

WATERTOWN CITY SCHOOL DISTRICT STUDY QUESTION:

ARE THERE OPTIONS THAT MIGHT PROVIDE EFFECTIVE WAYS OR PATTERNS TO ORGANIZE HOW THE PreK-12 PROGRAM IS IMPLEMENTED/DELIVERED OVER THE NEXT THREE YEARS?

Scope, Sequence of the Study and Roles of Key Participants, a draft outline

Part One of the Planning Process: Answer the Study Question.

- September 2019 through June 2020
- Collaborative Effort by:

	Community Advisory Committee	SES	School District Leadership Staff	Architect	Board of Education
Role in Part One	<p>On a regular basis work closely with the consultant of the district as a ‘steering committee’ to offer perspectives, and insights. Ask clarifying questions about baseline district data compiled to answer the study question. <i>“Local People, Local Knowledge”</i></p> <p>Facilitate information sharing among residents and the school district. At times, review documents between meetings.</p>	<p>The Study Team is to “hold up a mirror” to data about the school district, organize the data without bias; and to identify (as guided by the data) possible options and <i>opportunities and challenges</i> of various scenarios to implement/deliver the educational program. SES meets with the Community Advisory Committee to encourage and listen to perspectives, insights and clarifying questions about the compiled baseline data as the <i>Program Implementation Study of Options</i> is developed by SES. The role is accomplished with transparency of the data; with no bias toward particular possible options; and without advocacy of which option(s) should be implemented.</p>	<p>Provide the baseline data about the school district to enable the three studies: <i>Pupil Capacity Analysis, Enrollment Projection Study, and the Program Implementation Study of Options.</i></p>	<p>Provide information, and insights about the current conditions of the school buildings and sites.</p>	<p>Engage the collaborative effort. Be informed about the progress of the study. Non-advocacy of any possible findings of the study as it is developed.</p>

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Starting in September					
	Community Advisory Committee	SES	School District Leadership Staff	Architect	Board of Education
		<p>Informs Leadership Team of baseline data to be compiled.</p> <p>Hosts the <i>Planning for the Future Workshops</i> with the Board and Administrative team. Prepare a report of the results of each workshop.</p>	<p>Begin compilation of baseline data.</p> <p>Compilation of study baseline data.</p>	<p>Prepare information about the latest Building Conditions Survey of the schools.</p>	<p>Identifies and appoints a Community Advisory Committee representative of all of the stakeholders of the Watertown City SD.</p> <p>Participation in <i>Planning for the Future Workshop</i></p>
Community Advisory Group Meeting One-January					
	<p>Participation in <i>Planning for the Future Workshop</i></p>	<p>Host the <i>Planning for the Future Workshop</i>. Prepare a report of the results of each workshop.</p>	<p>Preparing Program Vision presentation for the Advisory Committee.</p> <p>Participation in <i>Planning for the Future Workshop</i>.</p>	<p>Prepare information about the latest Building Conditions Survey of the schools.</p>	
Community Advisory Group Meeting Two					
	<p>Learn the details of the Watertown City SD Program Vision. Ask clarifying questions as to how that vision might influence the delivery of instruction options by the district with both pedagogy and use of the current school buildings over the next 3-5 years.</p>	<p>Host the work meeting. Listen to insights.</p>	<p>Share/present the Program Vision that has been developed by the Board, staff, and Leadership Team to the Community Advisory Committee.</p> <p>Compilation of study baseline data.</p>	<p>Attend the work meeting. Listen.</p>	

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	Community Advisory Committee	SES	School District Leadership Staff	Architect	Board of Education
Community Advisory Group Meeting Three					
	Ask clarifying questions about the pupil capacity findings and enrollment projection findings as to how the findings might influence the delivery of instruction options and the use of the current school buildings.	Host the work meeting. Share the ‘raw data’ that form the basis for the draft <i>Pupil Capacity Study</i> , and the draft <i>Enrollment Projection/Demographic Study</i> . Listen to insights.	Review the study drafts. Compilation of study baseline data. Host a visit by SES to each school building.	Review the study drafts. Visit to the schools.	Review the study drafts.
	Community Advisory Committee	SES	School District Leadership Staff	Architect	Board of Education
Community Advisory Group Meeting Four					
	Ask clarifying questions of the architect about the findings of the Building Conditions Survey Data. Ask the leadership team and the architect how the findings might influence the achievement of the district program vision for the future, and the delivery of instruction. Share insights by those members who visited a tour of various buildings by the district.	Host the work meeting. Listen to insights.	Offer a tour of various schools to the members of the Advisory Committee between meetings Three and Four. Share insights about how the Building Conditions Survey may influence the achievement of the program vision and the future delivery of instruction. Compilation of study baseline data completed.	Compile and present data about the Building Conditions Survey Data about each school building. Offer summative insights about ‘the bones of each school building’.	

Community Advisory Group Meeting Five					
	<p>Review, discuss, and ask clarifying questions regarding the baseline data that form the foundation of the <i>Program Delivery Study</i>. Offer insights, ideas, suggestions, and ‘conditions’ that possible ‘doable’ scenario options to answer the study question may need to address.</p>	<p>Host the work meeting. Share print copies of the <i>Pupil Capacity Study</i> and the Enrollment <i>Projection/Demographic Study</i>.</p> <p>Share the draft school district baseline data that will be analyzed in the <i>Program Implementation Study of Options</i>.</p> <p>Listen to insights. Answer clarifying questions.</p>	<p>Share print copies of the <i>Pupil Capacity Study</i> and the Enrollment <i>Projection/Demographic Study</i>.</p>	<p>Share print copies of the <i>Pupil Capacity Study</i> and the Enrollment <i>Projection/Demographic Study</i>.</p>	<p>Share print copies of the <i>Pupil Capacity Study</i> and the Enrollment <i>Projection/Demographic Study</i>.</p>
Community Advisory Group Meeting Six					
	<p>Review, discuss, and ask clarifying questions about the <u>draft</u> <i>Program Implementation Study of Options</i>.</p>	<p>Host the work meeting. Share a print working draft of the <i>Program Implementation Study</i> which includes a listing of Opportunities and Challenges presented by each option.</p> <p>Listen to insights. Answer clarifying questions.</p>	<p>Share a print working draft of the <i>Program Implementation Study</i> which includes a listing of Opportunities and Challenges presented by each option.</p> <p>Listen to insights. Answer clarifying questions.</p>	<p>Share a print working draft of the <i>Program Implementation Study</i> which includes a listing of Opportunities and Challenges presented by each option.</p> <p>Listen to insights. Answer clarifying questions.</p>	<p>Share a print working draft of the <i>Program Implementation Study</i> which includes a listing of Opportunities and Challenges presented by each option.</p> <p>Listen to insights. Answer clarifying questions.</p>

	Community Advisory Committee	SES Study Team	School District Leadership Staff	Architect	Board of Education
Community Advisory Group Meeting Seven					
	<p>Before the meeting, review the <i>Program Implementation Study</i> work draft finalized based on work meeting Six. Committee members have the work draft <i>Program Implementation Study</i> to review before Meeting Seven.</p>	<p>Host the Community Advisory Committee as a ‘research tool’. The role of SES is to organize the Community Advisory Committee, and to listen and record the information and perceptions of the community members as they review, discuss and identify <i>opportunities and challenges</i> suggested by the various option scenarios reported in the study. The documented work of the Community Advisory Committee as a Focus Group becomes a valuable tool for the Board in their deliberation with regard to how best to implement the program at what grade level configurations and in what school buildings.</p> <p>The work together ends with a process for the Community Advisory Committee as a Focus Group to rank-order the various scenario options as to what might be best ‘for kids’. This step is not a ‘vote’. It produces a tool to help the Board along with the community in deliberations about what action, if any, to pursue.</p>	<p>Option: Attend meeting seven to listen and observe.</p>	<p>Option: Attend meeting seven to listen and observe.</p>	<p>Option: Attend meeting seven to listen and observe.</p>

		SES prepares a report of the work results of the Community Advisory Committee at this meeting.			
Soon following Meeting Seven of the Community Advisory Committee					
	Community Advisory Committee	SES	School District Leadership Staff	Architect	Board of Education
	Attend the community presentation of findings meeting.	A mutually scheduled evening community meeting opportunity is hosted by SES for the district community, and a meeting the same afternoon is offered for the district staff to learn the findings of the <i>Program Implementation Options Study</i> . The evening meeting is not a Board Meeting.	Attend the community presentation of findings meeting.	Attend the community presentation of findings meeting.	As each study tool is developed, (the <i>Results of the Planning for the Future Workshops, the Pupil Capacity Study, the Enrollment Projection/Demographic Study, the Program Implementation Study, and results of the Community Advisory Committee meeting as a focus group research tool</i>) are publicly available to the community on the District website and in print form. Attend the evening community meeting to report the findings of <i>Program Implementation Study</i> .

The community, Board of Education, Community Advisory Committee, school district administrative leadership, and staff now have working tools that can be a ‘roadmap’ for engaged data-driven discussion about possible ‘doable’ options the school district may wish to pursue for possible implementation. At this point, it is suggested that the direct role of the Study Team, as a ‘guest outsider’ is completed.

- **Part Two of the Planning Process—Following the Community Evening Meeting to present the findings of the *Program Implementation Study***

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The Board, Community Advisory Committee, and community have received the following:

- ✓ Results of public *Planning for the Future* workshops of the Board of Education and the Superintendent, the Community Advisory Committee, and the administrative team.
- ✓ *Enrollment Projection/Demographic Study*
- ✓ *Pupil Capacity Analysis Study*
- ✓ *Program Implementation Options Study* identifying possible ‘doable’ options to answer the study question.
- ✓ Meetings of the work and discussion of the Community Advisory Committee consisting of Board of Education appointed community resident volunteers who reflect the various community stakeholder groups in composition.
- ✓ A rank-ordering of possible ‘doable’ program delivery options by a representative Community Advisory Committee that the Board of Education and community may wish to consider for adaption or implementation.
- ✓ Presentation of the findings of the study at a volunteer meeting for all instructional and support staff.
- ✓ Presentation of the findings of the study at an evening community meeting hosted by SES.

Some possible next steps (not mutually exclusive) *as examples* for the Board and Superintendent over the following weeks/months might include:

- a) Focus on one or more options for likely implementation; have the superintendent with the staff identify program implementation opportunities and challenges with a specific implementation date in mind; fine-tune the transportation plan; fine tune the financial savings to the district.
- b) Choose one or more options to implement. The Board hosts a meeting of the Community Advisory Committee to say thank you for their volunteer time and to share the Board’s initial thinking about the scenario options it believes might be best. To pursue further analysis and discussion. Listen to feedback from the Community Advisory Committee members as a group of ‘community key communicators’ first hand. The Board spends the next two weeks reflecting upon the insights shared by the ‘Community Key Communicators’.
- c) Choose one or more options to implement; share with the community and hold one or more public meetings---as per the local culture for such meetings-- to listen to feedback from the community before formal action by the Board.
- d) Choose one or more options to implement in the next or following school year by formal motion; advertise to the community by the usual means regarding public board meetings that the motion is on the agenda; if the motion passes, the superintendent begins implementation planning with staff.
- e) If one or more options are identified as prime for implementation that requires capital work, engage the school district architect to prepare sample infrastructure and or facility design options. Ask the Community Advisory Committee to be a resource for the Board as various capital project work options are considered.
- f) Don’t make an implementation decision; use the findings of the study for further discussion over the next school year.
- g) Other