Discussion Points

- **Introduction** (Part One)
  - About RSP
  - Committee Introduction Activity 1

- **Process** (Part Two)
  - Conduct/Ground Rules Activity 2
  - Parking Lot
  - Roles
  - FMP Process
  - Academics, Culture, Economics (ACE)
  - Guiding Principles

- **Committee at Work** (Part Three)
  - Future of Learning Video
  - Academics
  - Grade Configuration Activity 3

- **Moving Forward** (Part Four)
  - Next Steps
Part One: Introduction
About RSP

- Founded in 2003
- Professional educational planning firm
- Expertise in multiple disciplines
- Over 20 Years of planning experience
- Over 80 years of education experience
- Over 20 years of GIS experience
- Clients in Arkansas, Iowa, Illinois, Kansas, Minnesota, Missouri, Nebraska, North Dakota, Oklahoma, and Wisconsin
- Projection accuracy of 97% or greater
Questions with Clickers

Questions and the use of the Clickers are to help RSP, Board of Education, Administration, and the public better understand what you may be thinking about various issues at this point in the process:

- Keeping your mind engaged
- Get immediate feedback
- Answers will help with future discussions
Committee Introductions (Activity 1)

At your table with the person on your right ask them the following question:

1. Persons Name
2. What City do they reside
3. Their hope for this process

During the report out, state the information you learned from that person

(Do you really know everyone?)

Time Limit – 15 Minutes
Demographic Question #1

I have lived in the district:

A. 0 to 3 years
B. 4 to 6 years
C. 7 to 9 years
D. > 10 years
E. Do not live in the district

Number of Respondents: 26
Committee Response 04/18/18
The following describes my affiliation with the district:

A. Parent or Guardian
B. Staff member
C. Former Student
D. Other

Number of Respondents: 46
Committee Response 04/18/18
Demographic Question #3

The following are the grade levels of my student/s

A. K-4  
B. 5-8  
C. 9-12  
D. Graduated  
E. No students

You can choose up to four answers

Number of Respondents: 46

Committee Response 04/18/18
Demographic Question #4

To the best of my ability, I agree to attend every committee meeting and public input discussion:

A. Absolutely
B. Mostly
C. Somewhat
D. Not Likely
E. Not at All

Number of Respondents: 27

Committee Response 04/18/18
I will keep my mind open to solutions that may end up impacting my family, friends, or neighborhood:

A. Absolutely
B. Mostly
C. Somewhat
D. Not Likely
E. Not at All

Number of Respondents: 27

Committee Response 04/18/18
Part Two: Process Discussion
1. Provide information that will help guide a Facility Master Plan Committee discussion:
   - Facility Master Plan Process
   - Introduction to Grade Configuration

2. Provide a transparent dialogue between RSP, Administration, BOE, and Committee so the public will better understand the timing for how the district creates its Facility Master Plan
Parking Lot

1. Place to put questions about items you would like answered

2. Place to put general comments

3. Answers by either RSP or Administration prior to the next committee meeting
At your Table discuss what you think all committee members should adhere to at each meeting:

1. Each table will report out one item
2. We will go around each table until all the ideas are reported

Committee will vote by a show of hands if they agree with the list of items that each committee should adhere to at each meeting

Time Limit – 5 to 10 Minutes

(Rules assist with creating a safe environment for everyone)
Conduct / Ground Rules (Results)

- Be respectful of other opinions
- Think BIG
- Keep emotions under control and focused
- Be concise
- Share your viewpoint
- Assume good intentions
- Be prepared and involved
**Learner Centered:**
The district's mission statement is: We are committed to engaging all students in a **challenging** and **supportive** environment that ensures **all** students learn at high levels.

**Community Connected:**
There is a great deal of Community Support for the schools, coupled with High Expectations. Community people are **Passionate** about the district, and there is a great deal of pride in the community regarding their schools past, current and future.

**Teacher Empowered:**
Through their building level PLC's Leadership is encouraged in the district. Teachers operate in a Collaborative environment, focused on **High Quality** and **Continuous Improvement**.
A Community Driven Process
Board of Education Meetings

Committee Meetings

Public Forums

Starts April 2018

Completed January 2019

NOTES:

Committee meetings could include building tours, special presentations, and homework. All the committee work builds toward being able to answer one of the following:

- Build New / Renovate
- Re-purpose
- Grade Configuration
- Future Academic Programming
- Finance
- Ongoing projects to include: maintenance, safety/security, and other extracurricular facility needs
**Board of Education:** Provide the framework of the process, community values, receive the Committee recommendation, listen to community input, and after more discussion approve a plan that will guide the district in making timely decisions for student academic achievement.

**Administration:** Provide guidance over the process, attend the committee meetings and public forums, be a resource in answering questions related to school district related topics, communicate the educational vision, and provide ongoing progress updates to the school community through a targeted communication plan.

**RSP:** Facilitator (Board, Committee, and Public Forums). Utilize GIS data, knowledge gained from County and City jurisdictions and others to create accurate enrollment projections, as well as facilitate meetings that produce positive, meaningful dialogue for the Board to consider solutions for students to experience World Class Educational opportunities in the classroom.

**Committee:** Discuss and analyze information, as well as engage in conversation with other committee members and the community. Examine options presented and evaluate based on the community values and prioritized framework established by the Board of Education, ultimately leading to a recommendation the BOE will consider to implement for a Facility Master Plan.

**Community:** Review the Committee options and provide constructive feedback so the committee and/or Board can consider how any of these ideas might benefit the student educational experiences.
Academics, Culture, Economics

Academics
- World Class Learning
- College & Career Successful
- Relevant & Rigorous
- Class Size
- Grade Configuration
- Enrollment/Capacity

Culture
- Athletics
- Activities
- Clubs
- Organizations
- Student Engagement
- Parent Involvement
- Traditions/Pride
- Safe/Caring

Economics
- Repurpose of Schools
- Remodeling/Additions
- New Construction
- Bond Referendums
- Community Support
- Ability/Desire To Afford

LEARNER CENTERED
COMMUNITY CONNECTED
TEACHER EMPOWERED

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After the Board discussed the Key Issues Identification items, they believed the following:

- All ten Key Issues Identification are important for the process to be successful
- Some of the items would need to happen regardless of what the committee recommends in the Facility Master Plan process
- The selection of what tier the other items are associated were derived by the discussion and ranking of the Key Issues Identification items. Those items that received more than one vote were considered Tier One, those with one or fewer votes were to be classified as Tier Two
- Board goal is for the committee to adhere to the Absolutes and best as possible address the Key Issues Identification in both Tier One and Tier Two

The Ten Key Issues Identification items should be classified in the following three areas (Shown on next page):

- Absolutes
- Tier One
- Tier Two
**Key Issues Identification**

**ABSOLUTES:**
1. Defining what equity means in the creation of improvements or new facilities
2. Ensure all schools are safe and secure

**TIER ONE PRIORITIES:**
1. Build community support in the creation of a Facility Master Plan which will promote world-class academic opportunities for every student to be college and/or career successful
2. Define the ideal grade configuration (ES, MS, HS) and appropriate transitions
3. Defining what a neighborhood means (ES, MS, and HS) and if or when there is a transition from grade centers to neighborhood attendance areas
4. Plan for Future Changes in the District (Transfer Policy, Open Enrollment, academic standards: Special Education (SPED), English Language Learners (ELL), Core and Flex Space, Activity or Extra-Curricular Programs)
5. Funding availability to support the desired academic programming and capacity need

**TIER TWO PRIORITIES:**
1. Provide guidance on what happens with existing buildings
2. What is the ideal capacity (students and sections) of a school (ES, MS, and HS)
3. Provide a timeline for any future building
Part Three: Committee at Work
The Future of Learning by 2Revolutions LLC
https://www.youtube.com/watch?v=xoSJ3_dZcm8
World Class Learning
College & Career Successful
Relevant & Rigorous

**Grade Configuration**
Class Size
Enrollment/Capacity
Grade Configuration (Activity 3)

During this activity we are going to explore more about what you think about grade configurations:

1. Expand upon the readings
2. Using your experience, knowledge gained from readings discuss and support the reasons for and against a particular elementary grade configuration

During the report out, each table report out the ideal grade configuration they would like to see for elementary school aged students. After those options are known, a pro and delta list will be created for each of the grade configurations

Time Limit – 15 Minutes
Grade Configuration (results)

- Socionics
- Smaller ES
- Transportation – decrease travel time
- Early Childhood
- Growth
- Staff collaboration
- Age appropriate
- Minimum transitions
Part Four:
Moving Forward
Final Question

The information presented was:

A. Too Fast
B. Just Right
C. Too Slow

Number of Respondents: 24
Next Committee Meeting: May 23, 2018

- Preliminary Agenda: Current Capacity and Enrollment Projections

Next Public Input: June 20, 2018

- Preliminary Agenda: Communicate and Identify Community Perceptions

Communication

- Utilizing all media formats (newspaper, social media, district website, newsletters) to inform the community of the process and charge to the committee so they can follow what happens and prepare for the possible boundary changes that are being discussed.