

Grove City 2040

A Framework for Dialogue



Prepared for the Board of School Directors

By

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Grove City 2040

Introduction

The purpose of Grove City 2040 is to look strategically at the public education system and prepare the District to thrive educationally, remain fiscally solvent, and to serve as a cornerstone for community use well into the future. As a public entity, the Board of School Directors is in a position to engage local experts and hired professionals to shape the landscape of public education in Grove City for generations to come.

Understanding the need to upgrade facilities and educational programs over time, the Board can facilitate a comprehensive view and understanding, informed by local experts and hired professionals, of a future-focused vision for Grove City.

Guiding Questions

1. What role will the school system play in the community in the future?

This question investigates the emerging needs of the community. Issues such as the needs of senior citizens, pre-school age children, after school supervision, social services such as mental health, Children and Youth, medical services, and opportunities to develop continuing education opportunities for adults are among the topics to be considered.

2. What types of learning will occur?

This question is meant to spark discussion regarding the types of skills our kids need to develop to be successful in work and in life. The 21st Century Skills icon and the Spheres of Living icon can serve as a point of departure for this investigation.

3. What learning spaces are required to facilitate future-focused learning?

There are many examples, both nationally and internationally, of communities that have developed flexible, adaptable learning spaces to accommodate future-focused learning that is more immune to digitization, outsourcing, and automation. Learning about these examples can inform the Board and the Citizens Advisory Committee about the possibilities and affordability of such options.

Process

Consider the following process for moving forward:

1. Initial meeting of the Citizens Advisory Committee (CAC) in fall 2014. This group assembles to brainstorm initial ideas regarding the three guiding questions. The emerging themes are collected and recorded for future use.
2. The group divides into its seven subgroups, with Board members facilitating the work of each subgroup. These subgroups develop a plan of action to gather information over the period of several months.
3. The CAC reconvenes in winter 2015 to share information from each subgroup and decide on the next action steps for each subgroup.
4. Subgroups resume meeting and gathering information to prepare for the final meeting of the CAC in spring of 2015.
5. By summer 2015, the District-Wide Facilities Master Plan is completed by the hired professionals and submitted for Board review.

Heather

Community Partners

- Chamber
- Borough
- Medical
- Library
- Arts Council
- GCC

Faye

Bertie

**Learning Tools/
Pedagogy**

- Global Classroom
- Flexible/Adaptable
- Student Centered
- Customized/Individualized
- Real-World Experiences

Paul

**Educational
Spaces**

- General Learning
- Exploratory
- Outdoor
- Student Services

Bill

Safety/Security

- Secure, Yet Welcoming

**Grove City
2040**

- Role of Schools
- Kinds of Learning
- Types of Spaces

Adam

Energy Resources

- Efficiency
- Sustainability
- Renewable

Vern

Athletics

- Location
- Accessibility
- Multi-Use
- Maintainability

Scott

Real Estate

- Commercial
- Residential
- IDC

Grove City 2040

Citizens Advisory Committee

Ideally, the Citizens Advisory Committee (CAC) should be comprised of community members who have expertise in a specific category, or citizens willing to commit time to research national trends in any given category. The following is a narrative description of the possibilities for inclusion on the CAC as outlined on the Grove City 2040 icon:

Real Estate

Consider including a real estate agent or realtor in both residential and commercial markets. Additionally, consider including a representative from the Interstate Development Council.

Total Members: 2-3

Community Partners

Possibly the largest category, consider including members from the following areas: Chamber; Borough; medical; social services (MH/MR, etc.); library; Arts Council; GCC.

Total Members: 6-8

Learning Tools/Pedagogy

This category addresses the tools educators will use to facilitate a boundaryless learning environment, customized and individualized for each student, that addresses the developmental needs of the whole child. These tools will enable educators to be facilitators of student learning and depart from “sage on the stage” as the primary pedagogical method for instruction. This group should consist largely of educators who are willing to research national models of success, such as High Tech High.

Total Members: 2-4

Safety and Security

This category could include a representative from the Grove City Police Department and a local expert in safety and security.

Total members: 1-2

Athletics

This group could consider the current status of all athletic facilities and recommend a comprehensive plan to consolidate and maximize field space. This should occur prior to any decisions regarding replacing the turf at Forker Field.

Total members: 2-3

Energy Resources

Consider including local experts in energy resources relative to efficiency, sustainability, and renewability. The administration has secured a Utility Benchmark Analysis, and is poised to submit a Request for Qualifications (RFQ) to help with this process.

Total Members: 1-2

Educational Spaces

This category includes spaces for general classroom learning, exploratory learning such as science projects, outdoor learning, and student support services. Educators to consider including in this area are early childhood, science, wellness, counselors, and the arts.

Total Members: 3-4

Total CAC membership: 17-26

Connector

Speaking/Writing
Collaboration
Perspective Taking

Contributor

Self-Motivated
Resilient/Adaptable
Serving a Larger Cause

21st
Century
Skills

Solver

Managing Digital
Information
Complex Pattern and
Relationship Recognition
Problem Identification

Learner
Passionate
Self-Directed
Synthesizer
Curious

Civic
Ethical
Engaged
Steward
Citizen

Cultural
Enlightened
Respectful
Humanistic
Empathetic

Spheres of Living

Economic
Producer
Consumer
Work Ethic
Contributor
Evaluator

Personal
Connected
Reflective
Balanced
Spiritual

**The Educated
Child**
Boundaryless Learner
Fully Engaged
Holistic Approach

GCASD - Uniting Talent and Passion!

The Educated Child (Spheres of Living)

By studying and synthesizing the work of some of the best thinkers of our time, we have developed a portrait of the educated child around what are called “Spheres of Living.” We are about more than simply preparing kids for jobs or getting them into college. We are about preparing them for a life that is defined within the following spheres: learner, civic, cultural, economic, and personal. Each Sphere includes a list of descriptors that define the aspects of life within that sphere. The Spheres of Living are represented graphically. The narrative describes in detail the indicators within each of the Sphere of Living.

- ***Learner***

Students must know how to learn. The educated child is *curious* about new things. She has the confidence to be *self-directed* in her approach to learning. The educated child knows how to acquire quality information and is able to *synthesize* information from multiple sources. She uses what she has learned to fuel her *passion* for making a greater contribution in work, personal, and social endeavors.

- ***Civic***

Students need to be prepared to contribute as *citizens* within a community. The educated child is *engaged* in community service as a *steward* of community traditions and mores. The educated child upholds positions of authority and influence by embracing the *ethical* high ground. The educated child, because of his contributions, makes his community a better place to live and work.

- ***Cultural***

Students need to understand the world and its inhabitants. The educated child is *enlightened* in his understanding of differing worldviews. *Humanistic* in his treatment of others, the educated child demonstrates *respect* for those different from himself by practicing *empathy* and endeavoring to understand multiple points of view. The human condition contains powerful emotions that are not easily represented in words. The educated child explores his understanding of emotion through the aesthetic experience and uses this understanding to build *empathic connections* with those who are different from him.

- ***Economic***

Students need to be prepared for a life of work. The educated child is a *producer* and is engaged in work about which she is passionate. The educated child demonstrates a *work ethic* and understands the importance of serving the greater good, placing the needs of others before the needs of self. The educated child seeks ways to make significant *contributions* to her field of work. She also has the skills to *evaluate* goods and services in order to make quality economic decisions.

- ***Personal***

The educated child has a strong sense of self. She maintains a sense of overall *wellness* by nourishing herself mentally, physically, socially, and emotionally. The educated child develops and maintains healthy relationships through empathic *connections*. She is *reflective* and *balanced* in her approach to life and realizes that her talents are gifts that come with responsibility. In this sense, the educated child is *spiritual*.

By understanding the educated child through the Spheres of Living, we are doing more than preparing students to make a living; we are preparing them to make a life.