

Defining a Good School District

A Community Conversation at the Home of Bob Hutsepiller

1. Non-curricular goals
 - a. Kids have transportation to school (differing opinions about bus transit)
 - b. Buildings look nice, well maintained
2. Outcomes
 - a. Kids can compete globally
 - b. Kids are motivated
3. Taught values
 - a. Honor
 - b. Integrity
 - c. Kids speak well of teachers
 - d. Kids have a good social culture with peers
4. Taught skills
 - a. Technology
5. Educational process
 - a. Much one-on-one time between teachers and children
 - i. Address specific needs of individual kids
 - ii. Maximize potential of each child at their pace
 - iii. Get optimum classroom size
 - b. Kids are engaged
 - i. With the educational material
 - ii. With other kids socially
 - iii. They compete for grades
 - c. Teachers
 - i. Are proud of their jobs and the district
 - ii. They have integrity
 - iii. Care for students
 - iv. Involved in community outside of teaching
 - v. Willing to do more
 - vi. Creative
 - vii. Honorable, professional, integrity
 - viii. Fulfilled
6. Administration
 - a. Proactive to address issues before problems arise
 - b. District listens to community needs—it's a two way, respectful conversation
 - c. Fight for right answer, not what is easy (e.g. giving in to union)
 - d. Financial issues
 - i. Be efficient, disciplined, and creative with finances
 1. But "to a point"—don't overly compromise effective teaching
 - ii. Be a resourceful district—find a way to make it work
 - iii. Balanced budget—live within its means
 - iv. Community needs have priority over union demands
 1. Fight the union
 2. Lower teacher costs by 5%
 - v. District tightens belt as community does

- vi. Don't use cuts to scare parents into supporting levy
- e. Employees
 - i. Competent employees
 - ii. Frugal employees
 - iii. Accountable employees—they care about district outcomes and resources
- f. Kids not involved in levy debate