



# **CONNECTIONS AND COMMUNICATION INQUIRY TEAM BRIEFING REPORT**

---

JUNE 2024



---

# CONNECTIONS AND COMMUNICATION - BRIEFING REPORT

## RATIONALE

Interactive communication between school districts, families, and the community is crucial for fostering a collaborative and supportive educational environment. This interconnected dialogue ensures that all stakeholders are informed, engaged, and aligned in their goals, which is essential for student success. By maintaining open channels of communication, schools can address concerns proactively, celebrate achievements, and adapt to the community's evolving needs. Moreover, such communication builds trust and strengthens relationships, making it easier to mobilize resources and support for various initiatives. Ultimately, this cohesive approach not only enhances the educational experience for students but also promotes a sense of unity, pride and shared responsibility among educators, parents, business and community members.

Community engagement is a crucial component of student success in the UA school community, fostering collaborative relationships between schools, families, community organizations, and businesses. This engagement has a profound impact on students, contributing to their academic success, social development, and overall well-being (Epstein et al., 2019). Engaged and connected communities foster a sense of belonging and pride among students. When students see their community actively involved in their education, it reinforces the value of learning and encourages them to invest in their own educational journey. Engagement between schools and families creates a supportive learning environment that extends beyond the classroom. Schools that actively involve families in education see marked improvements in student academic performance. These partnerships enable parents to better understand the curriculum, support homework routines, and encourage academic pursuits at home (National Network of Partnership Schools, 2024).

Partnerships with local businesses and community organizations expand educational opportunities beyond traditional academics, which is imperative in our rapidly changing world and workforce. Collaborations with businesses can lead to internship programs, career exploration opportunities, and practical experiences that prepare students for future careers (Global Family Research Project, 2018). Such partnerships enrich the curriculum and provide real-world applications of classroom learning.

Hanover Research (2024) emphasizes the role of community engagement in nurturing the social and emotional well-being of students. Programs that link students with community mentors or extracurricular activities provide a broader support network, enhancing their social experiences and emotional growth. By connecting students with community resources and mentors, schools can help students develop resilience, empathy, and interpersonal skills, which are also components of the UA Profile of an Engaged Learner.



Effective resource allocation is essential for bridging the gap between varying socioeconomic backgrounds among students. Hanover's Trends in Education report highlights that equitable resource distribution, aligned to the needs of students, ensures all students have access to necessary tools and opportunities (Hanover Research, 2024). These resources might include technological devices, access to extracurricular programs, and academic support services that are crucial for student success.

Two-way community engagement and communication, supported by strategic partnerships and resource allocation, is indispensable for the holistic development of our students. It is evident through research of best practices that these collaborations foster academic excellence, social development, and equity in education, all of which matters to the UA school community. Schools that prioritize such engagement create enriched learning environments where students can thrive academically, socially, and emotionally.

## APPROACH

During the Phase 1 of the Strategic Planning Process (Autumn 2023), a wide range of stakeholders were engaged to identify the priority areas and inform the design of the strategic planning process. Current stakeholder insight was learned through Dr. Hunt's UAdventure Listening Tour (607 questionnaire responses and 538 focus group participants over 4 months) and the Insight Education Equity Audit (4,730 survey responses and 180 focus group participants over 3 months). Additional foundational data sets that informed the strategic planning approach and the work of the inquiry teams were the Listen Learn Lead community engagement experiences during the spring of 2022 and 2023. Two common themes that appeared throughout these data sets were the UA community's value of **excellence and innovation**. Engaged Learning, Well-being and Belonging, and Connection and Communication, emerged as the three priority areas.

According to the voices of the UA Schools' community (UAdventure, 2023), striving for excellence and innovation in **Connections and Communication** means having a thriving educational environment that benefits from strong community support, diverse perspectives, meaningful partnerships and a commitment to listen and learn. By actively listening to students, families, and staff, providing clear communication and ongoing community engagement, and demonstrating good stewardship of community resources, UA Schools will nurture relationships to enhance the educational experience.

To explore the priority area of Connections and Communication, and to develop strategy recommendations, eleven representative members of the school community conducted an inquiry from February through May of 2024. This inquiry team, composed of staff, students, parents, and administrators, was co-led by a community member, Margie Pizutti, who has expertise in communications, partnerships, and running a large non-profit organization. The strategic planning inquiry process was designed and facilitated in partnership with Coach to Lead, led by Dr. Denise Snowden. This section of the report outlines the inquiry process and learnings. Additional details can be found in the appendix.



## INQUIRY QUESTIONS

### Primary Inquiry Question

- What must Upper Arlington Schools do to advance engaged communication, partnerships, and stewardship of resources?

### Secondary Inquiry Questions

- How can we **broaden engagement and two-way communication** with students, staff, parents and community stakeholders to strengthen connections and support student learning experiences?
- How can we **strengthen and leverage partnerships** within our community in order to provide broad, real-world learning experiences for students, which will better prepare them for success in a global society?
- How can we **prioritize limited resources** to benefit student learning and our school community as well as addressing the challenges of our remaining aging school buildings?

## OPERATIONAL DEFINITIONS

Term / Concept	Definition
Partnership	A relationship between the district or school and an outside organization that is designed to support or expand student and staff learning and experiences, and advance district priorities to benefit students.
Student Learning	The experiences students need to achieve foundational knowledge and skills as well as the skills and characteristics outlined in the Profile of an Engaged Learning that the Upper Arlington School district believes will prepare our students to serve, lead and succeed in Upper Arlington and beyond.
Resource allocation	The way human resources, physical assets (buildings and land), financial resources, technology, time, space, curriculum and community expertise are used to support school district programs.

## PROCESS AND TIMELINE

At the end of each inquiry team meeting (after the initial launch on February 20), members of the team developed a high-level summary to represent their progress, process, and direction. This section outlines the process and timeline for this inquiry team through the lens of their summaries.

On February 20, 2024, the inquiry team was launched to research our priority area to formulate strategy recommendations for the strategic plan. We refined our team charter that will guide our work, unpacked our priority area, set direction, learned about factors that impact our students' future, and engaged in



preliminary analysis. We will reconvene next week to develop our inquiry plan and start our data collection.

On February 26, 2024, the inquiry team developed secondary inquiry questions to better describe engaged communications, partnerships and stewardship of resources, defined partnership and resources from this plan's perspective, developed an inquiry plan for each secondary inquiry question, and outlined a timeline to conduct our inquiry for weeks of February 26, March 4th and March 11th.

On March 18, 2024, the inquiry team divided into subcommittees to develop questions and identify sources to gather data for next steps. These questions can be used during the April 4th Teaching and Learning Team focus groups. As a whole group, the team also assigned data sets to be summarized to help with future recommendations. This work will be used at the next Inquiry Team Meeting in April.

On April 4, 2024, members of our team, along with members from the other two inquiry teams met with the district's Teaching and Learning Team (TLT), a group of 65 people representing every school in the district to conduct focus group discussions. We spent 2 hours divided into 7 focus groups soliciting input based on questions generated from all inquiry teams.

On April 15, 2024, the inquiry team analyzed the results of the TLT focus group data, and reviewed past meeting discussions and Summaries of Learnings table (see Appendix). We reviewed samples of strategy recommendations, and then developed draft strategy recommendations, including rationale and data sources.

On April 20, 2024, the inquiry team developed our draft strategy recommendations, including rationale for the work, and identification of sources of data, research and learnings that can be valuable. We also included additional points to consider for future implementation planning. We then reviewed definitions of key terms and concepts to ensure completeness and accuracy. We discussed the May 9th Listen Learn Lead presentation, chose presenters, and discussed key points per subcommittee.

On May 9, 2024, members of our inquiry team presented our draft strategy recommendations at the Listen Learn Lead community engagement panel. We solicited feedback from the community using a questionnaire using a Likert scale as well as open-ended input for each draft strategy. We responded to questions from the participants as well.

On May 22, 2024, the inquiry team reviewed comments from stakeholders related to the draft strategies and revised the strategies where necessary. Based on feedback, we removed a strategy and included it in future implementation suggestions. We finalized our current state celebrations, challenges and desired futures, and reviewed key vocabulary definitions.

## **SYNTHESIS OF LEARNINGS**

Throughout the inquiry process, learnings were summarized and documented in a "Summary of Learnings" table. This included existing data sets, acquired data sets (focus groups, interviews, etc.), and related literature. This table is included in Appendix A for reference and as an educational resource.



The Upper Arlington Schools have much to celebrate and opportunities for growth within the priority area of Connections and Communications. Based on the team’s learnings, here is a synthesis of the current state celebrations, current state challenges, and the desired future. While these descriptions are not comprehensive, they do provide a glimpse into what the team learned at a high level.

### **Current State Celebrations**

The UA Schools appreciates the advancements in the area of Connections and Communications, including more streamlined district communications that have reduced the number of emails and the implementation of a known schedule for these communications. Strong partnerships have been established with divisions of the City of UA, including the police, fire department, city engineer, and parks and recreation, as well as with local organizations such as the Upper Arlington Public Library and the UA Historical Society. Additionally, the district boasts great new and renovated facilities at both the elementary and high school levels. These achievements are bolstered by robust community support, ensuring a hopeful financial outlook for the future.

### **Current State Challenges**

The UA Schools face several challenges in the areas of Connections and Communications. Parents struggle to keep up with updates on Canvas and manage multiple emails from different schools, teachers, and the district. Additionally, finding desired information on the current website is difficult. The district's aging middle school and preschool facilities, coupled with growing enrollment and the expectation to expand student programming, require significant financial resources. Meeting these expectations within limited resources necessitates educating taxpayers on the increasing costs of maintaining existing programs. Furthermore, the district lacks the organizational structure and resources to navigate existing partnerships and pursue new opportunities effectively.

### **Desired Future**

In the desired future of the UA Schools, communication and connections will be even more streamlined to ensure easy access to information for all stakeholders. Students will excel in their academic pursuits, and families will feel connected, confident and positive about their decision to send their children to our schools. The quality of facilities will be consistently high, both in terms of physical condition and their suitability as learning environments. Resources will be prioritized to address needs that have the most significant impact on student learning. Additionally, a comprehensive process will be in place to identify and leverage partnerships that enhance student learning experiences and other district operations. Innovative partnerships with businesses and community organizations will augment student learning outside of the school, offering practical, real-world experiences that complement the academic curriculum.



## RECOMMENDATIONS

The Connections and Communication Inquiry Team has developed five recommended strategies for consideration in the strategic plan to address the current state challenges and to move us toward the desired future for our students' connections and communications.

### STRATEGY 1 - CLEAR COMMUNICATION

Transparent and clear communication about all aspects of our district is at the heart of the strong relationship that we want to continue to foster among our schools and our stakeholders. Therefore, **we recommend expanding, refining and streamlining communication structures and systems — based on technology and evolving stakeholder needs —** to provide internal and external audiences easy, equitable and timely access to information about our schools.

### STRATEGY 2 - STAKEHOLDER ENGAGEMENT

Understanding that our families and community have a strong desire for connection with our schools, and that our schools benefit from the investment of time and resources by these stakeholders, **we recommend expanding the opportunities — in-person, virtual or electronic — for stakeholders to engage in two-way communication with district staff members and Board of Education members.** Expanding the engagement opportunities between our schools and community will strengthen these relationships and further enhance the student experience.

### STRATEGY 3 - PARTNERSHIPS FOR PATHWAYS

To broaden post-high school opportunities beyond higher education and help students identify interests and viable career options, **we recommend expanding strategic partnerships to provide students with exploratory learning experiences in career, military, and entrepreneurship pathways throughout their education.** Forecasting regarding the future of work indicates the importance of career technical fields, skilled trades, and specialized expertise. The growth of technology-based industries locally are producing many viable opportunities for industry-recognized credentials leading to long-term employment stability.

### STRATEGY 4 - FACILITIES IMPROVEMENT

The current age, design and furnishings of Burbank, Hastings and Jones create instructional and financial challenges, and do not adequately support modern approaches to teaching and learning. Therefore, **we recommend establishing a process for reviewing and updating the facilities master plan options, cost estimates, community desires, and funding strategies.** Our research shows flexible facilities that provide spaces for collaboration best support current teaching pedagogies. We also learned from focus group feedback that the condition of those facilities directly impacts the day-to-day lives of our students and staff.

### STRATEGY 5 - RESOURCE ALLOCATION



Students and families expect more diverse, modern opportunities, while resources remain limited. Therefore, **we recommend formalizing and prioritizing resource allocation that supports student learning.** Our analysis of historical information shows that, although we have managed our resources well for many years, those resources could become stretched quickly if the number or size of programs expand. Close monitoring will be important to continue to be good stewards of our resources.





## REFERENCES

Epstein, J., Sanders, M.G., Sheldon, S.B., et. al. (2019). *School, family, and community partnerships: Your handbook for action* (4th ed.). Thousand Oaks, CA: Corwin Press.

Hanover Research. (2024). 2024 Trends in Education. Retrieved from [\[https://www.hanoverresearch.com/reports-and-briefs/2024-trends-in-k-12-education/?org=k-12-education\]](https://www.hanoverresearch.com/reports-and-briefs/2024-trends-in-k-12-education/?org=k-12-education)

Global Family Research Project. (2018). *Joining together to create a bold vision for next generation family engagement: Engaging families to transform education. A report for Carnegie Corporation of New York.* Retrieved from [\[https://globalfrp.org/content/download/419/3823/file/GFRP\\_Family%20Engagement%20Carnegie%20Report.pdf\]](https://globalfrp.org/content/download/419/3823/file/GFRP_Family%20Engagement%20Carnegie%20Report.pdf)

National Network of Partnership Schools. (2024). *Annual report: How do connections with the community strengthen programs of school, family, and community partnerships?* Retrieved from [\[https://nnps.jhucsos.com/wp-content/uploads/2024/05/NNPS-ANNUAL-REPORT-April-2024-.pdf\]](https://nnps.jhucsos.com/wp-content/uploads/2024/05/NNPS-ANNUAL-REPORT-April-2024-.pdf)



## APPENDIX A - SUMMARY OF LEARNINGS

This table represents the inquiry team’s learnings throughout the inquiry process through the lens of their strategic priority area - Connections and Communication. This table is included to expand understanding and increase transparency. It includes the foundational data sets from Phase 1 of the strategic planning process, existing data sets, new data sets, and relevant literature.

Data Set	Description	Learnings
Teacher and Admin Focus Groups Data Set	The Teaching and Learning Team (TLT) is a representative team of teachers and administrators from every school in the district that meets regularly to provide input on district-wide initiatives and strategic planning. Meeting held on April 4, 2024.	<p>Current State</p> <ul style="list-style-type: none"> <li>Not one cohesive place to access partnerships and resources</li> </ul> <p>Desired Future</p> <ul style="list-style-type: none"> <li>A cohesive places to access partnerships and resources that’s regularly updated</li> </ul> <p>Strategy Ideas</p> <ul style="list-style-type: none"> <li>Connect to develop and get the word out about it and how to access for the intended purpose(s)</li> </ul>
Quality Profile - <a href="#">2023</a>	District’s Annual Progress Report	<ul style="list-style-type: none"> <li>85% of revenue is local property taxes</li> <li>#1 in state with % of money going to classroom instruction</li> <li>Committed to efficiencies</li> </ul>
Quality Profile - <a href="#">2024</a>	District’s Annual Progress Report	<ul style="list-style-type: none"> <li>District is planning for future maintenance needs</li> <li>Phase 1 of master plan was on time and on budget</li> <li>District is using bond interest funds to address items that were cut originally - Tremont and Barrington windows</li> </ul>
<a href="#">Listen Learn Lead 2022</a> - Financial Responsibility (p.19-20); Communications (p.21-23); See student responses for insight about facilities (p.23 and beyond)	Summary of roundtable discussions, focus groups, and a questionnaire to reflect on celebrations, the strategic priority areas (learning experience and culture), communications, and fiscal responsibility.	<ul style="list-style-type: none"> <li>78% of surveys agree or strongly agree about wanting expanded opportunities for student learning and engagement.</li> <li>23% only somewhat agree to continue the current level of instructional programming (53% agree or strongly agree).</li> <li>Financial transparency is highly valued.</li> <li>Students mentioned the overall quality of school building and playground as areas they like about school.</li> <li>Students mentioned cleanliness and more access to the gym as items wanted.</li> <li>Students shared they like projects - Elementary Explorations.</li> <li>The topic of communications inspired many ideas to strengthen communication from the classroom level to the district website.</li> <li>The value of parent and family involvement was a common theme in the responses as well as</li> </ul>



Data Set	Description	Learnings
		<p>transparency. Differentiated, more personalized communication, especially proactively from teachers to parents, is desired.</p>
<a href="#">2022-2023 Financial Update</a>	<p>Annual financial update from CFO</p>	<ul style="list-style-type: none"> <li>● Recognition of financial excellence               <ul style="list-style-type: none"> <li>○ Highest bond rating (AAA), Auditor of State awards, Treasurer recognition (OASBO)</li> <li>○ 1st in state (tied) with % of funding to classroom instruction</li> </ul> </li> <li>● Successful management of bond funds (\$230 million) for phase 1 of facilities master plan</li> <li>● Revenue - local property taxes 85%, only 13% from State</li> <li>● Necessity for local tax levies.</li> </ul>
<a href="#">November 2023 Five-year Financial Forecast</a>	<p>Five-year financial forecast developed by fiscal team and presented to BOE</p>	<ul style="list-style-type: none"> <li>● 6.9 mil tax levy approved November 2022</li> <li>● Student enrollment is growing</li> <li>● Budget reserve of 90 days (25%) of annual expenditures</li> <li>● State support of only \$814 per pupil, UA share is \$7,328</li> <li>● UA community value               <ul style="list-style-type: none"> <li>○ Residence valuations increasing</li> <li>○ HB 920                   <ul style="list-style-type: none"> <li>■ Schools do not see that increase in tax revenue</li> </ul> </li> </ul> </li> <li>● Current forecast “on-target”               <ul style="list-style-type: none"> <li>○ new local property tax levies usually last 3 years before the district goes back to voters</li> </ul> </li> </ul>
<p>Literature on Future Technologies and Workplace/Jobs</p>	<p><a href="#">2024 Trends in K-12 Education</a></p> <p><a href="#">Future Work Characteristics</a></p> <p><a href="#">2022 Google Education Report</a> on the Change in Skill Sets Required for Work (Part 1, p. 22-38)</p>	<p><u>2024 Trends: K-12 Education</u></p> <ol style="list-style-type: none"> <li>1. Shifting enrollment patterns = public schools need to attract families by marketing &amp; communication strategies, increase partnerships (community groups, businesses, and/or legislators)</li> <li>2. Community engagement = build sense of belonging amongst stakeholders, inclusive policies, quality social-emotional learning, and leverage data to improve these areas</li> <li>3. Rapid organizational shifts = changing technology, turnover, budget, reductions, new operational practices, shifting job expectations</li> <li>4. Teachers need support = developing agency, efficacy, professional growth. Shrinking teacher pipeline requires improved job satisfaction for improved student outcomes</li> <li>5. Artificial Intelligence = 96% teachers say they haven't received professional development on AI</li> </ol> <p><u>Future of Learning: Redefining Readiness</u></p> <ol style="list-style-type: none"> <li>1. Market-driven &amp; user-centered, relationships will determine success &amp; frame conduct, constant learning</li> <li>2. Career readiness foundation starts with</li> </ol>



Data Set	Description	Learnings
		<p>social-emotional skills where foundational cognition &amp; metacognition layered on top</p> <ol style="list-style-type: none"> <li>3. Communicate &amp; create with numbers (see Hans Rosling's TED Talk)</li> <li>4. Leverage communication skills / strategies with humans &amp; machines</li> <li>5. Build learning ecosystem of mentors, formal learning, informal learning where side projects foster growth &amp; reflection</li> <li>6. Innovation requires diverse contributions and approaches from inclusive community</li> <li>7. Think differently to solve problems &amp; learn</li> </ol> <p><u>Future of Education: Part 1, Trend 2</u></p> <ol style="list-style-type: none"> <li>1. Automation &amp; AI will transform workplace with demand for skills education doesn't currently offer</li> <li>2. Need to determine what skills will be valued in the future</li> <li>3. Forecasts show increasing demand for analytical and innovative thinking, active learning and learning strategies, complex problem-solving, critical thinking and analysis, creativity, originality, and initiative</li> <li>4. Remote externships, internships, and academic studies expand career access to students who might not be reached -- need partnerships for this</li> <li>5. Re-evaluating vocational education -- fast growing industry such as new media, energy, machinery, banking, and telecommunication combines practical skills training at companies and theoretical lessons at school</li> <li>6. Explores Google partnership "Code with Google" and "Code Next participant" -- provides students who might not have access as learning platform with transferable skills and job opportunities after high school</li> </ol>
Literature on Infrastructure	<a href="#">2022 Google Education Report</a> on Learning Environment (Part 2, p.5-21)	<p>Trend 1 - Upgrading Learning Environments</p> <ul style="list-style-type: none"> <li>● Investments in digital infrastructure to support the meaningful use of technology</li> <li>● Importance of a students' learning environment             <ul style="list-style-type: none"> <li>○ As much as 16% variation in their progress</li> </ul> </li> <li>● Value of "active learning experiences" such as problem-solving and group discussions</li> <li>● Flexible environments</li> <li>● Create opportunities for students to also learn outside of the classroom</li> <li>● Create access to materials for students ahead of the face-to-face session</li> <li>● Not a universal "one size fits all" solution</li> <li>● Use digital tools available to students and teachers that make environments more accessible and ensuring that collaboration is possible</li> </ul>



Data Set	Description	Learnings
<p><a href="#">Future Forecast 5.0</a> - (KnowledgeWorks, 2018)</p> <p>See section on “Civic Superpowers”</p>	<p>Navigating the Future of Learning, KnowledgeWorks’ fifth comprehensive forecast on the future of learning, aims to further conversations about ways education institutions and influencers can shape a future where all students can thrive.</p>	<p>In the next 10 years, new digital technologies will require us to redefine our relationships with one another, institutions and ourselves.</p> <p>The key questions from each driver of change are thought provoking for how the educational system will change.</p> <p>Five drivers of change: Automating Choices (AI), Civic Superpowers (engaged citizens reclaiming balance of power), Accelerating brains (access to new tools), toxic narratives (outdated systems leading to increase mental health issues), remaking geographies (communities are redefining themselves)</p> <p>All of these changes will lead to new kinds of educational practices, programs, structures and roles.</p> <p>Critical starting points to incorporate this change: Design for Equity (equity must be a specific aim), Prioritize Human Development (fundamental human needs in the center of all decisions), Efficiency &amp; Transformation, Lead with Inclusive Governance (decision-making becomes more transparent), Protect Student Dignity &amp; Well-Being (educ. Authority to collaborate with all stakeholders to preserve well-being), Technology Use (education stakeholders to establish new ethical frameworks), and Social Regeneration (define new narratives of success to improve social cohesion and individual development).</p> <p>Reorient teaching and learning systems, expectations and experiences</p>
<p>Partnerships</p>	<p>Interviews with partners and districts to learn more about needs and opportunities.</p>	<p>City of Upper Arlington: meeting with Steve Schoeny, City Manager</p> <ul style="list-style-type: none"> <li>Discussed exploring involving students in recycling, environmental issues that the City is focused on and consider shadowing opportunities; interface with Community Relations Committee to enhance DEI connection/understanding of impact on UA community; opportunities to further leverage City parks/recreation programs with School district activities/involvement; explore additional opportunities for interaction of students with police, fire, EMS, other City departments.</li> </ul> <p>Upper Arlington Community Foundation/Leadership UA: meeting with Executive Director, Jessica Grisez</p> <ul style="list-style-type: none"> <li>Opportunities to engage students in projects connected to the Foundations areas of focus; learn about fundraising/philanthropy to support UA community and broader community issues; Involve students in Leadership UA Program as speakers, attend presentations to understand the</li> </ul>



Data Set	Description	Learnings
		<p>importance/value of developing leadership traits for post HS work/community experiences.</p> <p>Minnetonka School District (MN) Interview :</p> <ul style="list-style-type: none"> <li>• VANTAGE Advanced Professional Studies (connect to community/businesses are through case studies and through 1-1 mentorships with students) <a href="https://www.minnetonkaschools.org/academics/mhs/vantage">https://www.minnetonkaschools.org/academics/mhs/vantage</a></li> <li>• MOMENTUM Design and Skilled Trades (connection to community/businesses are through guest speakers, internships, mentorships, sponsorships) <a href="https://www.minnetonkaschools.org/academics/mhs/momentum">https://www.minnetonkaschools.org/academics/mhs/momentum</a></li> <li>• SAIL program (Students Achieving Independent Life)- this is a program for students with special needs ages 18-22 who are working toward independent living. <a href="https://www.minnetonkaschools.org/district/programs/sail">https://www.minnetonkaschools.org/district/programs/sail</a></li> <li>• Interact Student Service Club (this is a student club developed by Minnetonka High School students to complete service projects, modeled after the local Rotary Service Club). This club created and operates a food shelf for district families from inside the high school—and it fundraises for Hope House, a local youth homeless shelter. (Below is an article that mentions this club’s work) <a href="https://www.minnetonkaschools.org/schools/high-school/mhs/about/news/~board/feature-news-stories/post/legacy-week-2022">https://www.minnetonkaschools.org/schools/high-school/mhs/about/news/~board/feature-news-stories/post/legacy-week-2022</a></li> </ul> <p>Interview with Naperville 203 Schools District, Naperville, Illinois; Lisa Xagas, Asst. Supt. Student Services. She discussed/shared examples of successful community partnerships.</p> <ul style="list-style-type: none"> <li>• <a href="#">Business Partnerships</a></li> <li>• <a href="#">IncubatorEDU (like Shark Tank)</a></li> <li>• <a href="#">Career Motive8</a></li> <li>• <a href="#">RISE Program</a></li> </ul> <p>Upper Arlington Historical Society: interview with Kristin Greenberg</p> <ul style="list-style-type: none"> <li>• Discussed projects the UA Historical Society has been involved with including Jones’ 100th Anniversary, a new display at UAHS near the performing arts center, UA oral history project, providing tours to students, and partnering with individual teachers. Also discussed some of the barriers to strengthening partnership (access to facilities, funding, staffing, etc.).</li> </ul> <p>Upper Arlington Education Foundation and Alumni Association: Interview with Alice Finley and Megan Potts</p>



Data Set	Description	Learnings
		<ul style="list-style-type: none"> <li>They provide the UA Schools with many resources including, but not limited to subject area expertise, field trips, speakers, authentic research opportunities, the data bank for shadow day, and in-kind donations of equipment and materials. They have a grant process to support programming aligned to strategic priorities and an extensive database of alumni information. Additionally they conduct surveys of alumni to learn about their experiences at UA Schools and afterwards. They are well-connected with organizations and businesses in the community and could help us track existing partnerships as well as grow them. They have strong relationships across the community and we are lucky to have them as partners.</li> </ul> <p>The Education Trust: <a href="#">Family Engagement</a></p>
Financial Advisory Board - Master Plan Recommendations	Determined Phase 1 and Phase 2 of master plan	<p>Summary of 2017 Recommendations:</p> <ol style="list-style-type: none"> <li>1. Implement the Master Plan over three phases. COMPLETED - Phase 1 High School Replacement, and Phase 2 ES Renovate/Replace.</li> <li>2. Not Yet Complete - Phase 3 Repair Middle Schools and Burbank Early Childhood School. Estimate in 2017 was \$53M*. Should wait 10-15 years.</li> </ol> <p>*Only provides required, minimum repairs</p>
Facilities Master Plan Options	Detail on each building and various options	<p>Summary of 2016 Options by Building.</p> <p>Burbank - Repair + Option was Recommended \$12.6M**. Includes:</p> <ol style="list-style-type: none"> <li>1. Repairs per assessment</li> <li>2. Rights Sized Classrooms</li> <li>3. Secure Entry Vestibule</li> <li>4. Upgraded HVAC</li> <li>5. Upgrade finishes for ease of maintenance and operational efficiencies</li> </ol> <p>Hastings - Facility Task Force recommended renovation with minimal replacements, while the Community preferred the Replace Option. \$45-\$52M** All should:</p> <ol style="list-style-type: none"> <li>1. Right size classrooms</li> <li>2. Add collaboration spaces</li> <li>3. Update Media Center, Tech, Art and Music</li> <li>4. New Gymnasium, multipurpose room, cafeteria and add additional classrooms.</li> <li>5. Updated Administration and Auditorium/music</li> <li>6. Improvements to Fields</li> </ol> <p>Jones - All groups preferred renovation over repair. \$47-\$50M**</p>



Data Set	Description	Learnings
		Renovations should: <ol style="list-style-type: none"> <li>1. Right size classrooms</li> <li>2. Add collaboration spaces</li> <li>3. Replace and relocate Media Center to a central main floor location.</li> <li>4. Upgrade Tech, Art and Music spaces</li> <li>5. Add courtyard to allow natural light to interior spaces.</li> <li>6. New Gymnasium, multipurpose room, cafeteria and add additional classrooms.</li> <li>7. Repair Auditorium and expand stage.</li> <li>8. Updated Administration and secure entrance.</li> <li>9. Improvements to Fields/courts</li> </ol> <p>** Recommended Repair+Renovations</p>
Facilities Master Plan - Physical Assessment	Detailed physical assessment on each building	Physical Assessment completed for all three buildings in 2015. Repairs were identified, itemized, estimated, and grouped by urgency. Need in 0-5 years, 5-10, or 10-15. <ul style="list-style-type: none"> <li>- What repairs have been completed since 2015?</li> <li>- Have any new issues surfaced in past 9 years?</li> <li>- How have costs inflated since 2015 estimates?</li> </ul> 2015 Estimates (for 15 years of repairs): Burbank - \$8.2 million repairs/renovations needed by 2030. Hastings - \$30.3 million repairs/renovations needed by 2030. Jones - \$22.2 million repairs/renovations needed by 2030.
Facilities Master Plan - Education Adequacy Assessment	Detailed education adequacy assessment on each building	In 2015, the district also conducted an Educational Adequacy Assessment of all ES, MS, and HS buildings, but did not include Burbank in that assessment. <ul style="list-style-type: none"> <li>- Have educational needs changed since the 2015 adequacy assessment - virtual technology adaptation, informal learning, collaboration, etc.?</li> <li>- Does an educational adequacy assessment need to be completed for Burbank?</li> </ul> Major findings for Middle Schools. Hastings <ul style="list-style-type: none"> <li>- Security deficiencies</li> <li>- Classrooms not "Right sized"</li> <li>- Lack of daylight</li> <li>- Lacks collaboration space in media center and throughout</li> <li>- Antiquated auxiliary and specialty spaces, some spaces too small</li> <li>- Restrooms poorly located</li> <li>- ADA Compliance challenges</li> <li>- Limited parking</li> <li>- No flexibility or adaptability for new technologies</li> </ul>





Data Set	Description	Learnings
		<ul style="list-style-type: none"><li>- Lacks necessary storage</li></ul> <p>Jones</p> <ul style="list-style-type: none"><li>- Security deficiencies</li><li>- Classrooms aren't "right sized"</li><li>- ADA Compliance challenges</li><li>- Antiquated auxiliary and specialized spaces</li><li>- No collaboration spaces or outdoor learning areas</li><li>- No flexibility or adaptability for new technologies</li><li>- Poor circulation and wayfinding</li><li>- Limited parking</li></ul>