

Citizens' Voice Forum

September 17, 2003

Chichester, New Hampshire

Final Report - October 2003

I. Planning and Preparation

The Chichester School Board decided to participate in this state-wide project and to hold one of the project's citizens' forums on schools in Chichester. The Board appointed a ten person committee to plan the forum: Gloria Andrews, Anne Banks, Rene Brooks, Brandon Guida, Nancy Fraher, Doug Hall, Gloria Nardini, Michelle Plunkett, Paul Twomey, and Hannah West. Doug Hall was appointed chair.

At the committee's first meeting on May 28, Nancy Fraher was selected as Vice Chair. The committee selected subsequent meeting dates for planning and managing the process. Through the summer the committee met six times. Because it was the summer, not all committee members were able to make all meetings, but the committee was large enough to function with expected absences. Pam Stiles, Principal of Chichester Central School (CCS), and Dave Dziura, Assistant Superintendent of SAU 53, attended meetings when their assistance was needed. After each meeting, the chair prepared and distributed a summary of the discussions to the members by email. (Copies of those summaries are attached to this report.)

The first step was to identify a date for the forum. The committee selected a tentative date and members volunteered to contact various community groups to determine what conflicts might exist with that date. Having obtained that feedback, the committee then finalized the forum date as Wednesday, September 17, the time as 6:30-8:30 pm, and the location as CCS. The committee set a goal of 100 participants at the forum. It was felt that duration of more than 2 hours would discourage attendance.

Committee members then asked 19 formal and informal community groups to avoid scheduling anything for the evening of September 17. Conflicts were resolved (for example, the Chichester Grange decided to forego its meeting and ask its members to attend the forum instead).

Sue Auerbach, the coordinator of the state-wide project met with the committee to present information about the overall project and how the forum would be run by facilitators.

Through the summer committee members:

- designed and printed about 20 multi-color posters, including one giant poster
- distributed posters for display in public buildings and businesses

- designed and printed 1,500 brochures announcing and describing the forum
- wrote summaries of the planning as part of a column in the Suncook Valley Sun
- distributed brochures at the Chichester Old Home Day celebration
- distributed brochures at the school open house organized by the PTO
- placed community announcements with radio and news outlets
- arranged for the brochure to be distributed as a “stuffer” in the Suncook Valley Sun for each of 900+ mail stops in Chichester
- arranged for the large street signs in front of the town hall, town library, safety department building, and school to display notices of the forum

The committee also decided to mail invitations to attend to local citizens. Committee members, school board members and a few other interested individuals each selected ten or more households to whom they would send personal handwritten notes and an enclosed brochure. Letter writers used a copy of the town voter registration list to get correct addresses and to “check off” those to whom they would send letters. This avoided duplicate letters going any household. Letters were sent to households representing 352 of the 1,413 registered voters (25%). Comments made at the forum indicated that these personal invitations were the most successful at gaining participation from residents who otherwise would not have been aware of the event.

Two schedule conflicts occurred that needed resolution. CCS had inadvertently scheduled soccer games for the late afternoon of September 17. Once the conflict was discovered, the games were re-scheduled. Chichester Youth Association had scheduled practices for that evening and attempts were made to encourage those to be changed as well.

The 8th grade class at CCS had volunteered to sell snacks at the forum to raise money for their class. Other 8th grade students volunteered to provide child care in empty classrooms at CCS at the time of the forum.

One week before the meeting, the committee met with Judy Bush, who had been designated by the state-wide project to be the main facilitator for the forum. She outlined how she expected to run the main session and the breakout sessions. Final arrangements were made for sufficient easels, newsprint, markers, name tags, etc.

II. The Forum

89 people registered as they arrived at the forum. 89 later signed in at each of the 4 sub-groups. Neither list was complete as some participants were recorded on only one of the lists. We estimate that 95-98 different people attended the forum.

Of the 89 people on the small group sign-in lists:

- 75 were parents
- 7 identified themselves as grandparents
- 25 identified themselves as “business persons”
- 8 were elected officials
- 11 identified themselves as an “educator”
- 2 noted that they were students

After a welcome by John Poirier, member of the Chichester School Board, Sue Auerbach described the plans for the forum and the attendees were then instructed to meet in their assigned sub-groups in separate classrooms. There were four sub-groups and each had about 23-25 participants.

For each group we have included the comments of one or more steering committee members who were participants. We have also created tables of the ideas offered in each group for “results” and “building blocks” and have sorted them by the number of “votes” each obtained in the priority-setting process within that group. The top ten items in each table are in bold print.

III. Notes & Results from Group A

Most people had things they wanted to say and seemed willing to put forth their ideas. The group was too unfocused and I think the facilitator could have done a better job of redirecting them back to the core question. A very respectful and tolerant group.

Steering Committee member

I was in a group of about 20-25 people. I feel it was a pretty good mix. I would have liked to see some older individuals to balance out the parents. I also would have liked to see a smaller group size. The facilitator went around the room in an organized fashion so everyone would be able to get a turn to speak. Some members seemed to be very vocal and expressed their ideas freely. Others would agree with what was said but did not offer any new suggestions. We stayed to the topic on hand pretty well, only diverting occasionally. Still, more than 2 hours was needed.

Another Steering Committee member

Desired Results (Group A in Chichester)	
<i>Well rounded productive citizens</i>	26
<i>High self-esteem for individuals</i>	16
<i>Students to remain challenged</i>	13
<i>Kids to be excited about learning</i>	12
<i>High quality in basics – RWA</i>	11
<i>Teachers to be aware of student's learning style</i>	10
<i>Letting kids be kids</i>	10
<i>Fostering individuality</i>	9
<i>Programs available to meet the needs of all students</i>	9
<i>Vocational opportunities</i>	9
Kids learned – applied to real life – include the “why”	8
Small class sizes	8
Opportunity for H.S. real job experiences	8
Accountable educators with regards to professional development	7
Teachers evaluations – by parents and students	7
Public and private safety	7
Respectful environment – students, teachers, property	6
Solid technology program	6
Better communication between school and citizens	6
Educated well-enough for college	5
Optional learning methods	5
Welcoming, encouraging attitude between parents and school	5
Well rounded opportunities for growth in artistic, athletics, etc.	5
Teachers dedicated to teaching	5
Improved nutrition program	5
Positive climate/atmosphere	4
Teachers need to be trained to work with special needs students	4

Desired Results (Group A in Chichester)	
Sports programs – fun	4
Good working environment in school	4
High accreditation	3
Better communication between school and home schoolers	3
Look at school as business utilizing private sector resources	3
Encourage diversity	2
Teachers that are continually learning	2
Use wealth of people in the school	2
Kids want to learn more	1
Reflecting values	1
Better connection between elementary and H.S. science programs	
Focused	
Child-centered	
More explanations for grades in art, music, gym	

Building Blocks (Group A in Chichester)	
<i>Parents invested in learning process</i>	21
<i>Educators that are positive role models</i>	21
<i>Psychological watch dog for the well-being of healthy community</i>	18
<i>Good communication between school and parents</i>	15
<i>Positive open-minded administration</i>	15
<i>Training in child development</i>	13
<i>Choice in school model</i>	12
<i>Child directed learning</i>	12
<i>Respect at all levels</i>	11
<i>Solid/flexible curriculum</i>	9
<i>Parents more accountable</i>	9
<i>Cooperation/partnerships with local businesses</i>	9
<i>Agreed upon standards</i>	9
Dress code	8
Mentoring Program	7
Funding needs to come from federal level	7
H.S. level – career guidance	6
Funding needs to come from state	6
Community members attend board meetings	6
Long-term training for teachers, consistent support for teacher training	5
Continued enrichment programs	5
Willing to educate children	3

IV. Notes and Results from Group B

No comments received from steering committee members.

Desired Results (Group B in Chichester)	
<i>Responsibilities – vote need to know and do (as a citizen)</i>	21
<i>Morals/Values</i>	21
<i>Value on attitude as well as aptitude</i>	17
<i>Ability to read, spell, write</i>	16
<i>Develop communication skills</i>	16
<i>All kids to graduate from H.S.</i>	15
<i>Tap into older generation. Resources – welcome them into school – volunteers – mentoring</i>	14
<i>Awareness of our country's role in the world</i>	13
<i>Dress code/uniforms</i>	13
<i>Strength based rather than deficit focused</i>	12
<i>Well balanced curriculum – arts and sciences</i>	12
<i>Address different learning styles</i>	12
Good curriculum	10
Education family friendly, all year – year round education even in afternoon beyond 2:15 (life, forever)	9
Self respect and respect for others in positive environment	9
Good self-direction	8
Respect for others and all living things	8
Broad enough education to understand life	8
Apply learning to real life	8
Integrity in grading	7
Integrate socially	6
School and community projects (kids and citizens work together)	6
Confidence – self esteem	5
Art, music – don't leave out arts	5
Drug and alcohol education that works	5
Community spirit (kids and adults) developed by school	5
Awareness of environmental issues	5
Attitude report card	3
Well rounded	3
Computer literate	3
Social skills – communication	3
Interact with different ages	2
Intergenerational	1
Ability to relate to generations	1
Responsibility to self educate/explore	1

Building Blocks (Group B in Chichester)	
<i>Life skills (job interview, pregnancy, marriage, budgeting, etc.)</i>	23
<i>Enforce rules that are here and modelling rules with consistency</i>	20
<i>Adequate training for teachers and support staff to recognize learning styles</i>	16
<i>Educational field trips (government, businesses, job shadowing)</i>	15
<i>More open door policy – keep school doors open (community center – better use of building)</i>	13
<i>Provide respectful environment from teachers as well as students (respect goes both ways)</i>	12
<i>Replace suspension and expulsions (too deficit focused) – make it accountability focused</i>	11
<i>Quality teachers</i>	10
<i>Training in morals and values (what was our country based on – citizenship)</i>	10
<i>Maintain small class size</i>	10
Solid support staff	9
Bring older generation in (oral history)	9
Mentoring (community-based mentoring), big sister, big brother	9
Let go non-effective teachers	8
Other measures to evaluate reading/writing/spelling, etc.	8
Tolerance/diversity training	7
Nice decent building – safe learning environment – zero tolerance for violence	7
Better focus on gifted and talented students – more resources	7
Establish and follow moral code/code of ethics/start young (K-12)	7
What do teachers want parents to do? What can parents do in school? More communication – parent/teacher forum	7
Teach kids how to prioritise/time management/study skills classes	6
Retention of staff	5
Change in format of grading (incorporate attitude), expanded grading of attitude	5
Foster positive relationship between administration and staff	5
Updated curriculum	5
Budget for gifted and talented	5
Emphasis on respect	4
Good communication and involvement between town and school (open door policy)	3
Invested parents	3
Identify mentoring needs begin in middle school	3
Four years of history or social science/current events/ civics	3
Recognize between gifted (bored) students (I.D. early) and communicate with parents	3
Remedial reading skills	2
Ongoing communication between school and parents	2

Building Blocks (Group B in Chichester)	
Good match of personality and skills of support staff to child	2
Child community center	2
Utilize local resources – town government	2
Allow more hands-on learning	2
Quality of work given vs. quantity	2
Focus on staff strengths	1
Look at different religious traditions (golden rule)	1
Stop using videos and television (it is a babysitting tool) hands-on is much better – experience education	1
Better attendance at school board meetings to address issues and form committees	1
De-emphasis of standardized testing	
Match kids to right learning styles/environment; model – use resources more efficiently	
Continue to train community	
Straw votes	

V. Notes and Results from Group C

The group was quite large, perhaps as many as 25 people. It was a polite group and the facilitator moved things along, but because there were so many it took a lot of time to give everyone a chance to participate and also a long time to vote on the priorities. In fact we really didn't have a chance to properly prioritize the building blocks portion of the discussion. There seemed to be quite a few educators in the group. The thoughts were focused largely on curriculum issues with a bit of cost effectiveness thrown in. The general sense seemed to be that education should prepare students for life: a life that will feature additional learning, good citizenship, and ability to make a living. It would have been nice to introduce the group members to one another, but perhaps a measure of anonymity was not a bad idea.

Steering Committee member

Desired Results (Group C in Chichester)	
<i>Effective communicators in oral and written language</i>	30
<i>Curious about learning</i>	26
<i>Good citizen</i>	23
<i>Better guidance and evaluation for kids in H.S.</i>	19
<i>Skilled in basics: reading, writing, math</i>	17
<i>Challenged to fullest potential</i>	17
<i>Prepare kids for further schooling</i>	17
<i>Parental education on how important their involvement is</i>	16
<i>Be fiscally prudent</i>	14
<i>Responsibility for actions</i>	12
<i>Importance of community involvement</i>	12
Understand own learning styles and strengths and weaknesses	10
Respect for and tolerance of individual differences	10
Ability to make technology work for you	9
Students be at least bilingual	8
Kids have tools for life successes	7
Schools should be judged on students' performance	7
Use testing data to make improvements	7
Informed in cost of living and money management	6
Ability to be self-directed	5
Understanding of world or work	4
Understanding of importance of history in understanding present	4
Respect	3
Understanding of themselves	3
Work ethics/dress code	3
Marketability	2
Reciprocal voices among schools, parents, community members, educators	2
Consistency of opportunities among schools across state	2
Adjustments made for socio-economic factors	

Building Blocks (Group C in Chichester)	
<i>Adequate resources</i>	19
<i>Practice, practice, practice</i>	18
<i>Make community service part of curriculum and expand to middle school</i>	18
<i>Have most qualified teachers and hold them accountable for children's progress</i>	17
<i>Have electives from middle school up</i>	16
<i>High standards and high rewards for teachers</i>	16
<i>Emphasize study skills early</i>	14
<i>Offer extra learning opportunities (summer, before and after school) for extra help and enrichment</i>	13
<i>Show by example</i>	12
<i>Parents should support teachers</i>	11
<i>Start preparing for life after school sooner and involve all necessary people</i>	11
Offer mentoring programs to kids	10
Have advanced courses available, and have them replace basic courses	9
Have parent forums that parents are required to attend	8
Learn a second language	8
Don't lower passing grade scores	6
Diversity in curriculum through volunteers	6
Better support for early intervention programs	6
Apply basics across curriculum	5
Kids should learn how to self-assess	5
English requirement through all 12 years	4
Compare our kids and schools globally	4
Alignment of standards and assessments from higher education down through elementary	3
Move money away from administration and into classrooms	3
Better prevention programs	3
Learning/teaching should be brain-based	3
Seek assessments through third parties (e.g. employers)	1
Make more effective use of teaching/learning time (e.g. block scheduling)	1
Turn off "screens" (TV, etc.)	
School-wide programs to address social issues	

VI. Notes and Results from Group D

The group included 23 participants. The facilitator asked everyone to introduce themselves. That was helpful to the process but it did take up some of the limited time. Everyone had an opportunity to suggest ideas and all ideas were recorded on newsprint, but there was not time to discuss the ideas. Most participants offered at least one idea and everyone seemed to be engaged in the process and interested in hearing the ideas being suggested. During the voting process we had insufficient sticky “dots” to record everyone’s votes as planned. Substitute dots with different colors were used that resulted in some confusion about the correct voting weight during tabulation.

Steering Committee member

Desired Results (Group D in Chichester)	
<i>Life skills</i>	22
<i>Properly prepared for secondary and post-secondary education</i>	19
<i>Independent thinker</i>	19
<i>Read</i>	18
<i>Express thoughts and feelings – orally and written – good communicators</i>	16
<i>Enjoy active learning – pursue knowledge independently</i>	13
<i>Exposure to foreign language</i>	13
<i>Confident, feel good about self, respect each other</i>	10
<i>Young adults who can solve problems</i>	10
<i>Well exposed to arts</i>	10
Knowledge about the world	9
Strong work ethic	9
Take responsibility for themselves	8
Understand foundations of government, state, local, national	8
Kind children	8
Work independently	6
Study skills	5
Creative thinking	5
Strong math skills	5
Adults who contribute to community and society	5
Time management and organization	4
Respect for self, others, community, laws	4
Accepting of differences	4
Productive social adults	4
Healthy Health Education curriculum	3
Be aware of own strengths and weaknesses – how to deal with them	3
Knowledge to do math	3
Inquisitive	3
Happy adults	2
Be curious	2
Ability to adapt	2

Desired Results (Group D in Chichester)	
Computer skills	2
Skills sought by employers	2
Not to be bored during school	1
Be creative, self-express, do things	1
Work cooperatively in groups	1
Knowledge to make healthy choices	1
Healthy young adults	1
Balanced hot lunch	
End school 1 st week of June	
Cooking healthy food, caring for children	
First aid/emergency skills	
Critical thinking	
Ability to be themselves	
Ability to reason	

Building Blocks (Group D in Chichester)	
<i>Want total balanced curriculum that includes academics and other – all students have access</i>	18
<i>Challenging each student at own level</i>	15
<i>Hands-on learning/experiential learning (esp. in science)</i>	13
<i>Flexible, creative teachers</i>	12
<i>Teachers who can teach to children's learning styles</i>	11
<i>Safe learning environment – students feel safe expressing views</i>	11
<i>Backing of community</i>	9
<i>Strong and capable administration who work with teachers and parents</i>	8
<i>Money</i>	8
<i>Opportunity to solve problems</i>	8
<i>System for measuring progress, benchmarks, assessments, evaluation</i>	8
Good curriculum for communication skills – written and oral	7
Adequate salary for teachers	7
Interdisciplinary curriculum – cross/content coordination	6
Materials, teaching aids – more and better variety, up to date	6
Regular, two-way communication between parents and teachers	5
Small class size (average 15)	5
Parents willing to work with teachers	5
Enrichment opportunities that include social interaction	5
Businesses have partnerships with schools	4
Teachers/administration accessible to students	4
Strong advanced placement courses	4
Early exposure to foreign language – more than one	4
Have skill in science	4

Building Blocks (Group D in Chichester)	
Value arts as much as sports	4
Involved and knowledgeable about technology	4
Partnership program with H.S. – kids go there to take advanced class, H.S. kids come here to tutor/mentor/advocate	3
Good P.E. program	3
Ability to formulate arguments	3
Resilience to pursue dreams	3
Year-Round School	2
Enough teachers	2
Students working together	2
Adequate pay for paraprofessionals	2
Teachers who really like kids	2
Field Trips	2
Way to have child understand importance of learning – relevant, applied	2
Definition of outcomes and content of life skills	2
Teachers who aren't over worked	2
Well-trained teachers	2
School board willing to work with teachers	2
All-day kindergarten	2
Effective imposed. and self-discipline	2
Student groups/clubs (Future Business Leaders, FCCLA, Junior Achievement)	1
Well stocked science lab	1
Students viewed as individuals	1
High quality hot lunch	1
Home Economics classes	1
Great library and media center	1
Good athletic program	1
Full access to school's resources during and after school	1
Before and after school programs	1
Well trained reading teachers	1
Ability to go to foreign countries	1
Vehicles to use student's skills – student council, etc.	1
Work as a team	1
Student forums – kids have opportunity to have a say in education	
Professional development for aides and paraprofessionals	
Well maintained environment	
Maps	
Pre-School	
Showcase skills through exhibitions/performance	
Mentoring or tutoring program	
Have well stocked science lab	
Buck the system – know when	
Ability to pursue dreams	

VII. Suggestions for Chichester School Board

The following are thoughts and observations of steering committee members regarding items they think the Chichester School Board ought to pay attention to in any follow-up to the forum.

Desired Results:

1. Effective oral and written communicators.
2. Being skilled in the basics (3Rs) along with having an appreciation for "The Arts".
3. Productive citizens who have the knowledge and the willingness to participate in the democratic process.
4. People who see learning as a life long activity.

Building Blocks:

1. Highly qualified teachers - teaching to the subject and the child.
2. The learning environment being encouraging, respectful and safe.

Steering Committee member

A few things that came across as important for the school board to know; Class size staying small, parental involvement, self guided/independent study skills, hands on learning and teaching to all learning styles. I did not write in the obvious: Qualified teachers.

Steering Committee member

- 1) Have electives from Middle School up – Students who really didn't care for Music or Art could take something like Keyboarding instead.
- 2) Educate parents on how to help their children learn. There were a lot of comments about involving parents in the education process, everything from mandatory conferences at report card time to required seminars for parents.
- 3) Offer extra learning opportunities (summer, before and after school). The intent here was that if the family is not able or willing to offer enrichment, there should be a way for the child to have it.

Steering Committee member

How does the district know and measure the building blocks, e.g.,
What percentage of science class hours are in experiential/hands-on learning?
What specific life skills are taught in middle school? In high school?
How many chances does each student have to pursue knowledge independently?
How do we measure the "balance" of the curriculum?
How do we ensure that all students participate in co-curricular activities of all sorts?
What is an "adequate" salary for teachers?
How do we use volunteers to diversify the curriculum?
How do we hold teacher's accountable for student progress?

Steering Committee member

VIII. Overall Process

The following are thoughts and observations of steering committee members on the overall forum process and outcomes. These might be used by the statewide project to guide future work in other communities.

I think the planning for the Forum went extremely well. I do not think that anyone on the committee had more to do than they could handle and each person knew what they had to do. Deciding on a date and then asking town organizations months in advance to not schedule activities on that date definitely helped get the turn-out we had, plus being the first step in making people aware of the Forum. Having articles put in the Sun, handing out pamphlets at town events and then having the pamphlets in the Sun were all effective ways to get and maintain people's interest in the Forum. I think our most successful ploy was the personal letters. Many people said that that was what really got them to the meeting. The signing in process, which was also our way of getting the people divided into groups was successful.

We talked at the last meeting about the facilitators being a little more uniform, but maybe that will come as they do more. I think they definitely need to keep the groups better focused on the 2 questions. We now know that 2 hours is not long enough, yet I do not think that the Forum should be much longer.

Steering Committee member

The project as a whole was a wonderful concept. It was a great opportunity for the town to get together to discuss issues that are important to everyone before the budget hearing when money is the main focus. I am not very confident that the state will actually do anything with the information that was collected. I am confident that the local school board will listen and do what it can to help reach the goals of what is important for all town members.

I would have liked to see the questions be less vague and have a little more guidance. It was such a wide open area, it would have been nice to have some direction. I would also like to see the school board incorporate a similar format to go over specific issues. If for nothing else, than to get the community together and let them know their opinion counts.

Steering Committee member

I would like to begin by saying that the Steering Committee for Citizen's Voice Forum was probably the most efficient committee on which I have ever served. The participants were well chosen with a variety of talents and resources and the chairperson was excellent. The meetings were short and productive. The e-mail reminders and meeting summaries were very effective.

The actual forum was also a pleasant surprise to me. I have quite a lot of experience with large groups and breakout meetings, and this one was very well handled. I had no

expectation that we could actually hold the meeting to two hours, but it happened. In my group at least, the participants were polite and no one monopolized the discussion. Perhaps my only criticism was that the groups were a bit large. If my group had been half the size we would have had time to properly prioritize the building blocks section and still had time to report out at the end. Having half an hour more time also would have accomplished the desired result, I suppose.

The results were about what I expected. If a diverse group prioritizes items, they either become quite generalized or remain so diverse that no one direction can be perceived. I never held out much hope that the school board would be given specific guidance about where to focus. Being somewhat on the inside of the local school, I was pleased to note that from my perspective most of the desired outcomes are already being addressed at the elementary level.

In closing, I will mention a concern that has been much in my mind lately. In all the talk about education and its effectiveness, no one mentions a very big part of the equation and that is the child. American children have minds of their own. If a child decides that a subject or a process is not for him, no amount of legislation or teacher or parental pressure is going to make it happen until the child is open to learning it.

Steering Committee member

Personal letters to residents worked well. We suffered from too little time at the forum. We had too many participants for only 4 facilitators. If we had had 7-8 groups of 12-15 participants each we could have done more thinking and less just listing of ideas. There was uneven facilitation. Some groups started with introductions, some did not. Some had scribes while the facilitator worked with the group; others had a facilitator that tried to do both tasks. The sub-group sign-ins were not consistently interpreted as the categories are not defined (e.g., does “parent” mean parent of a child now in one of the schools, or just a parent even if one’s own children never lived in Chichester and are now adults with families of their own? does “educator” mean in Chichester currently or does it mean once upon a time? Are parents of homeschoolers included?) There was no time to integrate the results of the sub-groups and even this report does not attempt to do that.

Guidance by facilitators was inconsistent. “Results” and “Building Blocks” got confused and some items ended up on the wrong list. Some of the suggested “Results” are fine answers to the question “What do we want for our children?” but there was no discussion whether we really expected schools to play the major role in achieving those goals. The degree to which goals for our children require others beyond the school to play a major role was not discussed and this resulted in almost everything being laid at the doorstep of the schools. Goals and building blocks are not stated in measurable or observable terms (e.g., letting kids be kids, fostering individuality, value on attitude as well as aptitude, respect at all levels, good citizen, responsibility for actions, independent thinker, opportunity to solve problems, learning/teaching should be brain-based). These are nice generalities but they cannot be converted into measures to

determine what schools should actually do or achieve or into actionable steps for either the local or state level.

Steering Committee member

I was very pleased with the turn out and the cross section of people from the community that attended.

I was a bit disturbed by what the focus of the session I attended saw as the responsibility of the school. I felt they were not centered on it being a academic institution but a continuation of what I would consider family responsibilities. I heard a lot of expecting more from facility and school ... but not putting one's money where one's mouth is...granted they were supposed to think out side of the box and I am prejudiced.

I would say everyone was looking for a well adjusted happy responsible child.

Steering Committee member