



Executive Summary
AS A RESULT OF THE
SMALL GROUP WORK ACTIVITY
SESSION #6 • NOVEMBER 6 & 7, 2013

SMALL GROUP WORK ACTIVITY
REVIEW OF SUMMARY DOCUMENT
COMMUNITY ENGAGEMENT SESSION (CES) #6
WEDNESDAY, NOVEMBER 6, 2013 • 7:00 P.M. – 9:00 P.M. • CENTRAL HIGH SCHOOL
THURSDAY, NOVEMBER 7, 2013 • 8:30 A.M. – 10:30 A.M. • GRACE CHURCH

Instructions:

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ACTIVITY: GOT IT! — OR, MISSED THIS _____.

SUGGESTED EDITS/REVISIONS TO KEY THEMES & STATEMENTS OF RECOMMENDATION

In this Work Activity document are Key Themes and Statements of Recommendation. It is intended to be a summary of *consensus* input and feedback received from participants during the five topical community engagement sessions. Before finalizing these for the Board of Education *Future Focus 203* leadership provides this opportunity for you to suggest any edits or points of clarification. Use the space below to let us know if we "*Got it!*" or tell us if we "*Missed*" something.

CES-6 EXECUTIVE SUMMARY

GOT IT! That was the response from most groups indicating that the "Key Themes & Values" as well as the "Statements of Recommendation" did indeed accurately reflect the consensus points that emerged in the Future Focus 203 community engagement sessions. However, in reviewing the summary items during the final engagement session on November 6 and 7, 2013 groups provided several supportive suggestions, comments and thoughts. *Some* of those comments from the worksheets are provided in this Executive Summary.

KEY THEMES

- The District 203 Mission Statement remains the driving force behind all we do and it is embraced by the community
- Student success must be redefined and go beyond academic achievement, test scores and college preparedness
- The pressure to succeed and compete requires a thoughtful look at how we as a community can support the social and emotional needs of our students
- District 203 provides a strong program of study that has allowed students to demonstrate success, but now is the time to consider how we can better prepare our students for long term success

- District 203 has maintained a healthy financial status, but our community expects continued vigilance to ensure sound financial stewardship
- The Facilities Master Plan will be critical to support learning and changing expectations of the future
- Our community welcomes and expects ongoing opportunities for two-way communication and engagement

Participant Review Comments - Key Themes:

- Be prepared to be flexible! There will always be changing demographics, facilities and student numbers.
- Will the current financial state of the District support the many recommendations?
- In discussions and planning regarding defining and reporting student success keep in mind the idea of being responsive to diverse needs—culture, race, economic, family, etc.
- Consider incorporating the label “Common Core” as a key priority in describing a strong program of study.
- In the area of “demonstrated academic growth” consider allowing students to measure achievement year over year growth against oneself, not a group.
- Feel strongly the community engagement process as presented by and created by D203 has been genius.
- Need to keep community engagement ONGOING!!—TWO WAY communications.

STATEMENTS OF RECOMMENDATION

1. STUDENT SUCCESS

- 1.1 Review and develop elementary report card to align with curriculum and standards
- 1.2 Consider alternatives to reporting junior high school and high school student progress in addition to standard grade report
- 1.3 Develop means to measure and report students’ college and career readiness in addition to standardized test scores
- 1.4 Develop measures to assess post-secondary success
- 1.5 Develop means, including self-assessments, to describe students’ social and emotional well being

Participant Review Comments - Student Success:

- Teacher/Parent/Student conferences possibly being added for elementary schools...encourage students to take ownership of their own education.
- It is important to see post-secondary success. College and Career readiness standards are already created and could be used instead of, or along with, what D203 develops. Perhaps use the words “consider and explore” rather than “develop” for statement 1.4. Think about earlier college and career planning with counselors in the secondary schools. Consider using parents of students as a resource in assessing post-secondary success.
- Report cards for all students (Early Childhood - 12) should reflect alignment with curriculum standards, not just elementary report cards; and, they should be aligned with the dual language program.
- There should be better communications about assessment results—what they mean and what is being done with the results for individual students.

In addition to these comments some groups listed more specific suggestions regarding how the elementary report card could be modified. See the Verbatim Document for these suggestions.

2. PROGRAMS OF STUDY

- 2.1 Establish timeline and conduct program analysis for the following programs of study across all levels
 - 2.1.1 Comprehensive system of support for all learners
 - 2.1.2 Language Learning
 - 2.1.3 Counseling
 - 2.1.4 Science/Technology/Engineering/Mathematics (STEM)
 - 2.1.5 Gifted/ Talented/Enrichment programs
- 2.2 Explore and recommend options for use of technology in providing online and blended learning options
- 2.3 Develop continuous and ongoing professional learning to build teachers' capacity to implement diverse methods of instruction
- 2.4 Develop a comprehensive EC – 12 social/emotional learning plan
- 2.5 Review the utilization of time during the school day to optimize student learning and professional collaboration

Participant Review Comments - Programs of Study:

- What do you mean by “comprehensive system of support for all learners”?
- Children that are “middle of the road”—more individual attention...a comprehensive system of support has to reach students in the middle as well as both ends of the spectrum
- Statement 2.1—is there a priority for these?
- Make technology more individualized to the teacher, the class, and the students—technology doesn't work the same for all classes
- 2.1.1 A comprehensive plan across buildings is needed more—more consistency
- Review stops short of optimal learning...need to apply the review to active learning
- Professional learning—how to train teachers for changes in diversity and student demographic changes; what is the plan to increase ALL STAFF (support staff and specialists) capacity for diverse learners as well as average learners
- Better define counseling as it relates to career and academic counseling

3. FINANCE

- 3.1 Prepare and publish the District's Five Year Financial Forecast on an annual basis
- 3.2 Continue to operate with fiscal responsibility

Participant Review Comments - Finance:

- Review districts five-year financial forecast in state of the district...what is the plan to cover diminishing state funding
- How will we fund additional staff and facilities especially for All Day Kindergarten
- Share changing district demographics with the entire community
- Continue to be “open” regarding money trail

4. FACILITIES

- 4.1 Develop a facility master plan, which addresses the following priorities:
 - 4.1.1 Safety, security, and accessibility at all school facilities
 - 4.1.2 Space for flexible instruction, small group work, and collaboration
 - 4.1.3 Impact of all-day kindergarten
 - 4.1.4 Flexibility to adapt to future changes in education
 - 4.1.5 Flexible learning spaces
- 4.2 Continue to be proactive caretakers of our capital resources

Participant Review Comments - Facilities:

- What happened to providing sufficient space in each school to support music and arts program in the elementary buildings
- Make sure to look at entire district facilities—some buildings have extra space while others are struggling to find appropriate space
- On the facility master plan priorities of safety, security and accessibility was ranked highest priority BUT eliminate temporary classrooms (including mobiles) was lowest priority—how will these be balanced to ensure safety for all students and staff?
- Music classrooms are being overused or overcrowded—where do all day kindergarten classes go?
- Balancing enrollments/space equity

5. ENGAGEMENT

- 5.1 Use Future Focus 203 format to deliver “State of the District” address and gather community feedback on a regular basis
- 5.2 Prepare and publish a “Report to the Community”
- 5.3 Prepare and communicate a strategy for ongoing communication with the District 203 community

Participant Review Comments - Engagement:

- Two-way communication: “where the community members can report back,” “emphasize two-way communication,” “focus on 2-way on-going communication”
- Continue to engage the community in this process!
- Find ways to include diverse members of our community in this process...make sure we engage ALL community
- “Report to the Community” is great! All community members deserve to know how the school district is doing
- Lack of communication parent/school vs. district/school

***For a complete listing of all responses see the
November 6 and 7, 2013 CES-6 Verbatim Response Documents***



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- District 203 has maintained a healthy financial status, but our community expects continued vigilance to ensure sound financial stewardship
- The Facilities Master Plan will be critical to support learning and changing expectations of the future
- Our community welcomes and expects ongoing opportunities for two-way communication and engagement

Key Themes:

☐ Got it! ☐ Missed this...

TABLE NUMBER #	GOT IT!	KEY THEMES - MISSED THIS....
1	X	
2	X	<ul style="list-style-type: none"> • Be prepared to be flexible! There will always be changing demographics, facilities, & student numbers
3	X	
4	X	
5	X	
6	X	<ul style="list-style-type: none"> • Will our current financial state support the many rec. in terms of programming, staff, and facilities?
7	X	<ul style="list-style-type: none"> • 2nd bullet – change the word redefine to “in addition to”. • 2nd & 3rd bullet – Add the idea of being responsive to diverse needs (culture, race, economic, family, etc.)
8	X	
9	X	<ul style="list-style-type: none"> • Feel strongly the community engagement process as presented by and created by D203 has been genius. • Need to keep community engagement ONGOING!! – TWO WAY communications • Spectacular how they brought in equity and diversity into the conversation.
10	X	

1 1	X	
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STATEMENTS OF RECOMMENDATION

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☐ Got it! ☐ Missed this...

TABLE NUMBER #	GOT IT!	STUDENT SUCCESS - MISSED THIS....
1		<ul style="list-style-type: none"> Teacher/Parent/Student conferences possibly being added for elementary schools.
2	X	
3		<ul style="list-style-type: none"> 1.3 College and Career readiness standards are already created and could be used instead or along with what D203 develops. 1.5 SEL Standards: staff training and time for blending in with the curriculum
4	X	<ul style="list-style-type: none"> The “develop” vs. consider and explore in 1.4 as it seems very nebulous and hard to define at this point.
5	X	<p>But expanding on these points:</p> <ul style="list-style-type: none"> More student self-assessment opportunities and individual goal-setting. Emphasis on not comparing yourself to other students goes along with 1.5. On the report about each individual student, teachers should also report a student's leadership and personal growth – more than just the performance in academic subject areas. How to gather this input to make it useful/meaningful? Especially at parent/teacher conferences Secondary school – earlier college and career planning with counselors – more freshmen and sophomore meetings.
6	X	<ul style="list-style-type: none"> 1.1 Should EC – 12 reporting align w/curriculum and standards, not just elementary?

7		<ul style="list-style-type: none"> • Add the idea of being responsive to diverse needs (culture, race, economic, families, etc.) • Elementary – more frequent feedback and further communication on specific standards • Class sizes
8		<ul style="list-style-type: none"> • Align report card to dual language program • Also align report card supplement with curriculum standards.
9	X	<p>Got the concepts but:</p> <ul style="list-style-type: none"> • 1.4 important to see post-secondary success • 1.3 need to nurture the creative outlet • Trying to develop life skills as a resource bank as they age and are community contributors.
10	X	
11	X	

2. PROGRAMS OF STUDY

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TABLE NUMBER #	GOT IT!	PROGRAMS OF STUDY - MISSED THIS....
1		<ul style="list-style-type: none"> • Be more specific for 2.1.1 • What do you mean by comprehensive system of support for all learners? • Does this mean differentiation?
2		<ul style="list-style-type: none"> • Level of communication skills beyond texting, emailing, etc. (has not impacted all students) • Children that are “middle of the road” – more individual attention
3		<ul style="list-style-type: none"> • 2.1.3 Counseling – in what areas will this counseling occur: does this relate to the SEL or H.S. college and career counseling • 2.3 Can this training include staff and students including social emotional learning standards and how this will connect to curriculum? • 2.4 Learning plan for students and teachers. • Inform staff and give professional development to staff on social emotional learning Teaching strategies and tools.
4		<ul style="list-style-type: none"> • Under 2.1, is there a priority for these? They are all big topics • A comprehensive system of support has to reach students in the middle as well as both ends of the spectrum • 2.4 would prefer “explore & recommend” versus develop. Others at the table it should be develop

5	X	<p>With Additions:</p> <ul style="list-style-type: none"> • 2.2 Making technology more individualized to the teacher, the class, and the students. Technology doesn't work the same for all classes • 2.1.1 Comprehensive plan across buildings is needed more. More consistency between classes and buildings. Same opportunities for support available at all schools – ties in with common core. Learning is much more unified than in the past, however. • Review stops short of optimal learning. Need to apply the review to active learning. Instead of getting a recommendation, the review is just "taking a look at old material." • 2.3 Existing continuous and ongoing professional learning – how to train teachers for changes in diversity and student demographic changes. • 2.1.3 Counselors should improve communication with teachers about students' personal problems. To help them with day-to-day learning and sympathy for student.
6	X	<ul style="list-style-type: none"> • What is the plan to increase ALL STAFF (support staff and specialists) capacity for diverse learners (long academics, behavior, special needs, range of income)? • How do we better serve our "average" learners?
7		<ul style="list-style-type: none"> • Summer school
8		<ul style="list-style-type: none"> • Current utilization of time at the Jr. High for exploratory classes is limited for all students. • Languages at the elementary level
9		<p>Most has been addressed but:</p> <ul style="list-style-type: none"> • Highlight importance of ALL learners to include: middle learners, fine art
10		<ul style="list-style-type: none"> • Better define 2.1.3 counseling as it relates to career and academic counseling • A better, more specific title – "programs of study" to Programs and Services • 2.1 Wording of "establishing timeline" is confusing – be more specific – what is intent?
11		<ul style="list-style-type: none"> • Increase school day length for electives and enrichment • Periodic evaluation of programs

3. FINANCE

3.1 Prepare and publish the District's Five Year Financial Forecast on an annual basis

3.2 Continue to operate with fiscal responsibility

☐ Got it! ☐ Missed this...

TABLE NUMBER #	GOT IT!	FINANCE - MISSED THIS....
1	X	
2		<ul style="list-style-type: none"> Review districts five year financial forecast in state of the district
3	X	
4		
5	X	
6	X	
7	X	
8		Insure how we are going to include the allocations for funding of additional staff and facilities in regards especially to All Day K and flexible instruction.
9	X	<ul style="list-style-type: none"> Feel good about how the D203 has handled finance
10		<ul style="list-style-type: none"> 3.2 Clearly set parameters – identify the standards for fiscsl responsibility
11	X	

4. FACILITIES

4.1 Develop a facility master plan, which addresses the following priorities:

- 4.1.1 Safety, security, and accessibility at all school facilities
- 4.1.2 Space for flexible instruction, small group work, and collaboration
- 4.1.3 Impact of all-day kindergarten
- 4.1.4 Flexibility to adapt to future changes in education
- 4.1.5 Flexible learning spaces

4.2 Continue to be proactive caretakers of our capital resources

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TABLE NUMBER #	GOT IT!	FACILITIES - MISSED THIS....
1		<ul style="list-style-type: none"> What happened to providing sufficient space in each school to support music and arts program in the elementary buildings?
2		<ul style="list-style-type: none"> Make sure to look at entire district's facilities – some buildings have extra space while others are struggling to find appropriate space.
3		<ul style="list-style-type: none"> On the facility master plan priorities safety, security and accessibility was ranked highest priority BUT eliminate temporary classrooms including mobiles was lowest priority.... How will these be balanced to ensure safety for all students and staff
4		<ul style="list-style-type: none">
5	X	<ul style="list-style-type: none"> 4.1.2 referring to classroom space and furniture while 4.1.5 refers to non-classrooms. As a music teacher, music classrooms are being overused or overcrowded – where do all day kindergarten classes go?
6	X	<ul style="list-style-type: none"> 4.2 don't forget the basic upkeep of infrastructure (roofs, windows, heat, AC).
7		<ul style="list-style-type: none"> Balancing enrollments' Space equity
8	X	<ul style="list-style-type: none">
9		<ul style="list-style-type: none"> Safety of kids – emergency in classrooms – how to communicate Need equity for all students and classes Space /flex needs to be addressed at each school individually Optimal : All programs need to be equitable

1 0		<ul style="list-style-type: none"> 4.1.5 Flexible learning spaces with integrated technology capacity
1 1		<ul style="list-style-type: none"> Prioritization of upgrades and needs across all facilities

5. ENGAGEMENT

5.1 Use Future Focus 203 format to deliver “State of the District” address and gather community feedback on a regular basis

5.2 Prepare and publish a “Report to the Community”

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☐ Got it! ☐ Missed this...

TABLE NUMBER #	GOT IT!	ENGAGEMENT - MISSED THIS....
1		<ul style="list-style-type: none"> 2 way communication where the community members can report back
2	X	<ul style="list-style-type: none"> Keep doing it! Define the word “regular” Follow-through from engagement (yellow sheets, surveys)
3	X	<ul style="list-style-type: none">
4		<ul style="list-style-type: none">
5		<ul style="list-style-type: none"> 5.2 “Report to the Community” is great! All community members deserve to know how the school district is doing. Two – way communication
6	X	<ul style="list-style-type: none"> Continue to engage the community in this process! Find ways to include diverse members of our community in this process Find multiple ways to gather feedback and to share information
7	X	<ul style="list-style-type: none">
8		<ul style="list-style-type: none"> Ensure clear information of how and why monies are being allocated
9		<p>Thank you for all that has been done – all but...</p> <ul style="list-style-type: none"> Need two way communication Once gathered – need to communicate with one another Need to be more specific to gathering DIVERSE community Open gathering IN their communities to welcome and not intimidate
10		<ul style="list-style-type: none"> 5.1 Emphasize two-way communication 5.3 Active community engagement and dialogue
11		<ul style="list-style-type: none"> Continue w/clear focus and based on results from the previous year.



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Key Themes:

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TABLE NUMBER #	GOT IT!	KEY THEMES - MISSED THIS....
1	X	
2		<ul style="list-style-type: none"> • Incorporate the common core into fourth theme about strong program of study. Common Core should be stated as a key part of this priority. • Culturally and academically responsive to all students, both in terms of diversity and academic needs across the whole spectrum.
3	X	General themes are broad enough to incorporate all of the areas to be discussed.
4	X	Overall nothing missing
5	X	
6	X	
7	X	
8		<ul style="list-style-type: none"> • Demonstrated academic growth – allowing students to measure achievement year over year growth against oneself not a group. Access to Performance Series – more communication and clearer definition. • Learner profile is not included; we should have an expectation for everyone. How are we developing learner profiles? How are we identifying our learners? • Transition program vocational training for special need students. Everyone is employable.

9		Identify achievement gaps earlier and move forward
1 0		Missed character and work ethic for college bound and non-college bound students – develop interpersonal skills
1 1	X	
1 2	X	

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1		<ul style="list-style-type: none"> Concerns about privacy and who has access to information. 1.2 Encourage students to take ownership of their own education: for instance, students leading their own student/parent/teacher conferences.
2		<ul style="list-style-type: none"> Better communications about assessment results, what they mean and what is being done with the results for individual students.
3	X	
4		<ul style="list-style-type: none"> 1.3, 1.4 Collecting feedback from college students might be difficult, but suggest parents can be a resource for "college success." Difficult to measure, but parents are eager/willing/able to share feedback on college success.
5		<ul style="list-style-type: none"> Completion of college of graduates How PI+ kids fair at college Compare kids on different tracks
6		<ul style="list-style-type: none"> Emphasize need for elementary report card Liked the focus on assessing post-secondary success
7		<ul style="list-style-type: none"> Let parents know how they can help their children succeed More direction from District/school/teacher to parents on how to help parents what to help.

8		<ul style="list-style-type: none"> • Include measures within student progress growth within a year (start early at elementary level). This will allow us to identify the needs of the learner from the beginning. Drawback Highest standard on report card “meet standards” What happens to students that exceed standards. Define exceed standard. What happens to those students that don’t meet standards • Change in elementary report card (start a dialog and way to connect add comments/teacher input to be more specific to student, more personal touch in communication between parent and teacher) almost a narrative instead of a checkbox standard. Not adequate – need more!! • Parent teacher conference – what happens during the year.... What happens between conference, report card, data and assessments of our students updated and ongoing shared with parents.
9		<ul style="list-style-type: none"> • Continue to address achievement gaps and help each student reach their potential. • Ensure that administration listens to the communities concern about this as was presented in earlier meetings • Understand the report card but how is the social emotional success of younger students addressed? Or career readiness?
10		<ul style="list-style-type: none"> • More specific recommendation for social emotional well being
11		<ul style="list-style-type: none"> • We’d like to see a tool for measuring success using the district mission statement on all levels EC - 12
12		<ul style="list-style-type: none"> • Focus on “success” of our students as well-balanced individuals (co-curricular, social, community contributor, etc.) • Define “success” – how we define a successful student • Look at individual growth of each student. Look at gains over time and access to report.

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☐ Got it! ☐ Missed this...

TABLE NUMBER #	GOT IT!	PROGRAMS OF STUDY - MISSED THIS....
1		<ul style="list-style-type: none"> 2.3 and develop opportunities for more collaboration between teachers and schools (and other districts) for sharing what works, etc. Global Citizen Additional item: partnering with other schools around the globe – shared classrooms via technology.
2		<ul style="list-style-type: none"> Why is 2.1.5 itemized separately from 2.1.1? Programs of study should increase instruction and use of technology throughout the entire curriculum. More “hands-on” time.
3		<ul style="list-style-type: none"> 2.1.6: Address “special needs” students after graduation for proper success Junior High curriculum – DO NOT make foreign language students ineligible to take art, tech classes/home ec. More flexible scheduling
4		<ul style="list-style-type: none"> Summer suggestions for parents Parent involvement Focus areas for summer enrichment by parents and programming Goals for summer time
5		<ul style="list-style-type: none"> Concern about elimination or reduction of programs (gifted) Study of fiction at expense of common core

6		<ul style="list-style-type: none"> • 2.1.1 is differentiation w/l classroom meeting the needs of students - does teacher to student ratio impact • Focus on needs at elementary schools to make sure common core is successfully meeting needs. • Make sure we are taking into account the shift for low income demographic needs
7		<ul style="list-style-type: none"> • 2.1.1 Comprehensive system of support for all learners - the curriculum for mainstream students should be shared/provided to parents of special needs students (submitted by parent of SN student) • 2.1.2 Ensure that language learning included ESL & foreign language learning
8		<ul style="list-style-type: none"> • Programs of study handout discrepancy with recommendations • Graph should have been explained/share more. What did they hear about programs of study? This needed to be addressed • Every school ds doing Habits of Mind, social emotional plans • Better classroom control will help anti-bullying (need for this) • Initiative transition program • Programs providing challenges for all students across all grade levels (missing those in the middle) • Summer school opportunity for students • Disconnect within common themes on programs of study on chart and programs of study on recommendation • Pressure n teacher to differentiate learning and address teachers capability to offer differentiated learning. • High school level collaborate with community/mentors • Elementary = HURRAH volunteers • What connections are we finding with the community at high school level to prepare career and college ready?
9		<ul style="list-style-type: none"> • "Pretty good" job • 2.4 "moral" development w/the student body is a concern – what makes a "good" person under "community contributor" banner.
10		<ul style="list-style-type: none"> • Loss of support for needs of the middle student
11		<ul style="list-style-type: none"> • Our goal is to striving in balance at all levels of children's stress in balancing academics and school activities and teaching students time management skills to achieve balance
12		<ul style="list-style-type: none"> • Assess programs to determine effectiveness / success / appropriateness on a regular basis. Eliminate less-essential programs to focus n improving/developing priority programs.

3. FINANCE

3.1 Prepare and publish the District's Five Year Financial Forecast on an annual basis

3.2 Continue to operate with fiscal responsibility

☐ Got it! ☐ Missed this...

TABLE NUMBER #	GOT IT!	FINANCE - MISSED THIS....
1	X	
2	X	
3	X	
4		<ul style="list-style-type: none"> In 5 years at max capacity/what is the plan for to cover diminishing state funding?
5	X	
6	X	Make sure we share the district demographic info to the entire community to make sure that (non-school) parents/families hear the NEEDS and celebrations.
7	X	
8	X	
9	X	Continue to be "open" regarding money trail
10		Fiscal Responsibility - Question responsibility of lawsuit with the Cantera properties
11	X	
12	X	

4. FACILITIES

4.1 Develop a facility master plan, which addresses the following priorities:

- 4.1.1 Safety, security, and accessibility at all school facilities
- 4.1.2 Space for flexible instruction, small group work, and collaboration
- 4.1.3 Impact of all-day kindergarten
- 4.1.4 Flexibility to adapt to future changes in education
- 4.1.5 Flexible learning spaces

4.2 Continue to be proactive caretakers of our capital resources

☐ Got it! ☐ Missed this...

TABLE NUMBER #	GOT IT!	FACILITIES - MISSED THIS....
1		Concern about balancing services and enrollment across district and wondering about creative solutions to these problems
2		Long term plan for buildings that are at capacity to manage demands.
3	X	<ul style="list-style-type: none"> • Will the “conditions” report for the schools be available for community members to do a side-by-side comparison? • 4.2.1 Conversation about abating the bond debt service payments vs. making (needed) capital improvements.
4	X	<ul style="list-style-type: none"> • Reiterate safety – check in/out of school process • Metal detectors • Combing 2,4,5
5	X	
6		<ul style="list-style-type: none"> • Can there be parity between schools w/facility plans with space • Carpool – parking issues
7	X	
8		<ul style="list-style-type: none"> • Impact of all-day kindergarten – how will it affect tax payers in the future
9		<ul style="list-style-type: none"> • Constantly revaluating needs of each school’s population – to ensure that all schools have space they need to learn.
10	X	<ul style="list-style-type: none"> • Take second look at redistricting to make sure enrollment is equal.
11	X	

1 2		<ul style="list-style-type: none"> • Got it – Keep safety, security, and accessibility at all schools a priority • Missed – you need to eliminate temporary classrooms – this will meet goal of safety, security, and accessibility.
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5. ENGAGEMENT

5.1 Use Future Focus 203 format to deliver “State of the District” address and gather community feedback on a regular basis

5.2 Prepare and publish a “Report to the Community”

5.3 Prepare and communicate a strategy for ongoing communication with the District 203 community

☐ Got it! ☐ Missed this...

TABLE NUMBER #	GOT IT!	ENGAGEMENT - MISSED THIS....
1		<ul style="list-style-type: none"> • Encourage a fuller engagement by all parents with their child's education • Encourage all parents to
2	X	
3	X	<ul style="list-style-type: none"> • 5.3 seems redundant, ad 5.1 & 5.2 are strategies for 5.3 • Annual sessions? • Check-up? • Talk203? • District town hall meeting?? • Hearing the voiceof all our parents – Diverse group – low income • More time for parent/teacher conferences.
4	X	
5		<ul style="list-style-type: none"> • Build trust • At junior high level – structure prohibits parent involvement. More opportunity for involvement • Parent education opportunity – speakers address issue
6		<ul style="list-style-type: none"> • Make sure we engage ALL community • Do we leverage HOA, subdivision newsletters • What are ways we reach out • Do we engage our alumni • Reach out better to more diverse community groups
7	X	
8		<ul style="list-style-type: none"> • Lack of communication parent/school vs. district/school
9		<ul style="list-style-type: none"> • “nuts and bolts” plan • Transparency about development of recommendations • Share background of decision making process

1 0		<ul style="list-style-type: none"> Continue with the community involvement.
1 1	X	
1 2		<ul style="list-style-type: none"> Diversity – our community is very diverse. Move efforts to connect with diverse groups (translation language) Focus on 2 way on going communication