Strategic Core Steering Committee
Conference Room B
January, 25, 2018
9:00 a.m.

What Do We Want for Our Children?

Meeting Minutes

Attendance:

Chris Clouet, Lorraine Rossner, Tom Minotti, Dina Marks, Ken Saranich, Dan Ebert, Joan Tichy, Victoria White, and Jeff Nichols

Mission of the Strategic Plan -

What do we want for our children?

In the morning, when you rise unwillingly, let this thought be present: I am rising to the work of a human being. Why then am I dissatisfied if I am going to do the things for which I exist and for which I was brought into the world? Or have I been made for this, to lie under the blankets and keep myself warm? But this is more pleasant. Do you exist then to take your pleasure, and not at all for action or exertion? Do you not see the little plants, the little birds, the ants, the spiders, the bees working together to put in order their separate parts of the universe? And are you unwilling to do the work of a human being, and do you not make haste to do that which is according to your nature?

Marcus Aurelius, 180 CE – Emperor of Rome

What does it mean to be human? – Active Member of the Community – How does it change? – What do we want for our children? – How do we do that as educators?

Committee Comments –

Contributing member of society – become less self-absorbed – Social Emotional Independence – Coping Skills – What will be the new norm and what are the expectations for students as they move toward adulthood – Global Citizenship – Sensitivity to the Perspective of a Parent - Persistence of Mindfulness and Ownership of Self – Student’s mindfulness of “sense of place”

Student Success is not necessarily “college” for all............

Ethics:

What is the role of Ethics in educating our children?

School for Ethical Education - https://www.ethicsed.org

Visit the website to review the possibility of including aspects of ethical education in our scope and sequence within the education of our students
Shelton Vision of the Graduate (SVOG)

Strategic Plan Committees should begin to explore the concept of the important aspects of what are the characteristics and that students should own or know when they graduate

http://profileofagraduate.org

Completed a proto-type profile of a graduate with the graduate profile builder on the website – discussion of how committee members came to their decisions

Possible Profile of a Graduate Construction and Attributes:

- Initiative and Self-Direction
- Empathy
- Critical Thinking and Problem Solving
- Flexibility and Adaptability
- Creativity and Innovation
- Collaboration

See attached SGOV “working” documents

Public Events

Out of the Community Sub-Committee the idea has been supported to create a community event focusing around an Art Show – Student Performance – Strategic Plan Discussion – community will become involved as long as there is some “buy in” for their presence – Possibly May/June

Technical Issues

Funding continues to be discussed throughout the Budget process and the continued work of the school district and the strategic planning process

Next Core Strategic Planning Committee Meeting

- Thursday, March 1, 2018
- 9:00 – 11:00 a.m.
- Conference Room B
- Central Administrative Offices

Agenda Items TBD
Shelton’s Vision of a Graduate (SVOG)

- Initiative & Self-direction
- Flexibility & Adaptability
- Collaboration
- Creativity & Innovation
- Empathy
- Critical Thinking & Problem Solving
Shelton’s Vision of a Graduate (SVOG)

**Student Achievement Goals:** The graduate will engage in the lifelong pursuit of academic knowledge and interdisciplinary learning by being a:

**CRITICAL THINKING AND PROBLEM SOLVING**
- Students
  - Collect, assess and analyze relevant information.
  - Reason effectively.
  - Use systems thinking.
  - Make sound judgments and decisions.
  - Identify, define and solve authentic problems and essential questions.
  - Reflect critically on learning experiences, processes and solutions.

**CREATIVITY AND INNOVATION**
- Students
  - Use a wide range of idea creation techniques (such as brainstorming, divergent & convergent thinking).
  - Elaborate, refine, analyze and evaluate their own ideas in order to improve and maximize creative efforts.
  - Demonstrate originality and inventiveness in work and understand the real world limits to adopting new ideas.
  - View failure as an opportunity to learn; understand that creativity and innovation is a long-term, cyclical process of small success and frequent mistakes.
  - Act on creative ideas to make a tangible and useful contribution to the field in which the innovation will occur.

**FLEXIBILITY AND ADAPTABILITY**
- Students
  - Adapt to varied roles, jobs responsibilities, schedules and contexts
  - Work effectively in a climate of ambiguity and changing priorities
  - Incorporate feedback effectively
  - Deal positively with praise, setbacks and criticism
• Understand, negotiate and balance diverse views and beliefs to reach workable solutions, particularly in multi-cultural environments

INITIATIVE AND SELF-DIRECTION
• Students
  • Set goals with tangible and intangible success criteria
  • Balance tactical (short-term) and strategic (long-term) goals
  • Utilize time and manage workload efficiently
  • Monitor, define, prioritize and complete tasks without direct oversight
  • Go beyond basic mastery of skills and/or curriculum to explore and expand one’s own learning and opportunities to gain expertise
  • Demonstrate initiative to advance skill levels towards a professional level
  • Demonstrate commitment to learning as a lifelong process

COLLABORATION
• Students
  • Demonstrate ability to work effectively and respectfully with diverse teams
  • Exercise flexibility and willingness to be helpful in making necessary compromises to accomplish a common goal
  • Assume shared responsibility for collaborative work, and value the individual contributions made by each team member

EMPATHY
• Students
  • Demonstrate understanding of others’ perspectives and needs
  • Listen with an open mind to understand others’ situations