Roseville Area Schools
Quality Teaching & Learning for All...Equity in All We Do

Agenda Topic: Futures Thinking Project
Meeting Date: December 14, 2021
Contact Person: Treasurer Kitty Gogins

Background:

Director Kitty Gogins and members of the Futures Thinking Team will provide a summary of the Futures Thinking Project.

Recommendation:

_____   Action Required   <u>XX</u>   Informational – No Board Action Requested

Future's Thinking Project
Report
December 14, 2021

Agenda

- Overview of Project and Future's Thinking

- Our Work Products

- What We Would Like to See Happen Next

Future's Project Overview

Catalyst: Statewide Future's Thinking Cohort

Objective: To explore trends and scenarios for 10-20 years out to enable thinking about policy work and other foundational preparation needed for the desired future

Team: A cross-section of nine racially diverse stakeholders with wide range of life experiences

Work Plan: 12 hrs. of meetings between June and Dec 2021

Team Members

- John Bachhuber (community member, business leader parent)
- Myriam Castro-Franco (Teacher)
- Hailey DuPrée (RAHS student)
- Kitty Gogins (school board)
- Jenny Loeck (superintendent, parent)
- Pa Chia Ce Moua (RAHS student)
- Rita Rai (community member, social worker, RAHS grad, former cultural liaison)
- Kristina Robertson (Asst. Director of Multilingual Services)
- Delon Smith (Equity and Innovation Director)

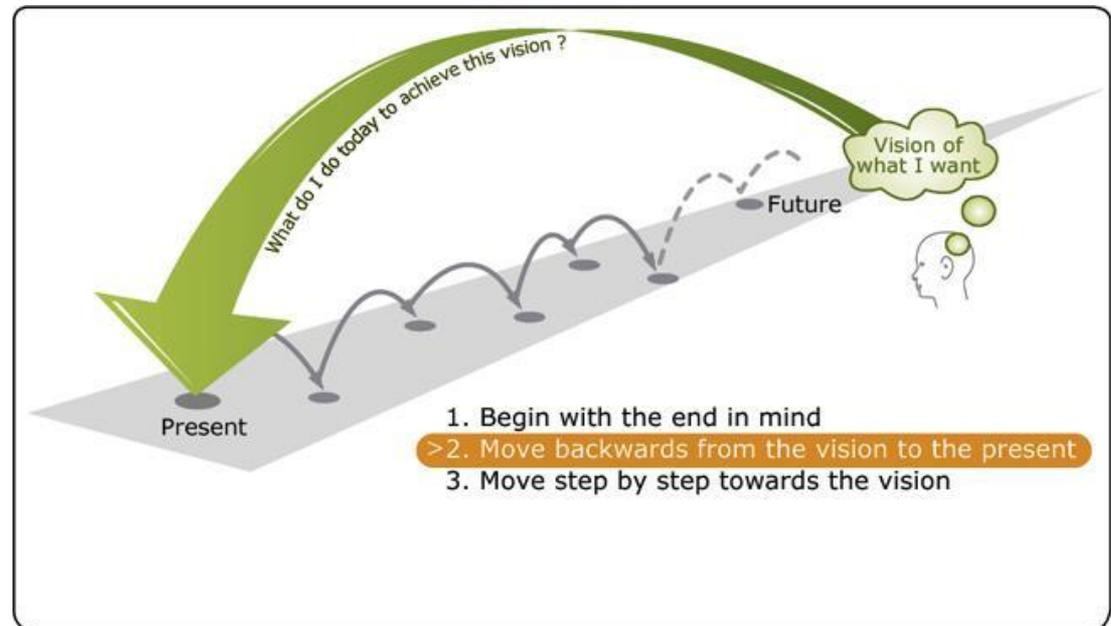# Future's Thinking Compliments Strategic Planning

Explores a Longer-Horizon and Broader Range of Possibilities
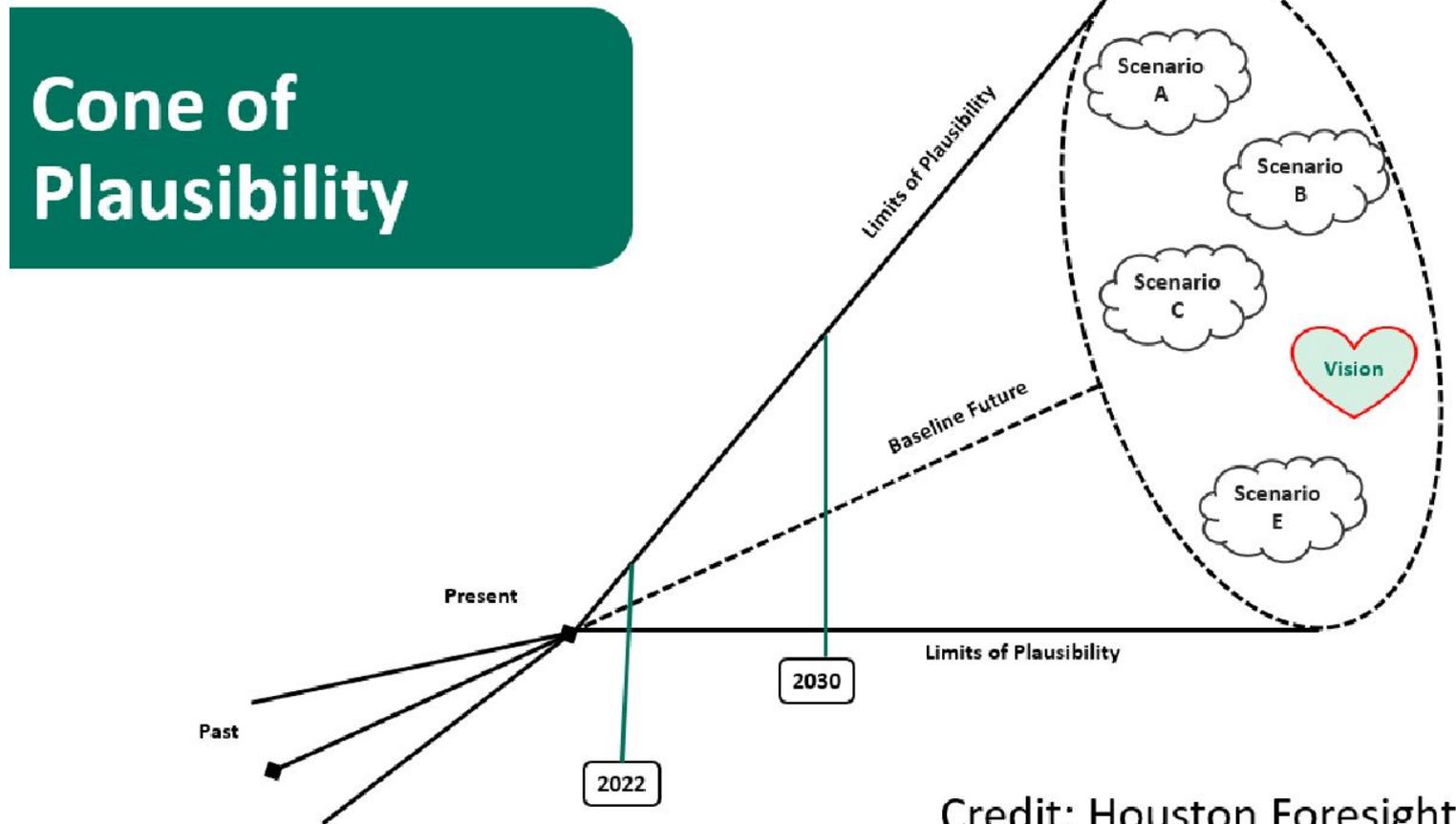
Credit: Houston Foresight

Tools Beyond the Cone of Plausibility

- Critical Thinking from divergent perspectives

- Exploring the intersection of two trends on future outcomes using a matrix structure

- Working back from the future to define important stages on the journey

What do I do today to achieve this vision ?

Vision of what I want

Future

Present

1. Begin with the end in mind
>2. Move backwards from the vision to the present
3. Move step by step towards the vision

Work Output Overview

- **Identified**
  - Significant school, community, and broader trends
  - 2035 desired vision
  - Past and current internal/external influences
  - Three plausible future states

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- **Explored**
  - 'What if scenarios…" around teachers and community unity
  - Building a unified, inclusive community
  - Building the desired situation for how students learn

Draft Vision for 2035

In 2035, Roseville Area Schools provides personalized, competency-based learning in a welcoming and inclusive environment to support every student building on their strengths to achieve success
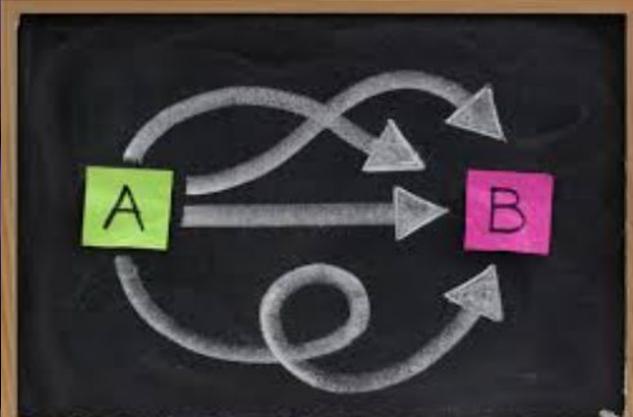
Vision for 2035

Key Aspects of Vision for 2035

- A **strong sense of community** where everyone feels welcome,comfortable & safe
- School **takes care of the whole child & partners with families** in meaningful ways
- A **high level of diversity** in students, staff, & administrators
- **Strong communication & connection** between teachers & their students
- **Instruction & curriculum are inclusive & relevant** to students
- **More flexible learning spaces/choices** (online, project-based, in-community,..)
- **Clarity on competencies** a student needs to learn supports the diverse learning pathways & multiple vehicles to demonstrate learning
- **Technology used were it enhances** quality or efficiency
- **Students retain the wonder of learning, build on their strengths**, and are more empowered in directing their own learning
- **High level of student success with minimal or no predictability** by race, ethnicity, or socioeconomic class
- Students **graduate excited about their future**, being optimistic and having a purpose for their next stage in life
- **Teachers and administrators** feel supported and **excited about their work**

Future for School Community Dynamics If Current Trends Continue

Increase ⬆

- BIPOC students and community
- Recruitment of BIPOC faculty
- Curriculum grows more reflective of all voices
- More options for ways to learn…online, out in community, apprenticeships,...
- Schools serve as service centers for families

Reduction ⬇

- In economic diversity
- Slow ↓ in teaching quality---not attractive to enter teaching field and retention challenges

An Alternative Future if We Don't Effectively Pursue the Desired State

o **Significant lack of funding creates tension** between what we have and what we need to meet students' academic, mental health and other needs

o **Racial, and socioeconomic group tensions** distract the focus from student learning

o **Affluent flight** from public schools

o **Massive teacher shortages**…larger class sizes, more remote classes, etc.

'What If' Matrix:

Ability to Source Sufficient High-Quality Teachers v. Community Unified Behind What Students' Need

Scenario 1. Sufficient High-Quality Teachers & Largely United Community —Ideal scenario • Students feel supported in/out of school • Still challenging discussion but focused on what is needed for students • Need to make sure to listen to student, staff & other voices and retain unity	**Scenario 2. Sufficient High-Quality Teachers & Divided Community** • Pushback to making change • Equity progress has slowed • A transitory condition since high quality teachers are likely to leave in frustration • Need to work hard to find shared values & build focus on students
Scenario 3. Teacher Shortages & Largely United Community • Staff shortages result in burnout • Need to widen recruiting efforts, to 'Grow Our Own,' & to support teachers in new ways to attract & retain them • Need to employ creative ways for learning to occur with less traditional licensed teachers, e.g., licensed staff oversee paras/community members	**Scenario 4. Teacher Shortages & Divided Community**---Worst Case • Having both amplifies stress, resource shortages, & instability for students • Radical voices and blaming dominates • Those families who can, flee the district • Need full court press to listen to community & work to reduce divisions; AND in addition, work to broaden attract, support, and retain teachers

Vision of an Inclusive and Unified Community

- Common values, purpose and vision
- Everyone being known, heard, seen and understood
- All aware of what is going on and feeling a part of it

BIPOC Community	Community Supporting Colorblind
- Not needing to code switch - Being seen, acknowledged, but not patronized - Community fully theirs and others…not too much attention, not being separate or different - See and hear themselves throughout the community…students, staff, cultural items, etc. - Language and cultural norms are comfortable	- Feel vibrancy of community and recognize shared values - Continue to feel welcome and valued, even though community has changed - See a community they want to be part of and take pride in - All accepted, no one made to feel guilty for privilege or inferior for not being "woke"

Today's World

For BIPOC Family/Community Members:	For Family/Community Members Supporting Being Colorblind:
▪ The continued fight to be seen, heard, and believed is recognized ▪ School has the ability to fully support and lead work around racial and social justice ▪ Increasing BIPOC staff, students, and cultural practices ▪ School institutions are still largely based on White culture and BIPOC families must navigate without much support ▪ Don't always feel like everyone has their child's best interest in mind or can't trust others to understand their unique culture and reality	▪ Want to just focus on student achievement and do not feel that race should be considered in understanding or interacting with different students and families ▪ Used to the dominant culture and do not want to see any changes or experience discomfort by talking about race ▪ Trust isn't always there because fear of losing privilege due to district's race and equity focus ▪ Opinions are passionately held and there is a growing chasm threatening collaboration

Key Efforts in Moving Toward Vision

- BIPOC representation throughout admin, teachers and staff reflects the broader student population and families
- Increase cross-cultural community connections through sponsored opportunities for interaction
- Initiate a major visioning effort that unites the various factions in the community behind a common vision driven by student needs
- Students, staff, and community embrace the vision of transforming education
- Create a transformational, equity-based educational experience for all and have this reflected across district operation

Today v. Vision for How Students Learn

⬆ In Early Stage

- Understanding importance of mental health
- Creating inclusive curriculum
- Starting student and teacher co-constructed learning
- Working to amplify student voice and empowerment
- Focusing on staff collaboration using student data to customize learning
- Beginning to define competencies
- Using learning platform to clarify student expectations and progress
- Growing comfort w/ online learning opens new learning possibilities
- Acknowledging need for access to community cultural wealth

⬇ Not Yet

- Lack systemwide way of engaging student talents
- Wonder of learning is often lost as students age
- Many students don't feel empowered, supported, heard, or connected
- Teacher centered delivery, with limited flexible learning choices
- Classroom structure still largely uses majority culture resources/protocols
- Achievement, privilege, and opportunity gaps are not shrinking
- Secondary parent-teacher connection mainly electronic & parent initiated
- Communication still largely based on majority culture language and norms

Key Efforts in Moving Toward Vision of How Students Learn

- Embark on district planning through soliciting students/staff/community feedback and build broad support for shared vision and goals

- Advocate for Legislative and MDE flexibility around student learning

- Take a "growth mindset"--- pilot new efforts with rigorous reviews, quickly learning, and pivoting to what works

- Stop doing things not in line with the vision or not working

- Fully implement:
  - Co-construction at every level
  - Instruction and Curriculum Equity Compass

- Develop plan to implement:
  - Systemwide engaging of student talents
  - Flexible learning choices and individual guidance to all students
  - Strengthening relationships and connections with students and families

What Would Like to See Happen Next

- Solicit broader stakeholder feedback on the vision and the work of this group

- Embark on strategic planning

- Use the strategic planning process to broadly engage the community and build a unified community behind what students' need
  - Include underrepresented voices
  - Include perspectives that vary from current direction

- Build into the strategic plan doing the foundational work, removing long-term barriers, and mitigating contrary trends to achieve the desired long-term future

Questions and Discussion

Roseville Area Schools
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Agenda Item: SS-2

Agenda Topic: Finalize School Board Self-Review
Meeting Date: December 14, 2021
Contact Person: Chair Mike Boguszewski

Background:

The board will discuss the results of its annual self-evaluation.

Recommendation:

_____   Action Required   <u>XX</u>   Informational – No Board Action Requested

Standard 1: Conduct and Ethics

The school board, as a whole, provides leadership to the community on behalf of the school district by conducting its business in a fair, respectful, legal, and responsible manner.

An effective, high-performing school board strives to meet the following benchmarks:

A. Recognize the school board team consists of school board members and the superintendent and evaluates its performance at least annually.
B. Take full responsibility for its activity and behavior at and away from the school board table.
C. Encourage its members to express their individual opinions, respect others' opinions, and vote according to their convictions.
D. Speak with one voice after reaching a decision.
E. Spend time on board governance work rather than staff work - focuses on the ends not the means.
F. Provide for orientation and ongoing training for all school board members.
G. Follow established policies, including the chain-of-command, by directing people with concerns to the appropriate staff.
H. Set an example of respectful and civil leadership.

Conduct and Ethics

Doing Well: We are a high-performing board that has done a good job of meeting standards, especially in light of significant challenges in this past year. We have listened civilly and considerately to much diverse public commentary regarding equity, LBGTQ inclusion, COVID mitigation, etc., and we have remained respectful and united. Individually, board members continue to demonstrate devotion and commitment to their role, and if anything regret at times not being able to do more, be at more events, attend more meetings, etc.

Improvement Opportunity: An area to improve could be to create a more formalized outline of onboarding topics/steps, perhaps utilizing a mentor/"buddy system". We also could reinstitute Circle Sessions in 2022 as a valuable tool for processing challenging issues and better understanding other board member perspectives.

Vision

Doing Well: The current strategic plan has provided strong direction and alignment of the district. Our vision and focus areas continued to serve as valuable guideposts despite drastic disruption to operations and budget due to COVID, and we have maintained our commitment to viewing decisions and direction through an equity lens. We are also aligned strategically with the World's Best Workforce legislation.

Improvement Opportunity: Think about creating a dashboard or other mechanism for easily and quickly reviewing key performance indicators of how we are doing in meeting strategic objectives. However, consider what should be the appropriate emphasis on measurable student achievement goals, which can actually be a distraction in the effort to educate our students deeply and equitably. We are also in an excellent position to deeply engage with our community on a renewed strategic planning initiative, to collectively prioritize district goals with the benefit of the recently approved operating levy.

Standard 2: Vision

The school board, with community input, envisions the educational future of the community and then formulates the goals, defines the outcomes, and sets the course for the school district.

An effective, high-performing school board strives to meet the following benchmarks:

A. Use clear, focused, attainable, and measurable goals and outcomes to support gains in student achievement.
B. Develop a strategic plan which includes well crafted school district belief statements, mission statement, vision statement, goals, and objectives that enable the school board to evaluate school district performance.
C. Regularly monitor the strategic plan to evaluate progress toward goal achievement and school district success.
D. Ensure that the school district belief statements, mission statement, vision statement, goals, and objectives are reflected in school board policies, mirrored in the budget planning and implementation efforts, and is supported district-wide.
E. Communicate the strategic plan and the progress to the community.

Structure

Doing Well: We are meeting these standards as a high-functioning board, benefitting from the generosity of our constituents. We accomplished the successful hiring of a new superintendent following the unexpected retirement of our previous superintendent. The board has worked closely with administration to track conditions and balance factors to maximize student learning in an equitable environment while keeping people safe during COVID. The upgrade of the physical structures funded by the 2017 bond referendum are almost fully complete.

Standard 3: Structure

The school board, to achieve its vision, establishes organizational and physical structures for student and staff success.

An effective, high-performing school board strives to meet the following benchmarks:

A. Create organizational and physical structures based on equity in which all students and staff have the resources and supports to maximize achievement.
B. Advocate and provide for learning through rigorous curriculum, effective technology, and a safe and secure environment.
C. Select and employ one person – the superintendent – as the school district's chief executive officer to lead and manage the school district.
D. Hold the superintendent accountable for school district performance and compliance with written school board policy.
E. Delegate the authority to the superintendent to recommend and evaluate all school district staff within the standards established through written school board policies.
F. Accept ultimate responsibility for the care, management, fiscal oversight, and control of the school district while understanding that the day-to-day operations will be conducted by the staff.

Improvement Opportunity: We may benefit from challenging ourselves to consider new ways to keep providing a safe and secure environment during a pandemic and national unrest. With the recent passage of the operating levy we have an excellent opportunity to be creative and to think outside the box when it comes to providing mental health supports for our students and staff.

Standard 4: Accountability

The school board is accountable to the community for constantly monitoring the conditions affecting the school district as a whole.

An effective, high-performing school board strives to meet the following benchmarks:

A. Recognize the duty to itself and the community to determine whether the authority delegated to the superintendent is being used as intended.
B. Evaluate the superintendent's performance at least annually.
C. Use student achievement data and other indicators when available as the basis for assessing progress toward school district goals and compliance with school board policies and state and federal laws.
D. Recognize the distinction between "monitoring data" (data used by the school board to address accountability) and "management data" (data used by the staff for operations).

Accountability

Doing Well: The board is meeting expectations in this area. We use achievement data and other key metrics to assess progress towards district goals. That being said, during the pandemic, the lack of MCA and other key data that is comparable over time has made this less informative than usual. We also are very intentional in annually evaluating the superintendent's performance and with providing feedback.

Improvement Opportunity: As also noted in the strategic goals focus area, an area of improvement could be to focus on other indicators for assessing progress, especially during a pandemic, instead of traditional student achievement data. This would not necessarily eliminate traditional achievement data or methods, especially since the district is required to collect and assess these data, but we are in a world now with new ways of learning and we could benefit from re-thinking how we assess progress. We also could better clarify for ourselves what the meaningful distinction may be between "monitoring data" and "management data".

Advocacy and Communication

Does Well: The board is meeting these benchmarks with flying colors, especially noteworthy during an ongoing pandemic. We are for the most part a highly visible and impactful board in the larger sphere of "schoolboardom", in our participation with local and state governments advocating for our district, as well as active participation in groups such as AMSD and MSBA and various initiatives. Communication with stakeholders via e-mail has been over-the-top thorough and considerate; the current chair has taken board responses extremely seriously, and while his detailed responses to their questions and comments have perhaps on occasion argued at the limits of board consensus, it has been done with impressive integrity. This is particularly important during a period when the public participation in and monitoring of our work is at an all-time high.

> ## Standard 5: Advocacy and Communication
> The school board advances its vision at the local, regional, state, and national levels.
>
> *An effective, high-performing school board strives to meet the following benchmarks:*
>
> A. Focus on community-wide concerns and values that best support equity and student achievement rather than being influenced by special interests.
> B. Develop communication strategies to build trust between the school board and the superintendent, staff, students, and community.
> C. Utilize a public relations strategy that supports the flow of information into and out of the school district.
> D. Engage and build relationships with both public and private stakeholders.
> E. Advocate on local, state, and national levels.

Improvement Opportunity: An opportunity for improvement would be continuing to deepen our communication to non-traditional stakeholders within the community. How are we as a board reaching out to community members who don't have children in the district? How are we building trust amongst community members who have concerns with our equity vision and our strategic plan? Our board, like others across the state, has had to deal with community members who are angry and don't trust us. As we embark on strategic planning, we have an opportunity to engage a broad array of community members/viewpoints and work to strengthen trust, define a set of community values, and build a unified vision for the future. In helping accomplish this, we might also consider developing a communications strategy and/or public relations strategy related directly to the school board, complementary to but distinct from the district's.