

Community Engagement Meeting
November 8, 2006

NOTES

1. What is family ownership?
 - ❖ Parents who teach at home and support education
 - ❖ Children cannot pick parents
 - ❖ More time & energy into child than parents The group discussed that we can not force parents to participate in their child's education, so we should focus on the student.
 - ❖ The only control with child not the parent.
 - ❖ We should spend time on child.
 - ❖ The concern: more work being sent home. Homework is not at mastery level - it is on the new topic with expectation to teach
 - ❖ Level the playing field
 - ❖ Define difference
 - ❖ Less room for involvement as the child gets older
 - ❖ Must look deeper at the upper level
 - ❖ Different level of involvement during the day I am not sure
 - ❖ Time constraints
 - ❖ "Belonging"
 - ❖ Tone of communication with family
 - ❖ Careful to not play the blame game We should not blame parents for not being involved
 - ❖ Parent not at school - they may not know what to do
 - ❖ Intimidation
 - ❖ Active participant in a way
 - ❖ Offer other ideas
 - ❖ Positive phone calls home will get more involvement
 - ❖ Shield child from outside
 - ❖ Pressure pushed from school to community causes poor relationships
 - ❖ Ownership must start at beginning
 - ❖ Past ninth grade – things change
 - ❖ Nontraditional family must feel connected
 - ❖ Connectedness is not there between community and schools

2. How can we get the 75% of the population that do not have children in Fairfield City Schools to feel a direct benefit from the schools?
 - ❖ School system should be one that wants to "draw" people in
 - ❖ Adult course offerings – including languages/technology
 - ❖ Community events (like summer play)
 - ❖ Partnering with community businesses (like library)
 - ❖ City – schools together as a community
 - ❖ Recognize cultural diversity in community
 - ❖ Looking for activities that they (community) can participate in (accessible)
 - ❖ Staff aware of all programs available for the community
 - ❖ Does our community feel needed by the schools?
 - ❖ Involve community members to volunteer (how do we let the community know ways they can volunteer and help?)
 - ❖ Students out and volunteer in the community (require?)
 - ❖ Facilities that bring community and schools together (ie Mason)
 - ❖ Schools have to go out to community not wait for 75% community to come to the schools (Hispanic, library, sr. center, preschools, young adults, Bridgewater fields, service organizations, churches, parks)

- ❖ Is the gold card membership advertised as well as it could be? Are there other programs we can offer
- ❖ Parking lot
 - how can we get focus groups different from those that are already interested in schools (group has to go to the community)
 - how does this interface to funding questions
 - separate activities – school, township, city (joint trips to Columbus)

3. What does instruction in a classroom look like when every student is succeeding every day?

- ❖ Students engaged – individual projects; working in groups; keeping track of own growth
- ❖ Diversity of activities – acknowledge diversity of learning styles and abilities
- ❖ Teacher in charge
- ❖ Using tech for learning
- ❖ Preparing for workforce; relationships
- ❖ Learning to get along with others; groups of diversity
- ❖ Cooperative groups
- ❖ Communication skills
- ❖ Tech available to all
- ❖ Apply learning to “real life” situations
- ❖ Flexible
- ❖ Student/teacher interactions; feedback
- ❖ Peer interaction/tutoring
- ❖ Excitement
- ❖ Constructive “noise” conversations
- ❖ Partnership activities (business)
- ❖ More parents involved in daily instruction
- ❖ Opportunities for students as careers: tap into parents as resources for info. (student exposure) (ie. College rep plus classes at high school)
- ❖ Build relationships (teacher connect with students)
- ❖ Value learning for learning to become a better person, community member
- ❖ Year round learning
- ❖ Teaching the way student learn
- ❖ High level ?
- ❖ Setting high expectations – student goal setting
- ❖ Students working to their potential
- ❖ Materials relevant for individual learning

4. What does it look like to have families feel valued and cultural diversity respected?

- ❖ How is diversity defined?
- ❖ How do we educate the staff & community?
- ❖ There is a need to understand difference within the community – everyone brings individual value; be aware, understand, accept
- ❖ The teachers must do this (be aware, understand and accept); put in some effort
- ❖ Acknowledge prejudices – kids pick up on it; parents pick up on it
- ❖ The more diverse we are, the richer we are. Everyone has a story. Get the community to come in to the schools to share
- ❖ The Intermediate School has the “Pot of Club” class – provide more opportunities like this
- ❖ Freshman School has Agents of Change program.
- ❖ We need more minority teachers
- ❖ Teacher exchange program
- ❖ Student or teacher exchange between an inner city school and suburban school
- ❖ We all have to have ownership in something to feel valued
- ❖ Give kids opportunities early on to get involved
- ❖ Parents need to get involved in their kids lives/schools

- ❖ It is nice to be recognized, called by name, greeted, respected
- ❖ Provide a culturally responsive curriculum
- ❖ Look beyond the outside
- ❖ More training for the teacher cultural competence

5. What are our expectations of physical facilities?

- ❖ Technology based, internet access
- ❖ Trying to predict change
- ❖ Necessary student resources (distance learning, computers, etc.)
- ❖ Year-round schooling
- ❖ Access to changes in structure and set up (“future proofing”)
- ❖ AC units, not in all buildings
- ❖ Access to security (security vs. openness to community)
- ❖ Physical security and cyber security
- ❖ Configurations
- ❖ Teacher certifications – selecting personnel
- ❖ Adaptability
- ❖ Demographic data = projections, enrollment, birth rate, etc
- ❖ Use of facility after hours
- ❖ Athletic facilities – parking; gates chained
- ❖ Football stadium – multiple uses
- ❖ Perception to prospective buyer in community
- ❖ Community use of new facilities

6. How can we use technology to enhance the educational process and improve the community?

- ❖ Education offerings related to tech for community so (over 40’s) realize value
- ❖ Knowledge of where to go to be connected to tech capabilities
- ❖ Community to understand internet and uses (educating parents)
- ❖ Analysis of student needs for educational software
- ❖ Purchase software to match needs of students and needs of the community
- ❖ Diverse populations tech needs and training
- ❖ Use website to let public know tech opportunities
- ❖ Technology as a tool for instruction
- ❖ Tech to make administrators more effective/efficient
- ❖ Cable channel (various languages) of FFS events (leverage media)
- ❖ School using own master teachers to present on video tape on the channel
- ❖ ESL lessons - extension of subjects
- ❖ On-line tutoring
- ❖ Student multi process information coming to school
- ❖ Audio/digital books
- ❖ Have to know basics of tech to function in society
- ❖ Make school the place to come to get tech info and resources
- ❖ Teacher training (inservice on new tech opportunities)
- ❖ Tech needs to be integrated in lessons/instruction
- ❖ Apply “over 40” teacher tech training to community
- ❖ Look at demographics to determine percent of those who have access to tech
- ❖ “Coffee house” approach for training (Internet Café’)
- ❖ Knowing community to give what they want
- ❖ ESL population needs info in auditory form in native language (VHS) (value this population)
- ❖ Articulate vision for technology to tap into unknown resources for support