

**Chippewa Falls Area Unified School District
Community Conversation
Glads, Sads, and Mads
February 7, 2014**

Board of Education		
Glads	Sads	Mads
<ul style="list-style-type: none"> • Tremendous sense of pride in the district, our community, and the CFAUSD has a great reputation statewide. • Dr. Saron is our superintendent. • The Board adoption of Coherent Governance along with our positive direction district wide. • Public involvement with this community conversation and strategic planning. 	<ul style="list-style-type: none"> • District has had a disconnect in communicating to our stakeholders. • General relationship with our media. • Due to security concerns our school may not be perceived as welcoming. 	<ul style="list-style-type: none"> • Lack of Legislative understanding and support of public education (ex. vouchers and lack of accountability) • Dysfunctional funding formula for public education. • Lack of constructive involvement from the public. (Not attending meetings, budget hearings)

Administration		
Glads	Sads	Mads
<ul style="list-style-type: none"> • Our future is very bright. • We are beginning to implement processes to improve student outcomes. • Our community has caring people who come into the schools. 	<ul style="list-style-type: none"> • Staff feel overwhelmed • Family disengagement • Family situations that impact students. 	<ul style="list-style-type: none"> • Outside challenges that impact students. • Education is a target for criticism. • Mismatch between expectations and resources.

Parent Group #1		
Glads	Sads	Mads
<ul style="list-style-type: none"> • Technology allowing for children to learn where they begin • School district vision - Brad Saron • All of the amazing opportunities / choices so kids can develop their whole selves 	<ul style="list-style-type: none"> • Demise of family/values less time connecting to one another • Kids are no longer kids - sports, academics, working "little adults", too much pressure - less preparation for life • When kids actually believe / hear or feel that they truly cannot succeed in anything - can't improve their situation 	<ul style="list-style-type: none"> • Lack of adaptability to vary learning styles • Demands of extra-curricular activities • Parents not connecting to or engaging with children

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Parent Group #2		
Glads	Sads	Mads
<ul style="list-style-type: none"> ● The district is ranked high in the state ● Teachers communicate to parents about positive and negative situations ● Collectively high quality staff 	<ul style="list-style-type: none"> ● That social media is replacing real relationships ● Some kids don't get support at home ● More families are financially struggling ● Increased bullying 	<ul style="list-style-type: none"> ● Families have to choose between time together and practices ● That violence and inappropriate language is so widely tolerated ● The class sizes are so big in the elementary level

Students		
Glads	Sads	Mads
<ul style="list-style-type: none"> ● Opportunities (Youth Options, Extra Curricular) ● Some courses focus on preparing us for the future. ● Teachers actually care and pride in teaching. 	<ul style="list-style-type: none"> ● Unequal treatment of groups (athletic vs. non-athletic) ● Lack of respect ● Students are unaware of world around them. 	<ul style="list-style-type: none"> ● Favoritism of certain students ● Equal focus on all activities, not just athletics. ● Student focus on getting an "A", not actually learning.

Misc Community		
Glads	Sads	Mads
<ul style="list-style-type: none"> ● Leadership ● Improved Communication ● Strong Community ● Teachers ● Students 	<ul style="list-style-type: none"> ● Poverty/Economic Imbalance ● Lack of Respect (entitlements) ● Government Overtaking Local Control ● Societal Pressures (of what is success?) 	<ul style="list-style-type: none"> ● Govt <ul style="list-style-type: none"> ○ funding ○ privatization ○ polarization ○ unions/vouchers ● Student Wellness ● Educational Costs ● Teacher Accountability (responsible for everything instead of family)

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Business Economic		
Glads	Sads	Mads
<ul style="list-style-type: none"> • Act 10 • School Leadership • Community Assets 	<ul style="list-style-type: none"> • Family/Parenting Impacts • School/Testing Curriculum Performance • Community Resources/Funding 	<ul style="list-style-type: none"> • Political Divisiveness • Skills Gap • Family/Social Impacts • Common Core

Teachers/Support Staff		
Glads	Sads	Mads
<ul style="list-style-type: none"> • Supportive Administration • To help students be successful • Awesome staff, community support 	<ul style="list-style-type: none"> • Testing - Not teaching • Lack of respect of teaching profession • Family breakdown 	<ul style="list-style-type: none"> • Politics • Too much testing • Public perception of teachers and school failure

Service 1		
Glads	Sads	Mads
<ul style="list-style-type: none"> • School Pride • Community Partners • Great School System 	<ul style="list-style-type: none"> • Teachers overextended <ul style="list-style-type: none"> ○ work/certifications ○ expectations beyond teaching ○ mixed messages • Kids basic needs no met (also manners and social skills) • Families still hurting 	<ul style="list-style-type: none"> • Don't graduate or graduate ill-prepared • Child Abuse & Neglect • Lack of Arts & Cultural Opportunity • Poor Reading Instruction

Parent Group #3		
Glads	Sads	Mads
<ul style="list-style-type: none"> • Diverse opportunities (music, extracurricular activities, course selection) • Teachers who care • Technology (ipads/chromebooks) 	<ul style="list-style-type: none"> • Lack of parent involvement • Loss of good teachers (recruited away for higher pay) • Students lack of respectfulness 	<ul style="list-style-type: none"> • School lunch program quality / quantity • high schoolers smoking outside school / general health concerns • Overcrowded classrooms • Political agendas

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Parent Group #4		
Glads	Sads	Mads
<ul style="list-style-type: none"> • Community involvement and support • Quality of education - athletic & music program • Quality staff 	<ul style="list-style-type: none"> • Lack of support services for at risk students • Heightened security • Parent involvement 	<ul style="list-style-type: none"> • Entitlement/respect • Lack of family involvement • Lack of intervention for high risk students

Service 2		
Glads	Sads	Mads
<ul style="list-style-type: none"> • Community gems (Irvine, downtown, natural beauty) • Generosity of business, prof & community (willing to give time, talent \$) • Community pulls together and rallies around issues. 	<ul style="list-style-type: none"> • Wide difference between "haves" and "have nots". • Children living in neglectful and abusive situations. • Social skill diminishing, focus on technology 	<ul style="list-style-type: none"> • Lack of services & providers for demands of community (Mental health drug management) • Polarization in society & need for more collaboration • Compression - high expectations on young children