

Adams-12 Breakout Groups Flip Chart Notes
September 14, 2021
FAQs

- What does “long range” mean? 2 years? 5 years? 10 years?
 - Why now?
 - How will decisions be made?
 - Prioritization process?
 - What will be selected and how will it be selected?
 - What are the financial limitations/constraints?
 - How will ideas be implemented
 - What are the tangibles that will come from visionary work?
 - Is the outcome of this work a vision? A road map? A timeline?
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- How are we funding this work?
 - What is the timeline for planning and implementation?
 - Will there be more opportunities for specialized programs or enhanced transportation to programs across the district?
 - What’s the purpose of this work, and how does it related to ELEVATE?
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- How do you provide equitable access to programming?
 - Will busing be provided for different programs?
 - How do you attract and retain amazing teachers?
 - Why do we see changes up/down in enrollment?
 - How will choice/open enrollment affect this plan?
 - How will size be considered (class size and school size)?
 - Can we get any \$\$ back from the spend on dual remote / in-person tech from 2020-2021?
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- Have you spent all the money from the 2016 bond?
 - How will you fund the long-range plan?
 - Will Baseline get a new school?
 - How to ensure older parts of the district are maintained equitably?
 - Will boundaries change?
 - Will schools close?
 - How will you communicate with all stakeholders?
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- Facilities Plan
 - Isn’t this just a planning committee for the mill/bond?
 - Will my school be closed? How will this impact me?
- Academic Plan
 - How will our curriculum be revised?
 - What new options will be available?
 - Will my current program stay intact?

- Both Plans
 - How can this plan for the next 10 years? Flexibility
 - How can these support inclusivity?
 - How do I get to engage or give feedback on these plans?

- How will this affect charters, magnets, choice, etc?
- Is the district utilizing national/international data in this process?
- What is the plan for post-implementation assessment?
- How might this increase access to course/classes for students who are currently limited because of other requirements/interests?
- How does this address social equity – access for all?
- Will this be flexible enough to adjust to new demands/opportunities that are not yet known?
- How does this affect staff/faculty?

- Who is on the team?
- How do I get involved?
- Does this mean boundaries are changing/schools are closing?
- How do you ensure equity throughout the system with academic programming?
- How much is this going to cost?
- What's the implementation timeline?
- Why this? Why now?
- How will this impact my child?
- Do we really need more change right now?
- What about online options?

- Define what a lift-up is – how is this defined for all students?
- How do we create a simple community message?
- What are budgetary constraints?
- Level of granularity needed for process?
- Definition of a 21st century learner?
 - Does it still align in this new environment?
- In what ways are student voices included?
- How is programming (STEM, Studio, Language) decided?
- How are kids/community educated about their digital footprints?
- How do we create and support leaders in the district instead of outsourcing/contracting for services?

- What is the why/purpose of this work?
- Why right now?
- Why invest money in facilities vs staffing needs?
- How do we prioritize building new facilities versus repairing current facilities?
- Do we need the facilities/programs to respond to the needs of the future?

- What is the timeline?
 - What are the deliverables?
 - What's in it for me? How does this help MY student?
 - How does this help our community?
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- What are the academic pathways?
 - Why/What are the equity considerations for after school programming?
 - Some schools have them and some schools don't
 - Why do some schools offer more types of programming than others? (STEM, STEAM, etc.)
 - Can every elementary school have a preschool program so children get to know the school?
 - Can there be "base" programming for preschoolers for before and after the school day?
 - What is the balance between neighborhood versus magnet or choice schools?
 - Are there more opportunities for community partnerships to offer programs?
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- What are the differences between magnet, charter, and public schools?
 - How are we engaging speakers of other languages in the process?
 - Which existing schools have enrollment and/or deferred maintenance concerns?
 - To make room for new programming, what programs may be phased out?
 - What are the prioritized strategic goals for the next 3, 5, and 10 years?
 - Where can I go to access the data being utilized for decision making?
 - How are the varied needs of students across the district being considered in the long-range planning discussions?
 - How can we afford all of this?
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