

SMALL GROUP WORK ACTIVITY
COMMUNITY ENGAGEMENT SESSION (CES) 6: PRESENTATION OF DRAFT RECOMMENDATIONS
WEDNESDAY, JUNE 18, 2014 • 7:00 P.M. – 9:00 P.M. • MONROE MIDDLE SCHOOL

Instructions:

Each group should select a recorder and a facilitator/spokesperson. The recorder is responsible for completing the information requested on this worksheet printed. Be sure to complete the information in the box in the upper right corner. This activity sheet will be collected at the conclusion of the session.

The facilitator/spokesperson should facilitate discussions and keep the group focused to complete the work in the allotted time. At the end of the session the facilitator/spokesperson from each table will be asked to report his/her group's information.

Please make sure the information recorded on this work activity sheet reflects the *consensus* or general agreement of everyone at the table, not just the opinion of one or two individuals.

TASK: SUGGESTED EDITS/REVISIONS TO THE STATEMENTS OF RECOMMENDATION

GOT IT! — OR, MISSED THIS _____.

In this Work Activity document are 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, *Engage 200* leadership provides this opportunity for you to suggest any edits or points of clarification.

Review the draft statements under each category (Student Achievement, Programs & Services, Facilities, Finance, and Communications/Community Engagement). Use the space below each section to let us know if we "*Got it!*" or tell us if we "*Missed*" something.

Suggestions consistent from a majority of the groups will be reflected in updating or revising the statements.



STATEMENTS OF RECOMMENDATION JUNE 18, 2014 *DRAFT*

INTRODUCTION

General Agreement: The following Statements of Recommendation express the general agreement of *Engage 200* participants regarding key points of celebration and significant obstacles to be considered when conducting long-range planning for District 200. The recommendations below are not listed in priority order.

KEY POINTS OF CELEBRATION

- Academic achievement is high, even with changing demographics that include multiple languages, high mobility among students, income level of District families and limited District financial resources.
- District 200 has a quality teaching staff.
- District 200 embraces diversity.
- A history of positive community involvement exists in District 200 and the community views themselves as caring and collaborative.
- There is recognition of the high performance of students who attend District 200 schools for their entire education from Early Childhood through Grade 12.

OBSTACLES TO BE ADDRESSED

- It is important to note and understand that funding for these recommendations may not *currently* be available.
- The level and allocation of District revenues must be evaluated to provide the funding necessary to improve student performance and sustain the current level of programs and services to meet the needs of *all* students.
- While participants recognized that diversity is a unique and positive aspect of the District, it requires an extra measure of investment of time, energy and resources in the area of support for interventions and staff development and training.
- Further, as the District strives to ensure they are meeting the needs of *all* students, a review of the appropriateness of technology and curricular and co-curricular space is needed.

1. STUDENT ACHIEVEMENT

General Agreement: Student achievement was listed as the most important of all topics for the community. It is important to meet needs of *all* students, those struggling, those excelling, and all in between. The community questions whether an appropriate level of resources and staff training are being applied to move *all students* to their full potential and remain competitive among our benchmark districts. It is important that funding and efforts be allocated to maintain and continuously improve student achievement. The Board should ensure that the tools and resources are in place to meet individual needs of *all* students.

- 1.1 **Provide additional training and professional opportunities** for staff in the area of differentiated instruction to more effectively meet the needs of a diverse student population.
- 1.2 **Provide additional support to schools**, such as intervention teachers, to more effectively give attention to and respond to the individual needs of students, especially those with language challenges.
- 1.3 Continue to **explore and implement best practices in providing instruction and interventions** for all students.
- 1.4 Use parent liaisons to more **effectively involve parents** of non-English speaking students.
- 1.5 Examine the appropriateness of **providing 1:1 technology devices**.

Got it!

Missed this...

TABLE #	GOT IT!	STUDENT ACHIEVEMENT - MISSED THIS....
1		Our team felt we want achievement for ALL students with a broader statement; Hence the recommended changes:
		1.2 – “especially” should be changed to “including” those with language challenges.
		1.4 – “non-English speaking students” should be changed to “all students at all grade levels”.
		1.5 – should include “examine the grade level appropriateness of providing 1:1 technology devices.
2		Should include: 1.6 – Use parent & community volunteers to help improve student achievement
3	X	
4		Are 1:1 devices necessary? Continue to examine
		Student achievement definitely most important
5		1.4 – Open up to different ideas other than parent liaisons.
		What about the kids in the middle? What programs or services could be provided to them?
6		1.5 – Should be “examine the appropriateness of providing opportunities to enhance learning using technology”
7		1.5 – Is the infrastructure in place?
		Communicate what interventions we <u>are</u> doing at each school

TABLE #	GOT IT!	STUDENT ACHIEVEMENT - MISSED THIS....
8	X	We especially agree with 1.4
9		*How can we best utilize technology to improve student learning?
		*What's the best technology practice to improve student learning?
		*What other processes can improve student learning?
		1.1 – Add onto differentiation – “deeper learning”, rigorous & evidence based
		1.4 - ...to more effectively create partnerships & engage them in substantial activities
		*Add to all 5 : “to improve student learning”
10		1.4 – should be: “effectively involve non-English parents of non-English speaking students”
		1.5 – should be: “appropriateness of providing technology in the classroom including learning management systems & 1:1 devices
11	X	
12		Additional communication of standards, expectations of benchmark standards/student performance
		*Have a solid core curriculum that teaches to the rigors of which the assessments we will be compared to
		Consider opportunities for world languages in elementary school
		1.2 – Implementing appropriate interventions to at needs students & determine efficacy of intervention (want to know \$ we are spending is working)
13	X	We feel a commitment to maintaining high achievement.
14		Remove ‘despite changing demographics’ not needed to be stated it is who we are
		Strategies to assist our diverse population will benefit all students
15	X	
16		1.5 – Examine the <u>financial and grade level</u> appropriateness of providing 1:1 technology devices
17		Celebration is so important, because the data was eye-opening for the community (especially ELL information)
		Diversity can be defined many different ways
		1.5 – Add: “with training on their effective use”
18	X	
19	X	

TABLE #	GOT IT!	STUDENT ACHIEVEMENT - MISSED THIS....
20		Student achievement needs to look into relying less on only test scores. Student achievement is not only about the tests.
22		-Professional Development beyond the 27 Illinois point to achieve 5 year certification -Where is the 10% allowance to go outside to <u>really</u> learn to expand
39	X	1.5 - * make certain this is not related to SPED students

2. PROGRAMS & SERVICES

General Agreement: District 200 provides a variety of programs and services for its students. Engage 200 examined three areas: Special Education, English Language Learner (ELL) and Co-Curricular Programs. Several common themes emerged from the discussion about these program areas – the need for appropriate space (facilities), appropriate funding, more parent involvement, more student involvement, equity/parity among schools and partnerships/volunteers.

- 2.1 Provide the **level of staff, staff-support (development/training) and resources** to ensure these programs are operating at an effective level.
- 2.2 **Add research-based programs and materials** for students with special education needs. Provide general education teachers, as well as specialists, **additional training and development** in order to collaboratively meet the needs of special populations.
- 2.3 Determine and implement additional strategies to **increase volunteers and partnerships** to support these programs.

Got it!

Missed this...

TABLE #	GOT IT!	PROGRAMS & SERVICES - MISSED THIS....
1		We need to continue to encourage parent participation.
		2.3 – Should include “at all grade levels”.
		Should be a 2.4 – Tap into the community resources & their expertise.
2		2.1 – The word “level” is used twice & the meaning in its first use is unclear
		Provide the quantity & quality of staff
3		Provide resources/programs for the average & gifted students
4		Fine tune training for unique groups that is more specific. Targeted training
5		2.3 – add “ including co-curricular programs”
6		Include: *increase parent & community knowledge & awareness of curriculum & instruction*
		2.2 – add: “with identified learning needs, including special education, ELL or at-risk students”
7		2.1 – use our current staff experts also
		2.3 – Who are “volunteers” and how will programs be “supported“ ?
8	X	We felt that equity and purity should not preclude partnerships that benefit a school while other/ even if other schools don’t have that opportunity
9		2.2 – change “add” to “implement”

TABLE #	GOT IT!	PROGRAMS & SERVICES - MISSED THIS....
10	X	
11		District defines technology support guidelines
12		2.2 – (special ed, ELL & co-curricular students, Low SES students)
13	X	
14		2.3 – No cost Be proactive Extra-curricular, tutors not just parents but organizations in communities ie: Koh’s churches
15	X	2.1 – What is “effective”? How do we define define it? How do we measure? Any ways beyond classroom learning?
		2.1 – Are “resources” considered space? What do you mean by “resources”?
16	X	
17		There are community resources such as Forest Preserve District of DuPage County, who would like to collaborate with our District, but have not been able to partner with us.
18		2.4 – Examine appropriateness & benefits of offering more co-curricular programs at all levels
19	X	But missed on co-curriculars : B-team sports, extra-curricular activities
20		2.1 – should be “...and allocate resources to ensure these programs are operating at an effective level.”
		Focus more on equity/parity among schools
22		Where is the reduction of enrollment

3. FACILITIES

General Agreement: Participants generally agreed there was a need for the District 200 community to gain a better understanding of early childhood education, continuously update technology, as well as modernize curricular and co-curricular learning environments. Jefferson Early Childhood Center and learning environments throughout the District were accepted as areas in need of improvement.

- 3.1 **Develop and implement a comprehensive communications plan** to increase public awareness of the need for and merits of an effective **early childhood education** program. The communication plan should include:
 - educational research that supports the importance of early childhood education and its impact on student achievement;
 - the specific inadequacies of the current facilities in terms of impairing effective care and instruction of this age child;
 - and samples of how benchmark districts have responded and provided leadership in optimizing the learning environment for early childhood education.
- 3.2 **Develop a solution to address early childhood education facility needs** and implement a plan to address this need in the District.
- 3.3 **Identify and prioritize facility and technology needs for delivery of instruction and co-curricular programming** based on 21st century best practices and implement strategies to address them.
- 3.4 **Sustain the District’s technology infrastructure at an appropriate level** to support *future* needs of students and the devices they will employ.

Got it!

Missed this...

TABLE #	GOT IT!	FACILITIES - MISSED THIS....
1		3.1 – communication should include an easy, no hassle way; multiple modalities (via email, website) ; Also should include the following: ensure continuity & transparency with the information shared about Jefferson. And, should be an easy, all-encompassing set of goals for the early childhood center when info is presented
		3.4 – Should include ...future needs of students and the devices “and media” they will employ
2		3.1 – is overarching, are the points clear in & of themselves
3		Develop a finance plan for the upkeep and maintenance of buildings.
		Learn lesson from Jefferson
4		Comprehensive plan!
		Jefferson’s turn!
		Behind in our ability to store data. Outsource some of the data – more like business.
5		3.4 – to support future needs of “teachers” and students...
		3.3 – Does this include possible staff?

TABLE #	GOT IT!	FACILITIES - MISSED THIS....
6		3.3 – include: “...identify & prioritize facility & technology needs to provide similar opportunities across buildings for delivery of instruction”
7		Not focus so much on Jefferson in the “General Agreement”. Should be on all facilities
		Communicate plan for all facilities - chart/time frame of improvements - need to see all concerns & when addressing them
8		Further and clearer definition of terms – for example, what does “technology” mean in the district or what is the vision for a new early childhood center
9	X	
10	X	
11	X	
12		3.1 – Communicate via various methods, meeting door-to-door, phone calls & flyers to residents of Wheaton that do not have children in Dist 200
13	X	3.1 – Liked how they talked about it being a comprehensive plan
14		Proactive informing district Articulate message Involve community members Jefferson appeal to all stakeholders
15	X	
16		3.1 – Add information and communication regarding state and federal mandates requiring districts to provide early childhood education
17		Agree with 3.1 – we need much more work ahead of time communicating with taxpayers.
		Separate 3.3 into 2 points
		*We would like to re-emphasize the importance of providing P.D./training & less focus on the “stuff” 1:1 technology.
18		3.2 – Add: Make sure the cost benefit of tear down & remodel are covered & communicated to the district
		3.4 – “sustain” Question word choice – do you mean support Maintain appropriate level of the district...
		3.5 – Oversee outside contracted work done to make sure that work is “quality”

TABLE #	GOT IT!	FACILITIES - MISSED THIS....
19	X	*The earlier you start providing services, the less you'll potentially spend in the long run.
20		3.3 and 3.4 – encompass <u>all</u> learners, 3.1 – only covers a subset but seems/looks as if it is a higher priority
22		<u>Comprehensive communications plan</u>

4. FINANCE

General Agreement: Levels and allocation of funding were mentioned frequently as obstacles to be addressed by the District. The community is aware that continued reductions in State and Federal funding are anticipated and reinforced the need to maintain quality staff within the existing revenue limitations of the District. As a result, the status quo is not an option and the Board will be required to make difficult decisions such as staff reductions, in the coming years. Specific areas for the Board to address are included below.

When providing regular financial updates to the community:

- 4.1 Provide **comparative data from benchmark school districts**.
- 4.2 Include **current and projected status of the pension systems** and the potential impact to the financial well-being of the District.
- 4.3 Describe **efficiencies gained** by implementing energy conservation measures, outsourcing of particular District functions, utilizing online resources, etc.

When considering potential reductions, consider the following.

- 4.4 **Continue to foster a balance of quality staff** (experienced and new) while still optimizing instructional excellence and fiscal management.
- 4.5 **Continue to review and negotiate all contracts** to ensure maximum quality at minimal cost.
- 4.6 **Continue to explore opportunities to collaborate with other agencies** to reduce or restrict spending—business partnerships, park districts, the buying power of multiple districts purchasing, etc.
- 4.7 **Continue to review budgetary efficiencies** to ensure the leanest operation possible.

When considering future streams of revenue, consider the following.

- 4.8 **Expand private funding sources**—businesses in the community, competitive grants, corporate sponsorships/partnerships, estate planning, private money from citizens/groups and alumni, and naming rights to facilities/stadiums.
- 4.9 **Encourage local city governments to increase commercial development** within District boundaries.
- 4.10 **Consider an increase of fees**—student activity fees, registration fees, fees for extra-curricular activities and events.
- 4.11 **Consider a referendum** (tax increase) for operations.

Got it!

Missed this...

TABLE #	GOT IT!	FINANCE – MISSED THIS....
1		Should include: 4.12 – Tap into community resources & their expertise.
2	X	
3		4.10 – change to “review” fees – need to be comparable to other school districts
		4.11 – Consider a referendum?
		4.7 – “Budgetary efficiencies” should be changed to “District efficiencies”
4		4.1 – Possible apples/oranges on finance
		4.2 – What would the impact be to schools & taxpayers?
5	X	
6		4.8 – Distribute resources equitably throughout the district
7		Open to private funding

TABLE #	GOT IT!	FINANCE – MISSED THIS....
		4.5 – What kind of contracts?
8	X	We were the most concern about 4.7 and the will to follow through with efficiencies
9		Consider long-term strategic planning to maintain experienced personnel from teaching staff to Board to district employees
		4.8 – Leverage community stakeholders in their commitment to finding resources
10	X	
11		4.1 – More benchmark districts represented
		4.8 – Explore opportunities to retain a Grant writer for the district
12	X	
13		*We were surprised to hear that there are only 3 years until the budget is no longer balanced. There is a sense of urgency to get this figured out.
14		Inform community in detail Cost & benefits
15	X	Incorporate this into a *comprehensive communication plan
		4.8 – “explore” instead of “expand”
16		4.9 – Does not seem to fit with what we want to accomplish in terms of district goals. Not a good use of time and resources
17		4.5 – Shouldn’t this be a given?
		4.6 – Add museums, forest preserve
		4.11 – Focus on this...not cutting more (2 people offered to even go door to door)
18		4.8 – District 200 Foundation (name so people know it exists)
		4.12 – Explore opportunities for paid renting of facilities
19	X	4.1 - *
		4.8 - *
20		4.7 – should include: “...while developing & maintaining equity among all schools.”
22		Contracting Information Technology to all the two IT directors to do something else

5. COMMUNICATIONS/COMMUNITY ENGAGEMENT

General Agreement: Participants expressed the need for establishing a long term, meaningful and ongoing communication process with the residents of the District. Participants also recognize the importance of effective communications and transparency. It is important to meaningfully engaging the broader community in key decisions that impact the future of the District.

- 5.1 **Develop a plan for communicating** Engage 200 recommendations to the District community.
- 5.2 **Host community-wide sessions** like those modeled in the Engage 200 program to promote a two-way communication process regarding key decisions that impact the future of the District.
- 5.3 **Review areas of community “surprise”**, gained through the Engage 200 process, and **tailor specific communications** to promote understanding.

Got it!

Missed this...

TABLE #	GOT IT!	COMMUNICATIONS/COMMUNITY ENGAGEMENT - MISSED THIS....
1		***Always use same benchmark districts from presentation to presentation.
2		Need an Engage 200 Report Card w/ specific accountability to the community.
5	X	
6		General Agreement: last line should be: “it is important to meaningfully engage the broader community in key decisions that impact the future of the District.”
8		*Including a wider audience – more community members to balance school personnel
		*Leading ideas versus presenting them with less slant
		*More nuance and sensitivity in regard to diversity issues and impact on district
		*Broaden the comparative districts used as a benchmark
9		5.1 – ...to gain support and commitments to implement the strategic plan.
10		Make sure you build the trust of all stakeholders...especially those who are not sending kids to Dist 200 schools. Use multiple communication tactics to achieve this.
11	X	
13		*How will the process of finding/hiring a new Superintendent affect the vision of the district? Will all the work of last Superintendent be derailed?
15	X	How do the school “teams” take this back and implement anything? What do we do now?

TABLE #	GOT IT!	COMMUNICATIONS/COMMUNITY ENGAGEMENT - MISSED THIS....
16		Communicating specifics not generalities – community understanding what we need to have (federal & state mandates, etc) vs. what is nice to have. -What are the unfunded or underfunded mandates
		Bring Engage 200 follow up to individual school to increase understanding, reduce misunderstandings and increase participation.. to understand the district as a whole.
18	X	
19		* Continuing the “Engage 200” process – -Follow up to the recommendations -Don’t let this process die!
20		Find a way to engage those who don’t have a connection/ invested interest in the schools (ie: seniors)
		Don’t talk about communicating – Do It
22	X	Entire report could have been written prior to the first meeting
		Should have included Common Core – it came up at every meeting!
		Consensus means shut out minorities people who feel no one will listen, come once.