



Framework for Our Future 3.0



DeForest Area School District



October 2018

About 100 stakeholders of the DeForest Area School District participated in Framework for Our Future 3.0, October 17, 18, and 20, 2018. They shared important perspectives on the future of our school district. Stakeholders representing parents, students, teachers, support staff, business, government, senior citizens, civic/social organizations, and/or service providers, came together for these three sessions for a unique and important community conversation.

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“An inspiring, motivating, and purposeful experience.”

“Like nothing I could have imagined! It was amazing!”

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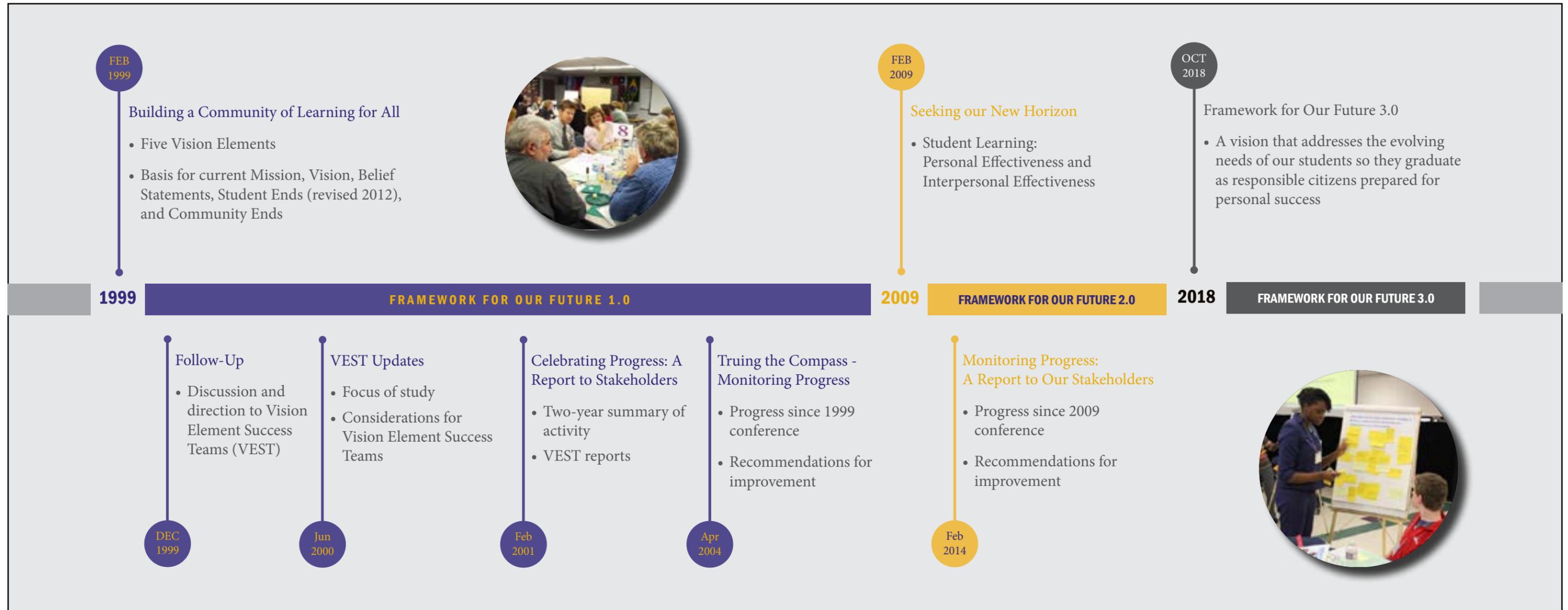
“Hopeful for future of district & community.”

History of Framework for Our Future

Since 1999, the DeForest Area School District has engaged stakeholders, such as parents, staff, students, business, clergy, civic organizations, and government officials, in conversations designed to create a shared vision that recognizes and addresses the evolving needs of all students and families. Through this Future Search process that we call "Framework for Our Future," individuals that represent diverse stakeholder groups come together for three sessions (two evening and one morning) to contribute jointly to a vision of the future for our school district.

at DASD

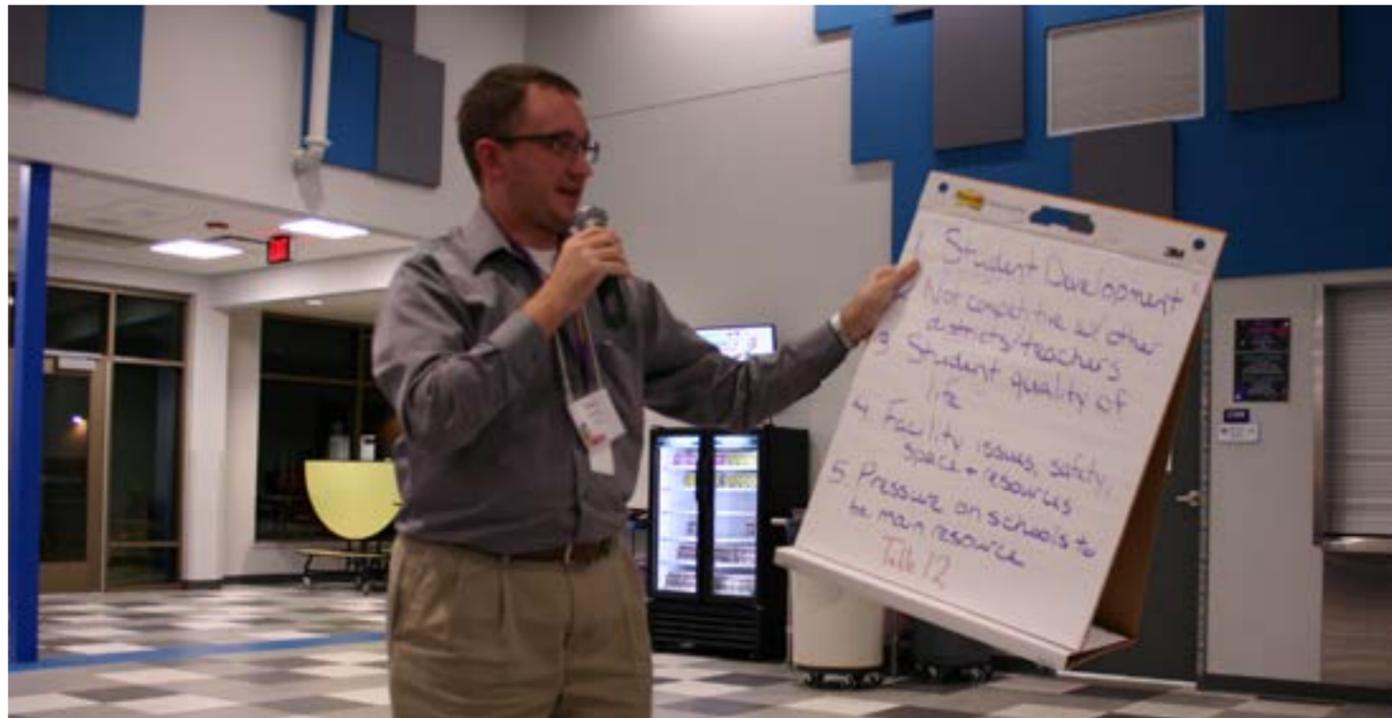
The Board of Education is committed to hosting a full Future Search conference every 10 years. Previous events were held in 1999 and 2009, with meetings in between to provide progress reports (such as Framework for Our Future 2.5 in 2014). Summaries of all Framework conferences are available on the DASD website: www.deforest.k12.wi.us/district/community-engagement.



Future Search

Framework for Our Future uses a consensus process called "Future Search®." This process was pioneered in the United States by author and organizational consultant Marvin Weisbord. Since 1999, DASD has used the services and "Future Search" expert Drew Howick (Howick Associates) to plan and facilitate this community conversation.

A Design Team, representative of community members and district staff, met between May and September 2018 to design the October conference.



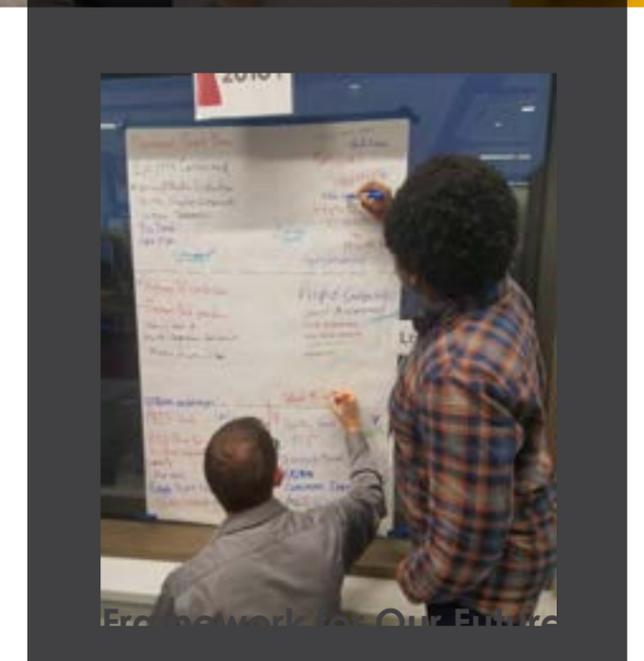
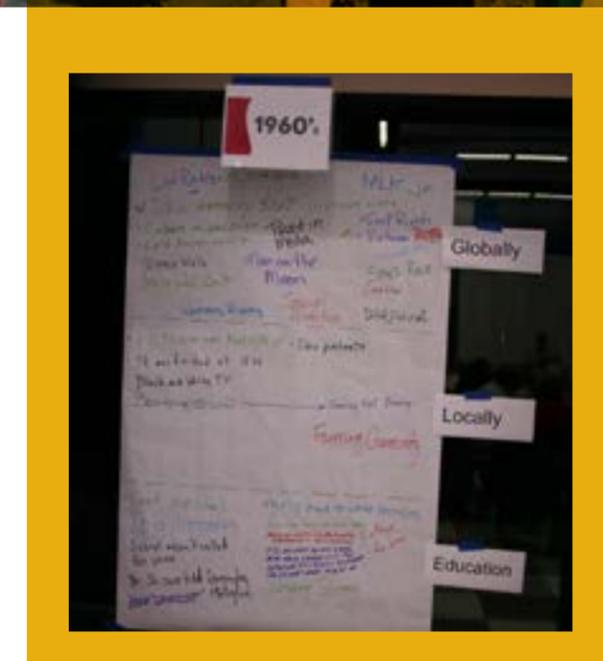
Framework for Our Future 3.0 Design Team

- Jan Berg, President, DASD Board of Education
- Roy Bernards, Principal, Windsor Elementary School
- Sue Esser, Board Member, DASD Board of Education
- Denise Kuehl, Owner, Gingerbread House Preschool
- Don Madelung, Board Member, Village of Windsor
- Zach Michelson, Student, DeForest Area High School
- Taysheedra Noll, Parent
- Tari Procknow, Support Staff, DASD
- Eric Runez, Superintendent, DASD
- Tom Spitz, CEO, Settlers bank
- Louise Valdovinos, Resident
- Linda Yang, English Teacher, DeForest Area High School

Focus on the Past

To better understand and appreciate the collective history and experiential changes, participants created a data base of the past. The focus on the past helped lead to a better understanding of the meaning of their history and its implications for the future.

On Wednesday, October 17, participants captured what they remember happening over the past 60 years (1960 to date).



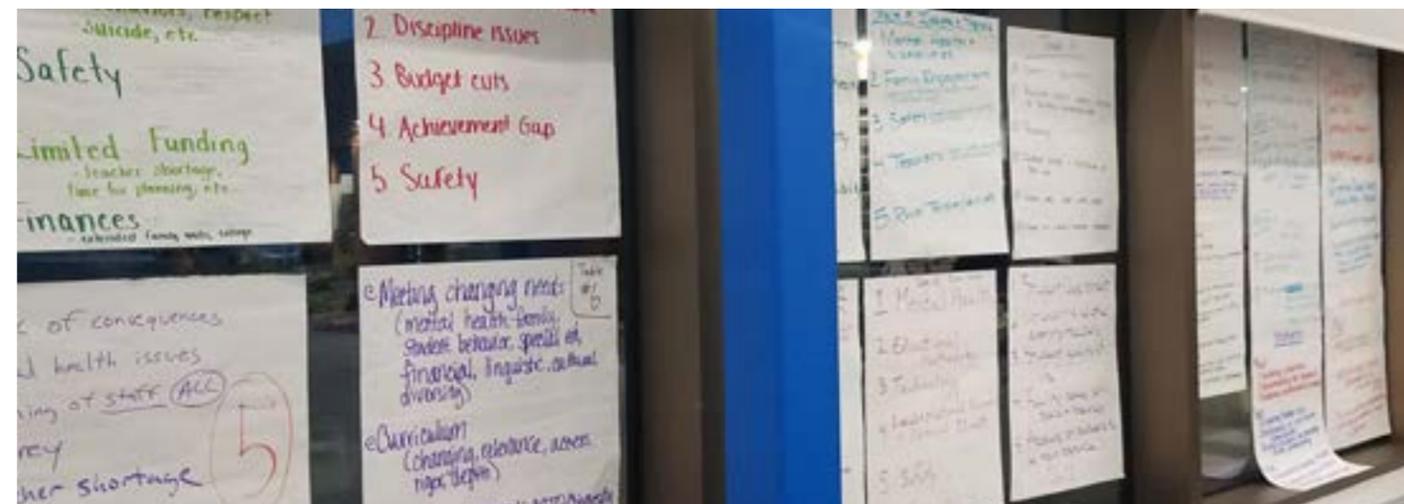
Issues & Trends



To give participants an opportunity to identify what they see the same and what they see differently about the school district, they gathered by stakeholder groups for an open discussion on issues that they might not normally talk about, and began building consensus on issues which need to be addressed.

What are the issues and trends that are shaping our schools, families, and community?

- | | | |
|------------------------------|------------------------------|--|
| Technology | Family resources | Preparing students for the future |
| Equity in school & community | Economic & racial equality | The 4 C's: curiosity, collaboration, critical thinking, creativity |
| Curriculum | Limited funding | Economic & political climate |
| Rapid community growth | Discipline issues | Increase in access and acceptance of drug use |
| Teacher shortage | Achievement gap | College prep over life prep |
| Career planning | Bullying | Changes in child/teacher dynamics |
| Education for life | Staff training | Student development |
| Changing families | School & community resources | Student quality of life |
| Cultural awareness | Social media | Facility issues |
| Safety & security | Differences in family values | Pressure on schools to be the main resource |
| Educational methodology | Budget cuts | Evolution of communication & problem solving |
| Mental health | Physical & mental health | |



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Creating a Vision

On Thursday, October 18, participants moved toward visioning for the future. They identified the knowledge, skills and attributes they felt necessary in order for all students to graduate as responsible citizens prepared for personal success.

Knowledge, Skills, & Attributes



What are the knowledge, skills, and attributes necessary in order for all students to graduate as responsible citizens prepared for personal success?



Which of these do you believe are the most necessary for every student to be responsible citizens prepared for personal success?



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Participants identified what they believed are the knowledge, skills, and attributes necessary in order for all students to graduate as responsible citizens prepared for personal success.

Once complete, they selected their top five.

On Saturday, October 20, it was time to develop a vision that would address the evolving needs of our students so they graduate as responsible citizens prepared for personal success. Taking into account everything they discussed, participants were asked to imagine the year 2032 and answer two questions: **what is the District doing and how is it doing this?**



Presentations & Themes

Participants were split into six groups to create a scenario that communicated what they saw the district had done to achieve their vision or what it might look like in 2032. The scenarios were communicated in a variety of ways, such as visual maps, a verbal tour of the community, an enactment of a typical "day in the life" in the community, etc.

As each group presented their scenario the other participants were identifying the themes that they heard. Each person then identified which of the themes they believed to be the most important.



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Themes

THEMES: What has the school district been doing to ensure that all students graduate as responsible citizens prepared for personal success?	"Dots" *
Partnerships with mental health providers to offer services within a school for students, families, and communities.	58
The district has elevated the stature of ALL educators in our organization with strong collective and personalized professional development and is a leader in compensation to ensure the quality of staff working with our children.	57
Models an environment that accepts and includes ALL students. Cultural awareness and responsiveness are intertwined throughout support systems, curriculum, and school environment.	49
We created a program that got students more involved in the community through volunteering within schools, organizations, and local businesses.	44
Empower students to have self-paced individualized learning, in and out of school.	39
Increased exposure to career opportunities in both hands-on and non-traditional settings.	38
Staff has been increased to meet specialized and content needs.	32
Borderless classrooms are developed with community collaboration and use of technology (global awareness).	28
Flexible daily schedule and balanced calendar.	22
Partners with community members and business to provide learning opportunities and resources.	21
Increased collaboration and planning time for teachers.	16
Physical and emotional safety and security is provided and supported for each individual in every facility at every level of interaction.	12
Strong support systems are implemented for students, staff, and families in order to meet individual holistic needs.	8
Valuing and supporting student interests in classroom and other program offerings.	6
The district integrates a service learning model for all students.	1

Using a phrase or short sentence, how would you describe your experience?

“Fun and engaging!”

“Very positive experience.”

“Everyone’s ideas equal to every other.”

“Very positive experience.”

“Grateful and inspired.”

*Once the themes were generated, each participant was asked to “vote” for those they believed to be the most important.



Thank you to all who contributed to this valuable community conversation.

Pictured at right: A group photo of those who were in attendance on Saturday, Oct. 20. A full list of participants is available on the DASD website: www.deforestschoools.org.

