

Dialogue Sessions
and
Feedback Forms



Boulder Valley Board of Education Community Dialogue Sessions

Facilitator Agenda

February 20, 2010

Meeting Time: 9-11 a.m.

Set-up a sign-in desk at the main entrance manned by 1-2 volunteers (number of volunteers needed will depend on the expected size of the group). Have sign-in sheets, agenda and nametags at entrance. Facilitators should be there to make sure people are signing in and getting needed materials. (Materials provided by District)

1. Welcome and Introductions (10 min)

**Laurie Albright (Boulder Sr. Ctr.)
Lesley Smith (Intercambio)
Jim Reed (Broomfield)**

- Welcome group and thank them for coming. Introduce yourself.
- Explain the community dialogue process and its importance to board work and how their conversation will be used.
 - The BVSD Board of Education has begun a long-term effort to engage the community in discussions about public education.
 - Specifically we are attempting reach out to a broad cross-section of the community to engage in dialogue that will help us better understand your values regarding education for our community's children.
 - Through this ongoing listening process, the board will be better informed as it makes policy decisions for the school district. These policy decisions are wide-ranging, anything from graduation requirements to the kinds of choices we provide in our lunch programs, just to name a couple of examples.
- Explain series of meetings and discussion topic.
 - Today is the first in a series of such listening meetings. There are three meetings occurring this morning in different parts of the school district.
 - There will be three similar meetings at other locations on March 13, and we are planning additional meetings in the future.
 - Our discussion topic is student success. We don't have a presentation to make, and we aren't looking for solutions to any particular issue. We simply want to listen to what you have to say to us about student success. We will do that through a guided discussion process, and you will hear more about that in a moment from our facilitator.

- Introduce other board member, administrators, Advisory Committee member(s), facilitators & briefly explain roles
 - (Introduce other board member in attendance.) Our role here today is simply to listen. You may see us taking notes, but we will not be participating in the discussion because we want to hear what you have to say.
 - (Ask if any Advisory Committee members present and have them introduce themselves.) Special thanks to our Community Engagement Advisory Committee. This committee, made up of community members, staff and students, has been most helpful to the board in helping frame our issue for discussion and for suggesting participants for the community dialogue sessions.
 - (Introduce recorder.) The role of the recorder is to capture our discussion today. The recorder will enter into the discussion only to ask questions to assure s/he is accurately capturing the discussion.
 - (Introduce facilitator who will take it from here.)

2. Instructions for Table Conversations & Group Intro. (15min)

Facilitator

A. Expected Outcomes

1. This is their opportunity to provide input to the board's decision-making process on issues related to student success
2. We want honest feedback
3. All information gathered will be shared with the entire board
4. Reiterate that the role of the board member(s) and the administrator(s) today is to listen

B. Introductions

1. Introduce self
2. Explain role of facilitator/recorder
 - Facilitators: objective listeners to keep the conversation on track and moving, not to answer questions
 - Recorders: to accurately reflect conversation in writing; notes will be provided to the district for board report
3. Go around the table and have participants introduce themselves and their role (parent, teacher, etc.)
4. Note that any questions should be written on an index card and given to the facilitator (provided by District)
5. Reinforce how the information will be used

C. Guidelines for our Discussion

1. Today's discussion may be a little different than other meetings you have attended. We are here today to do choice work.

- In choice work, we may find that we may agree on some things and we may disagree on others. We are not looking for consensus, but if consensus occurs, we note it.
- We are also not looking for solutions. In choice work, we weigh the costs and consequences of various ideas presented, and we also look for points of view that may not be represented here today.
- Sometimes in choice work, we discover tension surrounding an issue. We view this tension as a good thing, provided that we listen to all points of view and do not allow tension to escalate to the point of disrespect.
- My job is to moderate our discussion today. To do that successfully, I need agreement on some discussion norms.
 - Everyone is encouraged to participate.
 - No one or two individuals dominate.
 - Only one person talks at a time.
 - Everyone's ideas and opinions are valued.
 - An atmosphere for discussion and analysis of alternatives is maintained.
 - We listen to each other.
- As moderator, I will remain neutral.
- Can we all agree on these discussion guidelines?

▪ (Guidelines up on flip chart.)

○ **Facilitated Table Conversations (total of 90 minutes)**

○ **Facilitator Role**

- Make sure all participants have the opportunity to share
- Keep group on track. NOTE: If there are topics that don't relate to discussion or questions, have them jot them on index card, put their name & contact info. on it and leave it. Someone from the district will follow up.
- Ensure the recorder is taking appropriate notes
- Ask for clarifications when needed
- If people are redundant, ask for a different idea
- Move the group on to next question when directed

○ **Discussion questions (75 min.):**

- Definition of student success:

What are the characteristics of a successful student? Please draw upon your own personal experiences too. (List all, even if there is not agreement. Mark the ones that most agree on.)

- Measuring student success:

What evidence do we need to in order to know students are successful?

- Supporting student success:

How can this community support the success of its students?

- What can schools do?
- What can parents do?
- What can the community do?

- **Table conversation closing (15 min.)**

- Can anyone summarize what we talked about today?
- Did we discover any shared sense of direction or common ground?
- What do we still need to talk about?

- **Thanks, next steps (5 minutes)**

Tom Miers (Boulder Sr. Ctr.)

Ken Roberge (Intercambio)

Jennie Belvall (Broomfield)

- Thank participants for their time
- Explain what will happen with their work
 - As was stated earlier, the board has begun this community dialogue program in order to better understand community values as we make decisions that affect the education of our students. Today's discussion was most helpful!
 - We plan to continue this type of dialogue session on an ongoing basis, and what we hear will inform a wide variety of board decisions.
- Talk about how they will receive feedback. Remind them again to sign the sign in sheet and provide contact information so that we may send a brief report of findings.
 - We will be compiling the notes from today's three community dialogue sessions and we will send a report to you in a few weeks. Please be sure you have signed in so that we have the correct contact information for you.
- Invite them to fill out and leave feedback form and demographic form.
 - If you have not already filled out the feedback form and the demographic form, please take a couple of minutes to do so before you leave. We are very interested in continuing to improve these dialogue sessions and in reaching a broad cross section of the district's community and the information you provide on these forms will help with those efforts.
 - With that, thanks once again for your participation today!

- **Facilitators: Post-meeting**

- Ensure that sign-in sheets, table notes, index cards with questions, and feedback forms are given to appropriate administrator
- Debrief with board members, administrator

- District: Send thank you letter and discussion report to participants.

Materials to be provided by the District:

- Flip chart and set of markers
- Name tags
- Sign-in sheets
- Index cards
- Participant feedback and demographic forms
- Coffee and water

Notes:

- The school board members and administrator might stand near the door as people file in to greet them and make them feel welcome.
- At the end of the meeting, the school board members and administrator should position themselves at the front door to say goodbye, thank people for coming, and encourage them to come to the next meeting.

Boulder Valley Board of Education Community Dialogue Sessions

February 20, 2010

9-11 a.m. • Three locations across district

- 9:00 a.m. **Welcome and introductions**
Boulder Valley Board of Education member
- 9:15 a.m. **Group introductions and discussion guidelines**
Facilitator
- 9:30 a.m. **Student success group discussion**
Led by facilitator
- What are the characteristics of a successful student?
 - What evidence do we need in order to know students are successful?
 - How can this community support the success of its students?
 - Summarizing our discussion
- 10:55 a.m. **Closing comments and next steps**
Boulder Valley Board of Education member

Boulder Senior Services – West Center

School Board Members: Laurie Albright and Tom Miers

Facilitator: Jennifer Reeve, Colorado Association of School Boards

Recorder: Maela Moore, BVSD Communications Manager

Intercambio de Comunidades

School Board Members: Lesley Smith and Ken Roberge

Facilitator: Jaqueline Muller

Translator: Rosemary McCoy

Recorder: Eugenia Brady, BVSD Parent Liaison for Student Engagement

City and County of Broomfield Council Chambers

School Board Members: Jim Reed and Jennie Belvall

Facilitator: Lesley Dahlkemper, Schoolhouse Communications

Recorder: Briggs Gamblin, BVSD Communications Director

Welcome and Introductions

(10 min @ approx. 9 a.m.)

Laurie Albright (Boulder Sr. Ctr.)

Lesley Smith (Intercambio)

Jim Reed (Broomfield)

- Welcome group and thank them for coming. Introduce yourself.
- Explain the community dialogue process and its importance to board work and how their conversation will be used.
 - The BVSD Board of Education has begun a long-term effort to engage the community in discussions about public education.
 - Specifically we are attempting reach out to a broad cross-section of the community to engage in dialogue that will help us better understand your values regarding education for our community's children.
 - Through this ongoing listening process, the board will be better informed as it makes policy decisions for the school district. These policy decisions are wide-ranging, anything from graduation requirements to the kinds of choices we provide in our lunch programs, just to name a couple of examples.
- Explain series of meetings and discussion topic.
 - Today is the first in a series of such listening meetings. There are three meetings occurring this morning in different parts of the school district.
 - There will be three similar meetings at other locations on March 13, and we are planning additional meetings in the future.
 - Our discussion topic is student success. We don't have a presentation to make, and we aren't looking for solutions to any particular issue. We simply want to listen to what you have to say to us about student success. We will do that through a guided discussion process, and you will hear more about that in a moment from our facilitator.
- Introduce other board member, administrators, Advisory Committee member(s), facilitators & briefly explain roles
 - (Introduce other board member in attendance.) Our role here today is simply to listen. You may see us taking

notes, but we will not be participating in the discussion because we want to hear what you have to say.

- (Ask if any Advisory Committee members present and have them introduce themselves.) Special thanks to our Community Engagement Advisory Committee. This committee, made up of community members, staff and students, has been most helpful to the board in helping frame our issue for discussion and for suggesting participants for the community dialogue sessions.
- (Introduce recorder.) The role of the recorder is to capture our discussion today. The recorder will enter into the discussion only to ask questions to assure s/he is accurately capturing the discussion.
- (Introduce facilitator who will take it from here.)

Thanks, next steps

(5 minutes @ approx. 10:55 a.m.)

Tom Miers (Boulder Sr. Ctr.)
Ken Roberge (Intercambio)
Jennie Belvall (Broomfield)

- Thank participants for their time
- Explain what will happen with their work
 - As was stated earlier, the board has begun this community dialogue program in order to better understand community values as we make decisions that affect the education of our students. Today's discussion was most helpful!
 - We plan to continue this type of dialogue session on an ongoing basis, and what we hear will inform a wide variety of board decisions.
- Talk about how they will receive feedback. Remind them again to sign the sign in sheet and provide contact information so that we may send a brief report of findings.
 - We will be compiling the notes from today's three community dialogue sessions and we will send a report to you in a few weeks. Please be sure you have signed in so that we have the correct contact information for you.
- Invite them to fill out and leave feedback form and demographic form.
 - If you have not already filled out the feedback form and the demographic form, please take a couple of minutes to do so before you leave. We are very interested in continuing to improve these dialogue sessions and in reaching a broad cross section of the district's community and the information you provide on these forms will help with those efforts.
 - With that, thanks once again for your participation today!



Boulder Valley Board of Education Community Dialogue Sessions

Facilitator Agenda

April 17, 2010

Meeting Time: 9-11 a.m.

Set-up a sign-in desk at the main entrance manned by 1-2 volunteers (number of volunteers needed will depend on the expected size of the group). Have sign-in sheets, agenda and nametags at entrance. Facilitators should be there to make sure people are signing in and getting needed materials. (Materials provided by District)

1. Welcome and Introductions (10 min)

Board member

(Boulder West Senior Center, Lesley Smith)
(American Legion Hall in Louisville, Ken Roberge)
(Lafayette Project YES, Jim Reed)

Welcome and thank for coming; explain the community dialogue process and its importance to board work; timelines; series of community meetings; introduce additional board members, administrators, Advisory Committee member(s), facilitators

- Welcome group and thank them for coming. Introduce yourself.
- Explain the community dialogue process and its importance to board work and how their conversation will be used.
 - The BVSD Board of Education has begun a long-term effort to engage the community in discussions about public education.
 - Specifically we are attempting reach out to a broad cross-section of the community to engage in dialogue that will help us better understand your values regarding education for our community's children.
 - Through this ongoing listening process, the board will be better informed as it makes policy decisions for the school district. These policy decisions are wide-ranging, anything from graduation requirements to the kinds of choices we provide in our lunch programs, just to name a couple of examples.
- Explain series of meetings and discussion topic.
 - Today is the second in a series of such listening meetings. There are three meetings occurring this morning in different parts of the school district.
 - Three similar meetings were held in February, and we are planning additional meetings in the future.

- Our discussion topic is student success. We don't have a presentation to make, and we aren't looking for solutions to any particular issue. We simply want to listen to what you have to say to us about student success. We will do that through a guided discussion process, and you will hear more about that in a moment from our facilitator.
- Introduce other board member, administrators, Advisory Committee member(s), facilitators & briefly explain roles
 - (Introduce other board member in attendance.) Our role here today is simply to listen. You may see us taking notes, but we will not be participating in the discussion because we want to hear what you have to say.
 - (Ask if any Advisory Committee members present and have them introduce themselves.) Special thanks to our Community Engagement Advisory Committee. This committee, made up of community members, staff and students, has been most helpful to the board in helping frame our issue for discussion and for suggesting participants for the community dialogue sessions.
 - (Introduce recorder.) The role of the recorder is to capture our discussion today. The recorder will enter into the discussion only to ask questions to assure s/he is accurately capturing the discussion.
 - (Introduce large group facilitator who will take it from here.)

2. Instructions for Table Conversations (5 min)

Large Group Facilitator

A. Expected Outcomes

1. This is their opportunity to provide input to the board's decision-making process on issues related to student success
2. We want honest feedback
3. All information gathered will be shared with the board
4. Each group will be asked to report out so the entire group can hear the thinking of the community
5. Ask them to synthesize "one big idea" for each question that will be reported out
6. Stress that the role of the board member(s) and the administrator(s) today is to listen

B. Explanation of Choice Work

Today's discussion may be a little different than other meetings you have attended. We are here today to do choice work.

- In choice work, we may find that we may agree on some things and we may disagree on others. We are not looking for consensus, but if consensus occurs, we note it.

- We are also not looking for solutions. In choice work, we weigh the costs and consequences of various ideas presented, and we also look for points of view that may not be represented here today.
- Sometimes in choice work, we discover tension surrounding an issue. We view this tension as a good thing, provided that we listen to all points of view and do not allow tension to escalate to the point of disrespect.

C. Introduce facilitators and recorders and explain their role

1. Facilitators: objective listeners to keep the conversation on track and moving
2. Recorders: to accurately reflect conversation in writing; notes will be provided to the district for board report

D. Guidelines for Discussion

- In just a few minutes, we will break into two groups for discussion. But first, let's agree on some discussion norms.
 - Everyone is encouraged to participate.
 - No one or two individuals dominate.
 - Only one person talks at a time.
 - Everyone's ideas and opinions are valued.
 - An atmosphere for discussion and analysis of alternatives is maintained.
 - We listen to each other.
- As moderators, we will remain neutral.
- Can we all agree on these discussion guidelines?

- Guidelines up on **screen** or flip chart

3. Facilitated Table Conversations (70 minutes)

A. Questions up on **screen or flip chart**

B. Facilitator Role

1. Make sure all participants have the opportunity to share
2. Keep group on track
3. Ensure the recorder is taking appropriate notes
4. Ask for clarifications when needed
5. If people are redundant, ask for a different idea
6. Move the group on to next question when directed
7. Help the group decide what key ideas will be reported out

C. Introductions (5 min.)

1. Introduce self

2. Explain the facilitator's role as a neutral moderator and timekeeper who is there to keep the conversation on track and moving and not to answer questions
3. Go around the table and have participants introduce themselves and their role (parent, teacher, etc.)
4. Ask for a volunteer to report out on behalf of the group
5. Note that any questions or ideas not pertaining to topic should be written on an index card and given to the facilitator (provided by District)
6. Reinforce that information will be used in board's ongoing decision making and policy making.

D. Discussion questions (60 min.):

1. Definition of student success:

What are the characteristics of a successful student? Please draw upon your own personal experiences too. (List all, even if there is not agreement. Mark the ones that most agree on.)

2. Measuring student success:

What evidence do we need to in order to know students are successful?

3. Supporting student success:

How can this community support the success of its students?

- What can schools do?
- What can parents do?
- What can the community do?

4. Closing (5 min.)

- Can anyone summarize what we talked about today?
- Did we discover any shared sense of direction or common ground?
- What do we still need to talk about?

5. Report out (25 minutes)

Tables

- A. Large group facilitator will ask for each table to report out – ask for one “big” idea per question; ask them not to be repetitive
- B. Recorder will take notes on easel (*provided by District*)

6. Thanks, next steps (5 minutes)

Board member

(Boulder West Senior Center, Lesley Smith)
 (American Legion Hall in Louisville, Jennie Belvall)
 (Lafayette Project YES, Tom Miers)

- Thank participants for their time
- Explain what will happen with their work

- As was stated earlier, the board has begun this community dialogue program in order to better understand community values as we make decisions that affect the education of our students. Today's discussion was most helpful!
 - We plan to continue this type of dialogue session on an ongoing basis, and what we hear will inform a wide variety of board decisions.
- Talk about how they will receive feedback. Remind them again to sign the sign in sheet and provide contact information so that we may send a brief report of findings.
 - We will be compiling the notes from today's three community dialogue sessions and we will send a report to you in a few weeks. Please be sure you have signed in so that we have the correct contact information for you.
- Invite them to fill out and leave feedback form and demographic form.
 - If you have not already filled out the feedback form and the demographic form, please take a couple of minutes to do so before you leave. We are very interested in continuing to improve these dialogue sessions and in reaching a broad cross section of the district's community and the information you provide on these forms will help with those efforts.
 - With that, thanks once again for your participation today!

7. Facilitators: Post-meeting

- A.** Ensure that sign-in sheets, table notes, index cards with questions, and feedback forms are given to appropriate administrator
- B.** Complete feedback form about how the table conversations went; any suggestions for next meetings
- C.** Debrief with large-group facilitator, board member, administrator
- D.** District: Draft thank you letter and two-page report within 1-2 weeks to distribute to participants

Materials to be provided by the District:

- Equipment for the Power Point (discussion norms, questions)
- Flip chart and set of markers for each table; one at front of room
- Name tags
- Sign-in sheets
- Index cards
- Facilitators' feedback forms
- Facilitators' agendas
- Light refreshments

Notes:

- The school board member and administrator might stand near the door as people file in to greet them and make them feel welcome.
- At the end of the meeting, the school board member and administrator should position themselves at the front door to say goodbye, thank people.

Boulder Valley Board of Education
Community Dialogue Sessions
Participant Feedback
Feb. 20, 2010

Name (optional): _____

1. What did you like best about today's community dialogue session?

2. What advice would you give us to make future community dialogue sessions successful?

3. Is there anything you didn't get a chance to say during the dialogue session that you would like to add here?

Boulder Valley Board of Education

Community Dialogue Sessions

Participant Demographics

The Boulder Valley School District Board of Education wants to hear from a broad cross section of the school district community through its ongoing community dialogue program. Would you please help us identify the demographics of our session participants by completing this brief questionnaire? **Your participation is optional.**

1. Please check the box that best describes the area of the school district in which you live.

- | | |
|-------------------------------------|--|
| <input type="checkbox"/> Boulder | <input type="checkbox"/> Lafayette |
| <input type="checkbox"/> Broomfield | <input type="checkbox"/> Louisville |
| <input type="checkbox"/> Erie | <input type="checkbox"/> Nederland |
| <input type="checkbox"/> Gold Hill | <input type="checkbox"/> Superior |
| <input type="checkbox"/> Jamestown | <input type="checkbox"/> Unincorporated Boulder County |

2. Please check the box that best describes your ethnicity.

- | | |
|---|--|
| <input type="checkbox"/> American Indian or Alaska Native | <input type="checkbox"/> Native Hawaiian or other Pacific Islander |
| <input type="checkbox"/> Asian | <input type="checkbox"/> White or Caucasian |
| <input type="checkbox"/> Black or African American | <input type="checkbox"/> Other (please specify) |
| <input type="checkbox"/> Hispanic or Latino | |

3. Please check the all of the boxes that apply to you as a school district stakeholder.

- | | |
|--|---|
| <input type="checkbox"/> BVSD graduate | <input type="checkbox"/> Member of the business community |
| <input type="checkbox"/> BVSD staff | <input type="checkbox"/> Non-profit employee or official |
| <input type="checkbox"/> BVSD student | <input type="checkbox"/> Parent of a BVSD student |
| <input type="checkbox"/> Government employee or official | <input type="checkbox"/> Senior citizen or empty nester |
| <input type="checkbox"/> Higher education employee or official | |