HANDLE MAJOR LIFE ALTERING ISSUES</i>	<i>EMPHASIS/THEME AREA: RIGOR</i>  <i>RATIONALE/CRITERIA: COMMON CORE INCREASES RIGOR WHICH IMPROVES TEST SCORE</i>	<i>EMPHASIS/THEME AREA: TECHNOLOGY</i>  <i>RATIONALE/CRITERIA: KIDS ARE RAISED ON TECHNOLOGY WE NEED INFRASTRUCTURE &amp; PROFESSIONAL DEVELOPMENT</i>
5	<i>EMPHASIS/THEME AREA: INTERVENTION / INSTRUCTIONAL SOCIAL EMOTIONAL INSTRUCTION</i>  <i>RATIONALE/CRITERIA: PULLED THROUGH ALL LEVELS</i>	<i>EMPHASIS/THEME AREA:</i>  <i>RATIONALE/CRITERIA:</i>	<i>EMPHASIS/THEME AREA: TECHNOLOGY</i>  <i>RATIONALE/CRITERIA: PULLED THROUGH ALL LEVELS</i>